

# Centre Policy: Cambourne Village College

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FOR GCSES FOR SUMMER 2021



## Centre Policy for determining submitted grades – summer 2021: Cambourne Village College

### 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 submitted 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, submitted grades.*
- *To support a high standard of internal quality assurance in the allocation of submitted 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.*

## 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 submitted 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, Claire Coates, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for Cambourne Village College as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *Our Head of Centre will confirm that submitted 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 followed and signed-off in advance of results being submitted.*

#### **Senior Leadership Team and Heads of Department**

*Our Senior Leadership Team and Heads of Departments will:*

- *provide training and support to our other staff.*
- *support the Head of Centre in the quality assurance of the final submitted grades.*
- *ensure an effective approach within and across departments, including the quality assurance processes of 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 each department make consistent judgements about student evidence in deriving a grade.*
- *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.*
- *ensure appropriate records are kept relating to how judgments have been arrived at, for each qualification that they are submitting.*

#### **Teachers/ 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 grades for each student they have entered for a qualification.*
- *ensure that the 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.*

- *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. Any necessary variations for individual students will also be recorded.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

***Examinations Officer***

*Our Examinations Officer will:*

- *be responsible for the administration of our final submitted 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 submitted grades this year*

- *Teachers involved in determining grades in our centre will attend centre-based training to help achieve consistency and fairness to all students.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*

### **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*

- *Teachers who have less experience of KS4 assessment, including NQTs, will be supported by their Heads of Department and/or other experienced teachers, who will review their judgments. Standardisation of marking will take place prior to less experienced teachers marking assessments.*
- *We will put in place additional internal reviews of submitted grades for NQTs and other teachers as appropriate.*

## 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.*
- *In line with JCQ guidance, all candidate evidence produced in the Summer term 2021 assessment window, will be retained and made available for the purposes of external quality assurance and appeals. Record keeping, marksheets and mark schemes will be made available for all candidate evidence produced prior to this.*
- *We will 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 will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We will use mock exams taken over the course of study.*
- *We will 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.*

*These forms of candidate evidence, listed above, will be given due weight in our determining of submitted grades, being either the most recent indications of what students know and can do, or produced in the most reliable conditions. However, in certain cases we may also include the following as sources of evidence:*

- *Internal tests taken by pupils.*
- *Substantial classwork.*
- *Work done as homework or during remote learning.*

*We provide further detail in the following areas:*

#### *Additional Assessment Materials*

- *We will 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 will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *We will 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 submitted grades

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

### **Awarding submitted grades based on evidence**

We give details here of our centre's approach to awarding submitted 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.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Records of how evidence was selected and used to determine grades will be made for each subject cohort. Any necessary variations for individual students will also be made.*



## 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 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.*
- *We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
  - *Marking of evidence*
  - *Arriving at grades*
  - *Reaching a holistic grading decision*
  - *Applying the use of grading support and documentation*
- *We will conduct internal moderation across a full range of marks awarded.*
- *We will conduct external moderation in each subject and across an appropriate range of marks, including the highest and lowest submitted. Where appropriate this will be with subject specialists from within the CAM Academy Trust.*
- *Where there is only one teacher involved in marking assessments and determining grades, their marking will be moderated across a full range of marks awarded by an external subject specialist - from within CAM Academy Trust where appropriate.*
- *The awarding of grades will be reviewed across an appropriate range of grades, in conjunction with subject specialists and/or senior leadership, to ensure that the basis for making grading decisions represents sound judgment and draws appropriately on grade descriptors.*
- *We will ensure that all grades submitted are based on the same sources of evidence, excepting in particular circumstances for which separate records will be made and shared.*
- *Where necessary, we will review and amend individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.*

## Comparison of submitted grades to results for previous cohorts

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

### Comparison of submitted 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.

- *In line with JCQ guidance, we will record initial, holistic grade decisions prior to comparative data analysis of previous years.*
- *We will make use of the FFT Aspire service to compare grading decisions at a centre, subject and student group level. This will take account of cohort size, prior attainment, stability of grade outcomes.*
- *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 submitted grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.*

- *If and where significant divergence occurs from previous results, we will undergo a further round of scrutiny of marking, of evidence selection and of grading judgements.*
- *In this instance, where possible (where work and/or marks are available), we will compare evidence/marks from candidates this year with evidence/marks from candidates awarded a comparable grade under a typical external examination series.*

*This section gives details of changes in our cohorts that need to be reflected in our comparisons.*

- *We will omit subjects that we no longer offer from the historical data.*
- *We will use FFT Aspire services that enable us to take account of changes to prior attainment.*

## 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.*
- *We will 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.

- *Submitted 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 Centre will consider:*

- *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.*

*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;*
- *submitted 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.*

*Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.*

## 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 submitted grades process operated.*
- *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.*
- *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 close supervision/invigilation of students while they complete assessments, and checking that no additional notes or sources of answers are available, 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.*
- *Where we suspect a candidate of cheating, we may disregard that evidence or have the candidate produce evidence of the same assessment objectives under supervised conditions. That candidate will also then be removed for further assessments, to undertake them in isolation.*
- *Where we are not able to supervise students while they undertake assessments – for instance because of medical or other conditions that mean they are unable to attend school – we will ask them and their parent/guardian to verify that the work was undertaken in the same conditions as the cohort.*
- *Where we have concerns that work produced not under our direct supervision may not be the candidate's own – because it represents a divergent level of achievement, or for any other reason – we may disregard that evidence or have the candidate produce evidence of the same assessment objectives under supervised conditions.*
- *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.*
- *NB. See Appendix 1 for further details regarding procedures around malpractice.*

## 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**

*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.*

- *All staff involved have been made aware of the need to maintain the confidentiality of submitted grades.*
- *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.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.*

### *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 centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021. See Appendix 1 for specific details of this procedure, applying to this year's circumstance.*
- *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 grades submitted.
- 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 submitted 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 submitted 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.*
- *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.*
- *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).*
- *Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.*
- *Parents/guardians will be 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 have been 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 post-16 places depend.*
- *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.*

## **Appendix 1: Malpractice and Maladministration**

In addition to our usual Exams Policy (including especially Appendix 2, relating to malpractice during internally assessed components), we draw staff attention to the following for this year specifically.

### **Assessment Malpractice Policy**

1. To identify and minimise the risk of malpractice by staff or students
2. To respond to any incident of alleged malpractice promptly and objectively
3. To standardise and record any investigation of malpractice to ensure openness and fairness
4. To impose appropriate penalties and/or sanctions on students or staff where incidents (or attempted incidents) of malpractice are proven
5. To protect the integrity of this centre.

### **In order to do this, Cambourne Village College will:**

- Explain to students the importance of observing appropriate test conditions during assessments, and the consequences of not doing so;
- Show candidates the appropriate formats to record cited texts and other materials or information sources;
- Ask candidates to declare that their work is their own.

### Following suspected malpractice:

- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by Senior Leadership and all personnel linked to the allegation. It will proceed through the following stages:

- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven;
- Give the individual the opportunity to respond to the allegations made;
- Inform the individual of the avenues for appealing against any judgment made.

- Document all stages of any investigation.

### Where malpractice is proven:

- We may discount the evidence provided by the assessment;
- We may ask that the candidate sit another assessment, providing evidence of the same assessment objectives;
- We will inform parent/s or carer/s;
- We will impose sanctions commensurate with the malpractice within our behaviour policy;

- We will remove that candidate for all further assessments, to undergo them in isolation.

### **Definition of Malpractice by Candidates**

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature;
- Using or having access to resources or notes not permitted within the conditions of the assessment;
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work;
- Copying (including the use of ICT to aid copying);
- Deliberate destruction of another's work;
- Fabrication of results or evidence;
- False declaration of authenticity in relation to the contents of assessments;
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment.

### **Definition of Malpractice by Centre Staff**

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates;
- Inventing or changing marks for internally assessed work where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made;
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the candidate;
- Producing falsified witness statements, for example for evidence the candidate has not generated;
- Allowing evidence, which is known by the staff member not to be the candidate's own, to be included in making grading decisions;
- Facilitating and allowing impersonation;
- Misusing the conditions for special access arrangements.

### **Dealing with malpractice:**

#### **Staff**

- Inform the staff member's SLG line manager and the Principal.
- The alleged malpractice will then follow the school procedure.
- Any malpractice or attempted malpractice must be recorded.

**REFERENCE: Exam Policy - Appendix 2: Malpractice Procedures for internally assessed components**

Candidates may not:

- submit work which is not their own.
- lend work to other candidates.
- allow other candidates access to, or the use of, their source material, unless it is part of an authorised joint project.
- include work copied directly from books, the internet or other sources without acknowledgement or attribution.
- Submit work typed or word-processed by a third person without acknowledgement.

Irregularities in internally-assessed components of examinations discovered prior to the signing of declarations of authentication need not be reported to the Exam Board. The Centre may instead decline to accept the work for assessment purposes.

If an irregularity is discovered by the Centre after the signing of declarations of authentication, full details of the case must be submitted to the Exam Board at the earliest opportunity. The matter will then be treated as a formal case of suspected malpractice.

Irregularities discovered by the Exam Board will be reported to the Centre.

Under the terms of JCQ Regulations, candidates who breach the Regulations may be disqualified from subjects for which they have been entered in the current examination series.

Cambourne Village College is committed to adhering to the rules and regulations as set out by JCQ and the Exam Boards.

All matters of suspected malpractice will therefore be thoroughly investigated by the College and the Exam Board will be notified.

## Appendix 2: Data Protection

To ensure that grading judgments are kept secure, we will:

- Use Go4Schools to store grading judgements, which is password protected;
- Use FFT Aspire for data analysis, also password protected;
- Take a download of Go4Schools at timely points as security against any national data breach, and keep these secure in OneDrive, also password protected;
- Not record grades on any physical paper documents;
- Use OneDrive or the Departmental area of the Catalogue (password protected) for any storage of csv files that include grades. These documents will not be shared by any individual outside the Centre.

In addition, we will:

- Ensure that all staff are reminded of GDPR training in relation to these grades;
- Ensure that any member of staff who has a declared interest (such as a parent of a Year 11 student) and has access to Go4Schools signs a declaration that they will keep all information confidential, including and importantly from other family members.