



St Wilfrid's RC College Centre Policy for Summer 2021

Philosophy & Rationale

Following the decision that no public examinations will take place during this summer, the Academy has put together this Strategy to provide guidance and support on how best to assign grades to our pupils*. As an Academy we believe that our moral obligation is to ensure our pupils receive reasonable grades which reflect the standard at which they are performing, and that the grade should indicate the pupil's demonstrated knowledge, understanding and skills, thus ensuring that our pupils' lives are as unaffected as possible.

We propose that each subject generates a '**centre-assessment grade**' for each pupil, **rank ordering** the pupils within each of those grades. Given the current challenging circumstances, we believe that providing these two key pieces of information will enable centres to issue the fairest possible results.

To assist, exam boards will provide a package of support materials to include questions, mark schemes, data about how pupils typically performed in individual questions and exemplar materials, as well as advice for teachers about content coverage, topic selection, marking and making grading judgements. This will be based on past questions and will include a proportion of previously unpublished questions for every subject.

Subject teams will have access to the support materials immediately following publication and up until the deadline for the submission of grades. Use of these exam board support materials is **not compulsory**; they will be part of the range of evidence teachers could use to determine the grade.

Grades must be submitted to exam boards by the **18th of June 2021** **. At this time exam boards will conduct their own quality assurance checks, through a combination of random sampling and more targeted scrutiny where they identify a cause for concern.

A Headteacher peer review of data will be implemented across the Trust schools with any necessary final adjustments completed prior to exam board submission on the 18th of June – please see proposed timeline in Appendix 1.

* In the production of this protocol, high regard has been paid of the Ofqual Head of Centre guidance and JCQ's Guidance-Centre-Policy. Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed and are in line with JCQ guidance to ensure they address the specific challenges of delivery in Summer 2021. 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.

All staff involved in the awarding of grades have been made aware of these policies, and have received training in them as necessary.

** *We will comply with our obligations regarding data protection legislation.*

Responsibility: Heads of Centres

Headteachers within the Trust will operate a paired standardisation and checking exercise to ensure due process has been followed with regards to the allocation of 'centre-assessed grades' and the ranking of pupils.

Heads of Centre will ensure that clear roles and responsibilities of all staff in the examinations centre are defined, and that all staff involved in deriving centre assessed grades read and understand this Centre Policy document. Heads of Centre will provide confirmation that pupils have been taught sufficient content to award a grade.

The Head of Centre will prepare a succinct narrative on the outcomes against historic data in the event that there is significant divergence from the qualifications attained in previous examined years.

Conflict of Interest

- 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.

Responsibility: Examinations Officer

Our Examinations Officer is:

- Responsible for the administration of our final centre assessed grades and for managing the post-results service.
- Responsible for collation and completion of **individual candidate declaration forms**.

Responsibility: Leadership Data Team

The Leadership Data Team's role is to support the school through the (attached) staged timeline, and to quality assure all 'centre-assessed grades'. The Leadership Data Team will:

- Implement a protocol and timeline to support the Ofqual request for 'centre-assessed grades'.
- Implement a protocol to determine 'centre-assessed grades' as late in the academic year as is possible.
- Ensure due diligence has been followed around process: the allocation of 'centre-assessed grades' and the ranking of pupils.
- Ensure all staff conduct assessments under the appropriate levels of control (JCQ)
- Ensure a thorough review of the 'centre-assessed grades', considering how the distribution of assessment grades compares with grades achieved in previous years **to ensure that judgements are not unduly harsh or lenient**. These will vary according to a number of factors, including prior attainment of the pupils, but DfE data shows that for most centres any year-on-year variation in results for a given subject is normally quite small.
- Make use of **FFT benchmarking service/Sisra Analytic Collaboration Tool** to assist with the centre assessment process; comparing CAG against FFT estimates based on

each school's progress in previous years (2017-19), highlighting unusual grade patterns in subjects and obtaining an early indication of progress scores.

- Outline the process with governors and trustees.

Responsibilities: SLT Link

The SLT link's role is to support Subject Leaders through the (attached) staged timeline, and to quality assure the 'centre-assessed grades' entered by the Department they are responsible for. SLT links will:

- Ensure Subject Leaders are supported to meet the key deadlines within the staged timeline. (Appendix 1)
- Ensure due diligence has been followed around process: the allocation of 'centre-assessed grades' and the ranking of pupils.
- Ensure that a high quality evidence base, closely aligned to the specification, has been considered by teaching staff to award the 'centre-assessed grades': This should include:
 - Use of the **FFT benchmarking service/Sisra Analytics Collaboration Tool** to assist with the centre assessment process; comparing CAG against FFT estimates based on each schools progress in previous years(2017-19), highlighting unusual grade patterns in subjects and obtaining an early indication of progress scores
 - Progress review data
 - Moderated and standardised key assessment data (across all grades) –formative and summative over time
 - Coursework (NEA), practical endorsement¹, portfolio² and completed unit grades
 - Exam board assessment support material, including questions, mark schemes and exemplar material about how pupils typically perform – these assessments should take place as late in the academic year as possible to allow pupils to be taught for as long as possible
 - Bespoke knowledge of individual pupils (e.g. SEND/Illness/Mental Health personal circumstances). Subject Leaders will outline, on the Pupil Variation Form, as part of the Assessment Record, how the impact of illness or personal circumstances have be taken into consideration. To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: JCQ – Special Consideration Summer 2021
 - Mock examination* and Openbook data
 - Attendance – online and classroom based
 - Engagement in Learning – Online and classroom based
 - Substantial class work or homework, including those completed during remote learning
 - Records of a pupil's capability and performance over the course of study in performance-based subjects such as music, drama and PE
- Ensure subject teachers retain the work, marking records and grading judgements in a portfolio file for each pupil. This may be subject to scrutiny during exam board quality assurance checks, and it will be required in cases where a pupil wishes to appeal their result. A rationale for decisions in relation to individual marks/grades will be retained.
- Ensure pupil portfolios and evidence is stored securely in line with JCQ regulations and access limited to Exams Officer and Headteacher.
- Ensure objectivity by making all staff aware that:
 - unconscious bias can skew judgements
 - the evidence presented should be valued for its own merit as an indication of performance and attainment;
 - centre 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.

*Mock examinations refer to diagnostic assessments

¹In GCSE English language, GCSE modern foreign languages and A level sciences (biology, chemistry, physics), centres should determine and submit a separate grade or result for the endorsement. This result or grade should be based on work that has been completed towards the endorsement.

²In GCSE, AS and A level art and design (Fine Art/Photography), the pupil's grade must be based on the portfolio only, whether or not it has been completed - pupils should not be penalised if, due to circumstances beyond their control, they were unable to complete their portfolio.

SLT Links should additionally:

- Ensure that assessment evidence/data is based only on the areas of content that their link department has taught.
- Ensure the allocated grades reflect the standard at which a pupil is working, so that the grade, as far as possible, reflects what a pupil knows, understands and can do.
- Consider how the distribution of assessment grades compares with grades achieved in previous years. These will vary according to a number of factors, including prior attainment of the pupils, but DfE data shows that for most centres any year-on-year variation in results for a given subject is normally quite small.
- Reach agreement on department data and make adjustments in discussion with Subject Lead following full analysis of allocated grade data and comparison to National subject trends and FFT benchmarking service/Sisra Analytic Collaboration Tool.
- Share final data with SLT Data team for further analysis.

Responsibilities: Subject Leads

The Subject Lead's role is to Quality Assure the final data entered by their department, to implement the rank ordering exercise and to sign off their centre-assessment grades in discussion with SLT link. Subject leads will:

- Ensure subject teachers are supported to meet the key deadlines within the staged timeline. (Appendix 1)
- Ensure that robust assessment, highly aligned to the specification, continues for all pupils on a regular basis. More recent evidence is likely to be more representative of pupil performance.
- Ensure training and support for staff where necessary; mentoring will be provided from experienced teachers to NQTs and teachers less familiar with assessment. Additional internal reviews of teacher assessed grades for NQTs and teachers less familiar with assessment will be put in place where necessary.
- When making judgements, consider the level of control under which an assessment was completed e.g. high control and under supervision or at home.
- Ensure that they are able to authenticate work as a pupil's own, especially where that work was completed at home – pupil declaration form completed.
- Ensure access arrangements are in place, and mitigating circumstances have been taken into account. Where an additional assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative assessment will be obtained.
- Ensure the additional needs of pupils have been considered and where additional time, scribes or further support is required, this is provided.
- Ensure all assessments are conducted under the appropriate levels of control (JCQ)
- Ensure assessment contingency plans are in place for pupils who cannot attend.
- Ensure that agreed actions are followed with regards to evidence base for awarding 'centre-assessed grades'.
- Analyse and quality assure the fairness, consistency and accuracy of the allocated grades through detailed consideration of:
 - **FFT benchmarking** to compare CAG against FFT/Sisra Analytics Collaboration Tool estimates based on subject progress in previous years (2017-19),

highlighting unusual grade patterns in their subject and understanding the context of their subject and cohort.

- The specification and assessment coverage of assessments.
 - Progress review data
 - Moderated and standardised key assessment data (across all grades) – formative and summative over time
 - Coursework (NEA), practical endorsement¹, portfolio² and completed unit grades.
 - Exam board assessment support material, including questions, mark schemes and exemplar material about how pupils typically perform – these assessments should take place as late in the academic year as possible to allow pupils to be taught for as long as possible.
 - Bespoke knowledge of individual pupils (e.g. SEND/Illness/Mental Health personal circumstances), liaising with appropriate professionals including the SENCO. Subject Leaders will outline, on the Pupil Variation Form, as part of the Assessment Record, how the impact of illness or personal circumstances have been taken into consideration.
 - Mock examination* and Openbook data.
 - Attendance – online and classroom based
 - Engagement in Learning – Online and classroom based
 - Substantial class work or homework, including those completed during remote learning
 - Records of a pupil's capability and performance over the course of study in performance-based subjects such as music, drama and PE
 - 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.
- Ensure class teachers retain the work, marking records and grading judgements in a portfolio file for each pupil. This may be subject to scrutiny during exam board quality assurance checks, and it will be required in cases where a pupil wishes to appeal their result. A rationale for decisions in relation to individual marks/grades will be retained.
 - Ensure all evidence portfolio files are placed in the relevant student box for storage, the front cover sheet is complete, and all pupils sign the pupil declaration form and data recorded on centralised Excel sheet.

¹In GCSE English language, GCSE modern foreign languages and A level sciences (biology, chemistry, physics), centres should determine and submit a separate grade or result for the endorsement. This result or grade should be based on work that has been completed towards the endorsement.

² In GCSE, AS and A level art and design (Fine Art/Photography) , the pupil's grade must be based on the portfolio only, whether or not it has been completed - pupils should not be penalised if, due to circumstances beyond their control, they were unable to complete their portfolio.

- Where anomalies or concerns are identified during the review of staff data, Subject Leads will ask teachers to provide the required evidence base to support the data entry and if required adjust pupil grades.
- Provide the **rank order** of pupils within each grade - for example, If you have 15 pupils for GCSE Maths for whom you have given a 'centre-assessment grade' of 5, your department should then rank them from 5/1 to 5/15, where 5/1 is the most secure/highest attaining, 5/2 is the next most secure and so on.
An alphabetical/numerical process is to be implemented at 'A Level'. For example, If you have 15 pupils for GCE Maths for whom you have given a centre assessment grade of B, your department should then rank them from B/1 to B/15, where B/1 is the most secure/highest attaining, B/2 is the next most secure and so on.

*Mock examinations refer to diagnostic assessments

Where there is more than one subject teacher, they will need to agree one rank order for all pupils within the centre who are taking that subject. To do this, teachers within a subject department will need to discuss the rank order and come to a shared view of the standard being applied within their centre. Please be aware that if the 'centre-assessed grades' need to be adjusted, then it is clear which pupils would be affected, in either direction. It will be the Head of Departments responsibility to co-ordinate this process. A copy of the final rankings for your subject should be recorded on a centralised Excel document.

- Evidence of pupil engagement in learning (ATL 1-5), attendance during lockdown should also be indicated on this sheet.
- Ensure 'centre-assessed grades' are analysed and standardised by at least two teachers in your subject, one of whom should be the Subject Lead (or where if there is only one teacher or only one is available, by the SLT Link). Where a staff member might have a personal interest in a candidate (for example as a relative), the Headteacher will make sure that additional controls are put in place, as appropriate. Please contact **Mrs Francesca Craik** directly if you know this applies to your department.
- Discuss final 'centre-assessed grades' with the SLT link, considering how the distribution of assessment grades compares to National subject trends and FFT benchmarking service/Sisra Analytics Collaboration Tool. Agree any further changes before passing to Leadership Data Team.
- **Above all**, ensure that what the department is allocating looks fair!

Responsibilities: Teacher

The teacher's role is to work in collaboration with their department to assign 'centre-assessed grades' to their classes which reflect the standard at which a pupil is working, so that the grade, as far as possible, reflects what a pupil knows, understands and can do.

We are aware that the process of allocating grades to pupils has some difficult ethical issues associated with it. For this reason, we ask all staff to adhere to the following guidance:

- Ensure that assessment evidence/data is based only on the areas of content they have taught.
- Ensure that robust assessment, highly aligned to the specification, continues for all pupils on a regular basis. More recent evidence is likely to be more representative of student performance.
- Ensure grades are not influenced by candidates positive or challenging personal circumstances, character, behaviour, appearance, socio economic background or protected characteristics.
- Ensure access arrangements are in place, and mitigating circumstances have been taken into account. Where an additional assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative assessment will be obtained.
- Ensure the additional needs of pupils have been considered and where additional time, scribe or further support is required, this is provided.
- Ensure all assessments are conducted under the appropriate levels of control (JCQ)
- Ensure assessment contingency plans are in place for pupils who cannot attend.
- To determine the allocated centre assessed grade and rank order staff should give detailed consideration to:
 - FFT benchmarking process/Sisra Analytics Collaboration (2017-19 focus).
 - Progress review data
 - The specification and assessment coverage of assessments.
 - Moderated and standardised key assessment data (across all grades) –formative and summative over time
 - Coursework (NEA), practical endorsement¹, portfolio² and completed unit grades
 - Exam board assessment support material, including questions, mark schemes and exemplar material about how pupils typically perform – these assessments

should take place as late in the academic year as possible to allow pupils to be taught for as long as possible.

Bespoke knowledge of individual pupils (e.g. SEND/Illness/Mental Health/personal circumstances), liaising with appropriate professionals including the SENCO. Teachers should also maintain a record, as part of the Assessment procedure, of how the impact of illness or personal circumstances have been taken into consideration – any variation in assessment for individual pupils must be discussed with the Subject Lead and then a Pupil Variation Form completed.

- Mock examination* and Openbook data
- Attendance – online and classroom based
- Engagement in Learning – Online and classroom based
- Substantial class work or homework, including those completed during remote learning
- Records of a pupil's capability and performance over the course of study in performance-based subjects such as music, drama and PE
- Ensure they retain the work, marking records and grading judgements in a portfolio file for each pupil. This may be subject to scrutiny during exam board quality assurance checks, and it will be required in cases where a pupil wishes to appeal their result. A rationale for decisions in relation to individual marks/grades must also be provided on the centralised Excel sheet.
- Ensure all evidence portfolio files are placed in the relevant student box for storage, the front cover sheet is complete, and all pupils sign the pupil declaration form and data recorded on centralised Excel sheet.
- Where 'clustering' on a decimal point occurs please use the 'comment' column on the spreadsheet to record any additional evidence utilised to inform the final judgement.
- Engage fully with the ranking exercise implemented by the subject lead. Please be aware that if the 'centre-assessed grades' need to be adjusted, then it is clear which pupils would be affected, in either direction. This is a difficult process and relies on you being fair and reasonable with your own pupils but also understanding the same process is being applied everywhere else.
- Above all, before entering final data, ensure that what you are entering looks fair.
- Finally, use the Excel document to input your centre-assessed grade allocation, evidence base and comments/justification and submit to your Subject Leader.
- For more information see Ofqual document provided.

It is also important to follow the following guidelines when assigning grades:

- Awarding organisations know which centres tend to perform better than others over time, and this is one of the criteria they will apply when moderating the 'centre-assessed grades'.
- During the appeals process, exam boards may request centres to provide evidence of how the grades were determined, departments should retain records of this, in the event of exam boards having any queries about the data.
- Centres **must not**, under any circumstances, share the 'centre-assessment grades' nor the rank order of pupils with pupils, or their parents/carers * or any other individuals outside the centre. This is to protect the integrity of teachers' judgements, and to avoid teachers, Subject Leads, Senior Leaders or Heads of Centre being put under pressure by pupils and parents, to submit a grade that is not supported by the evidence. Since the final grades for some or all pupils in a centre could be different from those submitted, it also helps to manage pupils' expectations.
- A further review of centre assessment grades will be conducted by the Headteacher and Data Team after SLT Link QA.

** Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents and carers.*

*Mock examinations refer to diagnostic assessments

Authenticating Evidence

Robust mechanisms which will include:

- Any materials used to form assessment judgements will be centre approved e.g text book/knowledge organisers. Any student notes from open book assessments will be collected as part of their evidence and submitted to ensure it is their work.
- Internal and external standardisation will be in place to ensure that work used as evidence is the students own and that no inappropriate levels of support have been given to students to complete it.

Should staff have a suspicion that pupil work is not authentic it must be referred to the Head of Dept and SLT link for investigation. Should it be proven that the work is not the students the assessment data will not be deemed admissible. All assessment data and evidence for that student in every subject will then be called for review by the Head of Centre should it be proven that the pupil work is not authentic.

Results

- 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, BTEC, Cam Technical 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.
- 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.
- Grades will be formally shared with pupils on the following dates:
 - A level Results Day: 10th of August
 - GCSE Results Day: 12th of August
- Parents/guardians have been made aware of arrangements for results days.

Appeals Process:

Pupils who believe their grade does not reflect the standard of their performance should ask their centre to check whether an administrative or procedural error has been made.

If the centre finds it made such an error and that, as a result, it submitted the wrong grade to the exam board it will explain the nature of its mistake and ask the exam board to change the grade.

If a pupil believes their centre's judgement is wrong they will ask the centre to submit an appeal on their behalf to the exam board. The centre will provide the exam board with the evidence used to determine the pupil's grade, together with the centre's justification for the grade, the pupil's concerns and, if the exam board does not already hold it, details of the process used to determine the grade.

The exam board will consider whether the evidence of the pupil's performance indicates that the grade represents a reasonable exercise of academic judgement. If it decides the grade is supported by the evidence it will not change the grade. If it does not, it will change the grade. The exam board might also consider the process used by the centre.

A pupil's grade could go up or down following an appeal. This, and the appeals process must be clearly communicated to all pupils.

Appendix 1

Stage:	Action:	Completed by:
Stage 1	Senior Leaders and Subject Leaders meeting: communicate the staged process with Subject Leader, and to suggest that Subject Leader consider what objective evidence they will use. Subject Leader's should provide an overview of the syllabus coverage at this point.	19 th March
Stage 2	Subject leaders communicate with departmental staff the agreed protocol and staged process for awarding 'centre-assessed grades'. Feedback any issues to SLT link immediately.	22 nd – 24 th March
Stage 3	Final summative assessments Y11/13 – exam board material, all subjects.	3 rd – 14 th May
Stage 4	Recommendation of grades (and ranking pupils within grades) by subject teams. Submit to Subject Leader. Subject Leaders review using the FFT Benchmarking service/Sisra Analytics Collaboration, knowledge of Progress, Key Assessment Data and the Mock Examination* Data Entry. Discuss with SLT and make any final, agreed, changes. Pupil evidence portfolios checked and collated.	21 st May
Stage 5	Moderation of grades by Leadership Data Team using national distributions and understanding of past centre subject performance (ASCL and FFT Benchmarking service/ Sisra Analytics Collaboration).	28 th May
Stage 6	Headteacher Peer Review of data and final adjustments agreed.	7 th – 11 th June
Stage 7	Explanation of process with governors and trustees. Head teacher submits declaration.	June 15 th
Stage 8	CAG to Exam boards	June 18 th
Stage 9	Exam board scrutiny of allocated grades	
Stage 10	Results day A Level Results day GCSE	10/08/2021 12/08/2021
Stage 11	Appeals Process commences	WC 16/08/2021

Cyber Security

We will ensure that evidence is retained via a second back up electronic system and also a hard paper copy which will be held in the exams safe. This can be readily shared with our awarding organisations in the event of a cyber attack or a centre specific ICT system failure.

Prevention

Anti-virus

*Mock examinations refer to diagnostic assessments

- Our Trust uses a centralised, cloud-based anti-virus solution on each of its endpoints including PCs, laptops and servers.
- The AV offers protection from known viruses, malware and ransomware attacks.
- The solution also blocks any unknown executable from running by default. These are then automatically uploaded to the provider's servers where they are checked for potential vulnerabilities or malicious execution code. Only once they are determined to be safe are the executables allowed to run.
- The AV solution also monitors our network and devices for suspicious activity and logs this. The AV provider will then inform us of any potential compromise.
- The AV package has an inbuilt web filter that protects the devices from accessing any known malicious domains or IP addresses.

Software restriction policies/App locker

- Our Trust uses a mixture of software restriction policies and Microsoft AppLocker to prevent the running of unknown executables on PCs, laptops and servers.

Email

- Office 365/Exchange online malware filters are enabled. These offer protection by Microsoft regarding known malware providers and executables.
- Mail rules are also in place to block specific file extensions being attached to emails that are vectors for malware deployment.

DNS filtering

- The Trust's proxies and firewalls are configured with DNS filtering. DNS filters prevent devices and servers from contacting known malicious domains and IP addresses before they have a chance to deploy malware, viruses or ransomware.

Web filtering

- The Trust's Smoothwall web proxies will block access to know malicious IP addresses and domains.

Security Updates

- Client devices are kept automatically patched with security updates via a mixture of WSUS, SCCM and ConnectWise patching technologies.

Firewalls

- We have four levels of firewall in operation within the Trust. Each offers an additional layer of security.
- Perimeter firewall - Our Trust is protected by a ISP class firewall system that blocks malicious attempts to access the network as well as DDoS attacks. These are the same firewalls that protect the Durham Constabulary, Durham Fire service, and local NHS Trust.
- Trust firewall – The Trust has a series of further firewalls working together to manage traffic going to and from our schools.
- School firewalls – Each school is part of its own virtual domain/firewall system. This controls access between school networks. Only specific data is allowed to transit between schools.
- Client based firewalls – Microsoft Windows firewalls are turned on by default in Trust schools. This means that each individual device is also managing traffic to and from devices independently.
- The client firewalls are also configured to block specific CMD, PowerShell vectors as a means of malware and viruses traversing the network.

Acronis

- The Acronis backup solution offers in-built ransomware protection. If it notices suspicious activities, it will block the activity from occurring and revert the files to how they were previously.

Administrator access

- The domain administrator AD group is checked regularly to ensure that no rogue accounts have been granted these privileges without IT support knowledge.

Recovery

Backups

- Offsite backups - At least one backup occurs each day for each server. This is stored on an external tape that is then kept in a fireproof safe, offline from the network. These backups provide a series of restore options.
- The restore options range from a full restore of the affected server, the restoring of a SQL database (for example, the DB hosting the MIS data) as well as the recovery of individual files and folders.
- The retention period specified for each of these backups differs depending on the role of the server itself. Data hosted on File and MIS servers are backed up and retained for over 12 months. Domain Controllers backups are retained for a maximum of 3 months and less business-critical servers such as Remote Desktop Servers are retained for 1 month as they don't contain business critical data and can be easily recovered without impacting the school.
- Onsite backups – At least one backup occurs each day for each server. This is stored on an internal set of disks, that are kept in a separate building to where the servers are located. These backups provide a series of restore options.
- The restore options range from a full restore of the affected server, the restoring of a SQL database (for example, the DB hosting the MIS data) as well as the recovery of individual files and folders.
- The retention period specified for each of these backups differs depending on the role of the server itself. Data hosted on File and MIS servers are backed up and retained for over 12 months. Domain Controllers backups are retained for a maximum of 3 months and less business-critical servers such as Remote Desktop Servers are retained for 1 month as they don't contain business critical data and can be easily recovered without impacting the school.

Test restores

- A weekly test restore job is carried out on a random server each week to ensure the validity of the school's backups.