

Centre Policy for determining teacher assessed grades –
summer 2021:

THE CHANTRY SCHOOL

Statement of intent

This section outlines the purpose of this document in relation to our centre.

Statement of Intent

This section provides details of the purpose of this document, as appropriate to our centre:

The purpose of this policy is:

- *To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.*
- *To ensure the operation of effective processes with clear guidelines and support for staff.*
- *To ensure that all staff involved in the processes clearly understand their roles and responsibilities.*
- *To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.*
- *To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.*
- *To support a high standard of internal quality assurance in the allocation of teacher assessed grades.*
- *To support our centre in meeting its obligations in relation to equality legislation.*
- *To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*
- *To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.*

Please note:

In the event of school closure due to Covid 19, or any other reasons, we will:

- Use existing evidence we already hold to ascertain the standards for a pupil
- Re-schedule assessments ready for re-opening
- Make arrangements, where necessary and practicable, to carry out remotely supervised assessments using Teams.

Roles and responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

Roles and Responsibilities

This section gives details of the roles and responsibilities within our centre:

Head of Centre

- *Our Head of Centre, [Dr Dickenson], will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for The Chantry School as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.*
- *Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*

Senior Leadership Team and Heads of Department

The Deputy Head and Heads of Departments will:

- *provide training and support to teachers of Year 11.*
- *support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.*
- *be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.*
- *ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.*
- *Heads of Department will produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. This will be shared with department colleagues*
- *Heads of Department will create, oversee and manage a cohort excel spreadsheet recording individual assessment task raw marks. Heads of Departments will inform department colleagues about the frequency of recording the marks and how they want it recorded.*
- *Where necessary, Heads of Departments, in discussion with the Headteacher/Deputy head will oversee amendments of any grade changes.*
- *ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*
- *ensure teachers have the information required to make accurate and fair judgments.*
- *Heads of Department will compare 2021 grades awarded and compare the historical data 2017-2019, accounting for and explaining any divergence from trends and patterns.*

- *ensure that a Head of Department Checklist is completed for each qualification that they are submitting.*

Teachers and SENCo

Our teachers and SENCo will:

- *ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.*
- *ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.*
- *make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.*
- *Will record any necessary variations for individual students that deviate from the Assessment Record produced by Heads of Departments.*
- *collate and pass for secure storage each students' evidence folder including sufficient evidence to justify their decisions, and any relevant additional paperwork that tells 'a narrative'.*

The Data Manager:

- *Will make available SIMS aspects for grade final entry between June 7th- June 10th.*
- *Will support the examinations officer to upload the final grades*

Examinations Officer

Our Examinations Officer will:

- *be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*

Training, support and guidance

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining teacher assessed grades this year.

Training

This section provides details of the approach our centre will take to *training, support and guidance in determining teacher assessed grades this year*

- *Teachers involved in determining grades in our centre will attend any centre-based training and/or information and guidance sessions to help achieve consistency and fairness to all students, including the NCSL unconscious bias training (Wed 5th May)*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*
- *Teachers will read and consider JCQ's 'Worked examples to assist with determining grades' available from Heads of Departments, or in Staffshared 'Exams'*
- *Heads of departments will lead department colleagues in the additional assessment material provided by awarding bodies, if being used.*

Support for Newly Qualified Teachers and teachers less familiar with assessment

This section provides details of our approach to *training, support and guidance for newly qualified teachers and teachers less familiar with assessment*

- *Heads of Departments will provide mentoring for NQTs and teachers with less than three years continuous experience of Year 11 assessment. Heads of department may feel it necessary to provide additional support for other department colleagues or colleagues may request additional support.*
- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*
- *NQTs/inexperienced teachers (less than 3 years Y11 teaching experience) are required to complete the relevant awarding body training where available or a suitable alternative either as part of the departmental training or individually.*

Use of appropriate evidence

This section of our Centre Policy indicates how our centre will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers*.

A. Use of evidence

This section gives details in relation to our use of evidence.

- *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.*
- *All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*
- *We may be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.*
- *We may use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We may use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
- *We may use substantial class or homework (including work that took place during remote learning). If this is the case, this will be discussed with the Head of Centre or Deputy Headteacher to ensure authenticity of work.*
- *We may use internal tests taken by pupils.*
- *We may use mock exams taken over the course of study.*
- *We may use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.*

Additional Assessment Materials

- *We may use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.*
- *We may use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *We may use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *We may combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.*

Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.*
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.*
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.*
- We will consider the specification and assessment objective coverage of the assessment.*
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*

Determining teacher assessed grades

This section of our Centre Policy outlines the approach our centre will take to awarding teacher assessed grades.

Awarding teacher assessed grades based on evidence

We give details here of our centre's approach to awarding teacher assessed grades.

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- In order to arrive at a fair and objective grade which is free from bias, our teachers will adhere to the process as outlined in **Overview of awarding Y11 grades 2021: Timeline 1st April- 18th June** (Appendix 1) and refrain from awarding grades until after May 24th. There are several phases in determining teacher grades:*
 - Completion of individual assessments and individual marking of assessments up to May 21st*
 - Check individual marking of individual assessments with another qualified colleague- to be decided how by HoD. Monday night training sessions will be assigned to elements of this*
 - Collectively, assigning holistic grades to folder of evidence before individual teachers assign grades to the rest of the class- May 24th*
 - After Department Grade Assigning meeting, assign grades to the rest of the pupils (using previously agreed folders and awarding body exemplification).*
 - HoD check grade distribution against historical data- ongoing from May 28th*
 - Random sampling of identified pupils- June 7th*
- If there is any variation from the agreed subject Assessment record, our teachers will produce an Assessment Record variations for individual student, where relevant.*

Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

This section gives details of our approach to internal standardisation, within and across subject departments.

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.*
- *In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process and outcomes will be recorded.*
- *As part of the internal quality assurance process, all Heads of Department will build in elements of:*
 - ***Standardisation:** This stage of the process is where a small selection of assignments are marked using the published assessment criteria, then before further marking they are compared against the marking of other markers to ensure all markers are marking to the same understanding of the assessment criteria (i.e. same understanding of what the criteria are and the descriptions of work at different levels of attainment.) this can be awarding body exemplification/training materials and used as a training session.*
 - ***Blind Marking:** In double-blind marking, the markers mark in parallel and during marking they are not party to each other's feedback or marks through discussion, final marks must be agreed through discussion. This is part of the moderation process.*
 - ***Second Marking:** In the case of second marking, the second marker can see the other marker's feedback and add their own. In both cases the markers need to agree a final mark. Second marking may be used to support novice or peer markers and ensure robust marking.*
- *Heads of Departments will devise a moderation proforma and retain all documentation*
- *We will abide by the outlined process and timeline **Overview of awarding Y11 grades 2021: Timeline 1st April- 18th June** (Appendix 1)*
- *We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
 - *Marking of evidence*
 - *Applying the use of grading support and documentation*
 - *Reaching a holistic grading decision*
- *We will conduct internal standardisation across all grades using the JCO/Awarding bodies' grades: selecting at least 20% of the cohort including a range of different pupils' ability and different groups of learners for each Year 11 teacher.*
- *We will ensure all teachers are represented, included and attend the standardising process*
- *We will ensure that the devised moderation form will record details of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.*

- *Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.*
- *In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics are included in our internal standardisation.*

Comparison of teacher assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

Comparison of Teacher Assessed Grades to results for previous cohorts

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- *We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).*
- *We will consider the size of our cohort from year to year.*
- *We will consider the stability of our centre's overall grade outcomes from year to year.*
- *We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.*
- *We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.*

This section gives details of the approach our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- *We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs and CAMNAT Level 2 Distinction*- Level 1 Pass.*
- *We will bring together other data sources that will help to quality assure the grades we intend to award in 2021: such as national data from previous years and other external sources of validation, including exemplification provided by the awarding bodies.*

Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

Reasonable adjustments and mitigating circumstances (special consideration)

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements. During the period 30th April- May 14th, there will be an opportunity for parents/pupils to submit any information they wish to be considered as mitigating circumstances. By 24th May, the HeadTeacher/Deputy Headteacher and Exam Officer will consider each case individually and decide whether the information presented warrants being considered when determining final grades. Parents/Pupils will be informed of the outcome and teachers informed.*
- *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*
- *To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: JCQ – A guide to the special consideration process, with effect from 1 September 2020*

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

This section gives details of our approach to address disruption or differentiated lost teaching.

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.

Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

Objectivity

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Heads of Department and Year 11 teachers will consider:

- *Familiarising themselves with OFQUAL's 'information for centres about making objective judgements'*
- *sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);*
- *how to minimise bias in questions and marking and hidden forms of bias); and bias in teacher assessed grades.*
- *Seek to provide parity and equality across the subject cohort by ensuring consistency and uniformity in the task, where appropriate and possible.*

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:

- *unconscious bias can skew judgements;*
- *the evidence presented should be valued for its own merit as an indication of performance and attainment;*
- *teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;*
- *unconscious bias is more likely to occur when quick opinions are formed; and our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process **Details collecting evidence, moderating and Y11 final grades** (see Appendix 2).*
- *All Y11 teachers will undertake the NCSL unconscious bias training on Wednesday 5th May and as, departments, agree strategies to minimise bias, including such actions as blind marking*

Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data.

C. Recording Decisions and Retention of Evidence and Data

This section outlines our approach to recording decisions and retaining evidence and data.

- *We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades such as excel marksheets and moderation proformas.*
- *We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.*
- *We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions, including such aspects as Excel for individual marks, use of SIMs for final grades and teacher records to record any conversations or information that may be useful when assigning grades*
- *We will comply with our obligations regarding data protection legislation.*
- *We will ensure that the grades accurately reflect the evidence submitted.*
- *We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).*

Authenticating evidence

D. Authenticating evidence

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- *Robust mechanisms, which will include high level of control within the classroom and the minimal use of assessment tasks prior to March 24th will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.*
- *All pupils will sign a sheet for each of their subjects to validate the assessments and evidence submitted is their own.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.*

Confidentiality, malpractice and conflicts of interest

Confidentiality

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

A. Confidentiality
<p><i>This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.</i></p> <ul style="list-style-type: none"><i>All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.</i><i>All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.</i><i>Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.</i>

Malpractice

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

B. Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- *Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.*
- *All staff involved have been made aware of these policies, and have received training in them as necessary.*
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
 - *breaches of internal security;*
 - *deception;*
 - *improper assistance to students;*
 - *failure to appropriately authenticate a student's work;*
 - *over direction of students in preparation for common assessments;*
 - *allegations that centres submit grades not supported by evidence that they know to be inaccurate;*
 - *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;*
 - *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and*
 - *failure to keep appropriate records of decisions made and teacher assessed grades.*
- *The consequences of malpractice or maladministration as published in the JCQ guidance: JCQ Suspected Malpractice: Policies and Procedures and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.*

Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

C. Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.*
- *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - General Regulations for Approved Centres, 1 September 2020 to 31 August 2021.*
- *We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.*

External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

A. External Quality Assurance

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- *All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation such as the JCQ Variation for Individual Students.*
- *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.*
- *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.*
- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*

Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

A. Results

This section details our approach to the issue of results to students and the provision of advice and guidance.

- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS(10th August) and GCSE results (12th August) in the same week.*
- *Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.*
- *Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.*
- *Such guidance will include advice on the appeals process in place in 2021 (see below).*
- *Parents/guardians have been made aware of arrangements for results days.*

Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

A. Appeals

This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- *All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.*
- *Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.*
- *All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.*
- *Learners will be appropriately guided as to the necessary stages of appeal.*
- *Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which further education places depend.*
- *The Headteacher and/or Deputy Headteacher will be contactable, at least by email between 12th-24th August for priority appeals (eg grades awarded affect their post 16 progression), to respond promptly to any student requests or awarding organisations for information in the event of an appeal or missing or incomplete results, to enable such issues to be swiftly resolved. Prior to results, parents and pupils will be informed about the appeals process.*
- *Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.*
- *Appropriate information on the appeals process will be provided to parents/carers.*

I have read the document carefully and, with reminders and guidance, will adhere to the policy, or ask if in any doubt.

I have familiarised myself with where to find the other documents referenced in this policy.

I understand the importance of collecting, storing and securing students' evidence and completing the necessary additional record sheets for individual pupils.

I understand I am not to discuss with students GCSE grades, nor assign any final student holistic grades until after May 24th.

Name:.....

Signature:.....

Date:

SIGN AND PHOTOCOPY THIS PAGE AND RETURN TO YOUR HOD BY 26TH APRIL. HOD TO RETURN TO NC BY 28TH APRIL.