

# Centre Policy

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FOR A/AS LEVELS AND GCSES FOR SUMMER 2021





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## Centre Policy for determining teacher assessed grades – Summer 2021: PRINCE WILLIAM SCHOOL

### 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.

### Roles and Responsibilities

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

#### **Head of Centre**

- Our Head of Centre, Elizabeth Dormor, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for Prince William 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**

*Our Senior Leadership Team will:*

- provide training and support to our other staff.
- 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 all subjects.
- work with heads of department in standardising teacher assessed grades.
- be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- produce a timeline of events that will be monitored and adapted by The Deputy Head teacher, Quality of Education.
- work with the examinations officer in administrating our final teacher assessed grades.
- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- compare our teacher assessed grades at qualification level to results for previous cohorts.

### **Heads of Department**

*Our Heads of Departments will:*

- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- coordinate internal moderation of assessments and initial teacher awarded grades.
- work with their SLT line manager and Head of Centre to standardise teacher assessed grades.
- ensure teachers have the information required to make accurate and fair judgements.
- ensure that a Head of Department Checklist is completed for each qualification that they are submitting.
- 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.

### **Teachers**

*Our teachers 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.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*



- *ensure that students are provided with appropriate access arrangements and applying special consideration in particular instances.*

### **SENDCo**

*Our SENDCO (special education needs and disabilities coordinator) will:*

- *coordinate arrangements and communicate with teachers to ensure that students are provided with appropriate access arrangements and applying special consideration in particular instances.*

### **Examinations Officer**

*Our Examinations Officer will:*

- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.
- coordinate communication with awarding bodies.
- be responsible for the secure storage of assessment evidence.
- support coordination and organisation of assessments
- be responsible for the recording and communicating of mitigating circumstances which may have affected students' performance in assessments.

## **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 to help achieve consistency and fairness to all students.
- The Deputy Head teacher, Quality of Education, will be the prime contact for all staff involved in the process. They will coordinate centre-based training for teachers and heads of department throughout the process combining online and face to face methods.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- Heads of department will be supported throughout the process by their SLT line manager and determining grades will be an agenda item on all fortnightly meetings.

## **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.*

- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.
- These processes will be recorded by the head of department within the subject Assessment Record.



## 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. Evidence will be retained in the examination's office.
- We will use records of each student's progress and performance over the course of study
- We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including completed unit exams, groups of questions, past papers or similar materials such as practice or sample papers.
- 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. This will include internal tests and mock exams taken by students over the course of study.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- We will only use substantial class work where mitigating circumstances means that other evidence is available.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.
- Each subject will use a range of evidence and record details using the Assessment Evidence Form template which will be part of their Assessment Record. Included in this are details of the assessment objectives covered within the piece of assessment. Where possible, each assessment objective will be covered across the range of evidence used. If this is not possible, the form will also include details of why an assessment objective(s) has been omitted.
- The Assessment Evidence Form will also state the rationale for the choice of evidence used by each subject.
- Collection of evidence will be facilitated through set assessment times within lessons. These will enable subjects to collect evidence under high levels of control.
- There is no requirement that subjects use the additional assessment material produced by awarding bodies, but our centre devised tasks may well include some of the same content from within these assessment materials.
- Teachers will share with students information about the range of evidence being considered in the grading decisions. These details will be confirmed with students in a short discussion they have with a senior member of staff, where students will confirm that they have received this information and that the evidence used is their own work.



*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. We will aim for most evidence to be produced under high or medium levels of control.
- 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. Students will sign a candidate confirmation form to confirm that work used as evidence is their own.
- We will look at the specification for each course to consider what content has been taught and ensure that evidence used to make judgements only includes assessment of taught content.
- 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.
- All details of how evidence has been balanced will be recorded in the subject Assessment Record.

#### **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 doing so, heads of departments will support our teachers in:
  - Evaluating the quality of the evidence and balancing the different sources of evidence when making the grading decision
  - Establishing if the proposed range of evidence is appropriate for all students in the cohort. Any exceptions will be recorded by the head of department on the subject Assessment Record.
  - Assigning a grade based on a holistic, objective judgements of the evidence of the student's performance.
- Heads of department and teachers will refer to Ofqual's guidance document, on *Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades*.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Heads of department will produce an Assessment Record for each subject cohort and will be monitored by the SLT line manager. Any necessary variations for individual students will also be recorded in this form.



### 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.
- We will ensure that our centre carries out an internal standardisation process in all subjects. In some subjects this may involve joint moderation with other schools.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
  - Arriving at teacher assessed grades
  - Marking of evidence
  - Reaching a holistic grading decision
  - Applying the use of grading support and documentation
- We will conduct internal standardisation across all subjects. This will involve moderation of assessments and the initial teacher awarded grades. Each subject will complete internal standardisation and details of standardisation conducted will be recorded in the Assessment Record for each subject.
- We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Heads of department and another teacher from within the subject will sign the Head of department checklist to confirm the grades awarded. This will ensure that where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by the Head of department.
- Heads of department will then review all grading decisions with their SLT line manager to ensure consistency in use of evidence to reach holistic grading decisions. This will also ensure that any mitigating circumstances and access arrangements have been accounted for within the grading decision.
- 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).
- Following review by the Head of department and SLT line manager, all final grades will be signed off by the Head of Centre and Head of Department.
- 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 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 (2017 - 2019). This will be compiled by The Deputy Head teacher, Quality of Education.
- We will compile historical data giving appropriate regard to potential mixtures of A\*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.
- We will omit subjects that we no longer offer from the historical data.
- Initial teacher assessed grades will be reviewed by the Deputy Head teacher and will be compared to results in previous years to consider:
  - the size of our cohort from year to year.
  - the stability of our centre's overall grade outcomes from year to year.
  - subject variation in these grades
  - centre level variation in these grades
  - grades awarded to groups of students, considering gender and disadvantage.
- If initial teacher assessed grades are viewed as overly lenient or harsh at either a subject or centre level, grades awarded may need to be reviewed.
- This review will take place as part of the internal quality assurance between SLT line managers and the Head of Department. If an issue is identified which is across several or most subjects, a review across those subjects will be needed.
- Any historical insights will be applied consistently to students within the subject.
- Details of any review against previous grades will be recorded by the SLT line manager and will be part of the final grading decision agreed by the Head of Department and Head of Centre.
- 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.

### **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. This will be coordinated by the SENDCo and details communicated to all relevant teachers.
- 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 will be 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. All such circumstances reported to us will be recorded by the examinations officer and communicated to all relevant teachers prior to their grading judgements.
- Students will also be able to inform us of any other mitigating circumstances as part of the discussion we have them about the evidence used to form the basis of the grade submitted. Any such circumstances will be reviewed and considered in the final grades awarded by the Head of Centre.
- Students will sign a candidate confirmation form to confirm they have received access requirements and that they have informed us of any mitigating circumstances.
- 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: [JCO – A guide to the special consideration process, with effect from 1 September 2020](#)

#### **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.
- Each subject will look at the specification for each course to consider what content has been taught and ensure that evidence used to make judgements only includes assessment of taught content.
- If an individual student has faced additional disruption to their teaching and learning through illness or personal circumstances, this will be recorded on the subject assessment record and will summarise how this disadvantage has been considered in the awarding of the grade.
- If this additional disruption resulted in a student not completing a specific assessment task or other form of evidence being used in the decision process, this may be replaced by another similar piece of evidence or the awarding will be made on the sources available. Such variations will be recorded by each subject as part of the Assessment Record.

#### **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 through training 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.

All staff involved in determining teacher assessed grades will read the Ofqual document: Information for centres about making objective judgements.

### **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. Assessment marks and other grades will be stored on our management information system and details of moderation, evidence used, grading decisions and other relevant details will be part of the Assessment Record maintained by each subject.
- 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**

*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 declaration by teachers, Head of Department moderation and SLT checking 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.
- 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.
- Students will sign the candidate confirmation form to confirm that evidence being used to inform the overall grade is their own work.

### **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 teacher assessed 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 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. A malpractice policy for summer 2021 has been written and is on our school website in the examinations section.*
- *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.
- Where a candidate, or an individual acting their behalf such as a parent/carer, might try to influence grade decisions by applying pressure to the centre or any of its staff, Prince William School will keep and retain clear and reliable records of the circumstances and the steps taken, and make the candidate aware of the outcome. This will include a record that confirms the candidate had been made aware of the evidence that was going to be used and understand that the range of evidence used to determine a grade was not negotiable.
- However, if a candidate or an individual acting on their behalf continues to inappropriately attempt to pressure centre staff, a report of suspected candidate malpractice will be submitted to the relevant awarding body.
- Our aim is to always prevent any instances of malpractice through clear information to all stakeholders about its nature and consequences. This is achieved through

### 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 if to separate duties and personnel to ensure fairness in later process reviews and appeals.
- We have produced a conflicts of interest policy for summer 2021 which is on our school website in the examinations section.
- The declaration process will involve a Declaration of *Personal Interest form* for Summer 2021 being sent by the Examinations Officer, to all centre staff involved in the process.
- In this form staff will be required to
  - confirm their understanding of what a personal interest in a candidate relates to



- (where applicable) declare no personal interest in any candidate.
- (where applicable) declare a personal interest in a candidate and identify their role(s) in the arrangements.
- confirm awareness of the need to maintain the confidentiality of the grades and endorsements determined by the centre.
- return the completed declaration to the Exams Officer.
- A *Conflicts of Interest Log* for Summer 2021 will be maintained to record any potential conflicts of interest declared by centre staff.
- The log will record the nature of potential conflict and a decision will be made by Deputy Headteacher if this is deemed a potential risk to the integrity of the centre's assessments.
- Where applicable, the log will record appropriate additional controls put in place to mitigate any potential risk to the integrity of the centre's assessments and to ensure fairness in later process reviews and appeals, carefully considering the need to separate duties and personnel.

#### **Private Candidates**

*This section details our approach to providing and quality assuring grades to Private Candidates.*

- Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.
- Where it has been necessary to utilise different approaches, the JCQ Guidance on Private Candidates has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.
- In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates have been excluded from our analysis.

#### **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 using the assessment record form and can be made available for review as required. Records of internal quality assurance will also be kept and retained.
- 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.
- 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 because 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 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 Level and GCSE results 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).
- 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.
- Students and parents/carers will be made aware of arrangements for results days closer to the date(s).

## 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.
- Students 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 university 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 closer to the date.

### Contingency Planning

*This section details our approach to contingency planning if the processes explained in this policy cannot be carried out due to external circumstances out of control.  
e.g. national or local school closure or cyber-attack.*

- We will refer to our school exam contingency plan to decide on appropriate courses of action.
- If needed and appropriate, we will use established online systems to facilitate discussions and secure recording of assessments and grades.
- If closure results in assessments being missed by students, we will use other evidence we have and record as a mitigating circumstance.
- We will seek any further guidance needed from appropriate awarding bodies.

We recognise the threat and the potential for cyber-attack and ransomware to cause considerable damage to our school in terms of lost data (including evidence required to support this year's teacher assessed grades) and access to critical services. In the incidence of this happening, we will:

- Enact our incident management plan.
- Contact the National Cyber Security Centre (NCSC).
- Contact local law enforcement and Action Fraud.
- Inform the Department for Education.