



Centre Policy for determining Teacher Assessed Grades – Summer 2021

Statement of intent

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

Statement of Intent

The purpose of this policy is:

- To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the JCQ 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.
- 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 (JCQ) 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.

Roles and responsibilities

Roles and Responsibilities

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

Head of Centre

Our Head of Centre, Mr Arnall, will:

- be responsible for approving our policy for determining teacher assessed grades.
- have overall responsibility for the Academy as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- 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.
- ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

Senior Leadership Group

Our Senior Leadership Group (SLG) will:

- support the Curriculum Leaders they line manage, and share responsibility with them for each of their obligations below.
- ensure an effective approach across departments.

In addition, our SLG Directors of Key Stage 4 and 5 will:

- provide centre-level training to Curriculum Leaders and teaching staff, as described in the 'Training' section of this policy.
- provide an infrastructure for the central collection of evidence and record-keeping.
- receive any requests for Special Consideration and evaluate them against the JCQ guidance, sharing their decisions with the relevant teachers where these may influence the grading process.
- organise and lead the Results Days.

Curriculum Leaders and SLG

Our Curriculum Leaders (Heads of Department), and their SLG Line Managers, will:

- provide training and support to our other staff.
- lead the grading process within their departments, working closely with teachers, to ensure that consistent judgements are made about student evidence in determining grades.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- ensure an effective approach within departments, including collaboration on grading decisions, even for 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 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.
- 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.
- ensure that a Head of Department Checklist is completed for each qualification that they are submitting.
- sign off each subject's grades, and ensure that they are also signed by a second teacher who has been involved in the grading process – preferably a teacher of the subject, or where this is not possible, both the Senior Leadership Group line manager and Head of Centre.
- support the Appeals process in a timely way, by:
 - conducting Centre Reviews in collaboration with appropriate subject teachers; and
 - providing information if needed for subsequent appeals to the exam boards.

Teachers

Our teachers will:

- engage with this Centre Policy, all centre-level and subject-specific training, and the relevant guidance from Ofqual, JCQ, and the exam boards.
- ensure they conduct assessments under appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from JCQ, to provide teacher assessed grades for each student they have entered for a qualification.
- ensure that Access Arrangements are provided, where appropriate, for all assessments, and if there are occasions when this has not happened, apply and record appropriate consideration to marking and grading decisions.
- working closely with the Curriculum Leader, 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.

SENCo

Our SENCo will:

- communicate with teachers about which students are eligible for Access Arrangements, and how this provision can be met for in-class assessments.
- deploy Learning Support Assistants to act as readers and/or scribes for students entitled to such provision in assessments.

Examinations Officer

Our Examinations Officer and Examinations Assistant will:

- administer the paper and electronic systems for record-keeping, including retention of evidence, under the direction of the Senior Leadership Group.
- prepare historical data for each overall qualification level (i.e. GCSE and A-Level) and for individual subjects, to support SLG, Curriculum Leaders, and teachers with this aspect of internal quality assurance.
- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.

Training, support and guidance

Training

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

- All teachers involved in the grading process will read the following guidance:
 - [Ofqual – Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades: summer 2021](#)
 - [Ofqual – Information for centres about making objective judgements](#)
 - [JCQ – Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021](#) (only the sections relevant to teaching staff)
 - JCQ – Grade descriptors for [GCSE](#) and [A-Level](#) (for the subjects they teach)
 - [JCQ – Worked examples to assist with determining grades](#)
- Curriculum Leaders will engage with subject-specific guidance from the exam boards, including Additional Assessment Materials, marking exemplification, and grading exemplification. Where these are relevant to a subject's assessment approach, this guidance will be disseminated to teachers of that subject.
- Teachers involved in determining grades in our centre will attend centre-based training to help achieve consistency and fairness to all students. This training will include:
 - An overview of our centre's approach to assessment, grading, and record-keeping
 - Advice about making objective judgements, which are free from bias
 - Subject-specific standardisation training, led by Curriculum Leaders
 - Moderation meetings
- Where additional support is available from the exam boards, such as newsletters or webinars, Curriculum Leaders will endeavour for at least one member of the department to engage with it. This person will then disseminate relevant information to colleagues.

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 believe that all teachers will benefit from a high level of subject-based collaboration and support. For subjects with more than one specialist teacher, the baseline level of team working will already include regular discussion and peer review.
- We will provide mentoring from experienced teachers to NQTs and teachers who have not taught the exam specification before. This will include additional reviews of their marking. This additional support is being coordinated by the Senior Leadership Group.
- NQTs and teachers who have not taught the exam specification before will not decide any grades in isolation. The decision-making will be led by Curriculum Leaders, with their input, in department grading meetings.

Support for small subjects

This section provides details of our additional support for single-person subjects, and subjects where there is only one experienced teacher.

- The Curriculum Leader and/or Senior Leadership Group link will ensure that the teacher is confident in their approach to marking and grading. This will include discussing how they plan to determine grades in line with the guidance, and the teacher talking through a sample of student work to show how they are arriving at their decisions.
- If additional subject expertise is needed, virtual meetings will be scheduled with specialist teachers in other centres. These may include marking and grading moderation, and/or discussion of the subject-specific grading approaches being used. If needed, we will seek support from the Local Authority or subject networks for external validation.

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'.

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. Where the original student work is not available, because it was undertaken before there was a requirement to store it, the spreadsheet of marks will be retained.

The items of evidence used will be decided at a subject or class level (with individual arrangements in exceptional circumstances, in line with the guidance), and may include any or all of the following:

- 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.
- non-exam assessment work (coursework), even if this has not been fully completed.
- 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.
- substantial class or homework (including work that took place during remote learning), only if we are confident it is the student's own work (see the 'Authenticating evidence' section).
- internal tests taken by students.
- mock exams taken over the course of study.
- records of a student's capability and performance over the course of study in performance-based subjects such as music, drama, and PE.

Not all these types of evidence will be used in all subjects. Curriculum Leaders will decide, in agreement with the Senior Leadership Group, which specific items of evidence will be used for each subject. To ensure the integrity and consistency of our approach, we will not allow candidates to introduce or substitute other items of evidence, even if they are of the types listed above.

See the 'Addressing disruption' section for details on what we will do if a candidate has missed an assessment.

In some subjects, we may use Additional Assessment Materials to:

- give students the opportunity to show what they know, understand or can do in an area of content that has been taught.
- 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 apply robust mechanisms to ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the Academy.
- 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.
- We will consider the recency of evidence, for example, whether it was completed in the final months versus earlier in the course.

Determining teacher assessed grades

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

Awarding teacher assessed grades based on evidence

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

- Our Curriculum Leaders, working closely with 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.
- The grading of individual pieces of evidence may be based on:
 - Exam board grade boundaries from past exam papers, including past papers that have been modified or split into parts to fit with this year's assessment approach.
 - The exam board grade descriptors and grading exemplification.
- Our Curriculum Leaders will record how the evidence was used to arrive at fair and objective grades, which are free from bias.
- Our Curriculum Leaders will produce an Assessment Record for each subject cohort, in liaison with all subject teachers. Any necessary variations for individual students will also be discussed and recorded.

Internal quality assurance

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.

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process. This will be led by Curriculum Leaders in department meeting time.
- 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 ensure that, where possible, internal moderation takes place to validate the accuracy of marking judgements.

- We will ensure that the Assessment Records form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where there is only one teacher involved in marking assessments, then the output of this activity will be reviewed by their Curriculum Leader and/or SLG Line Manager. If additional expertise is needed, we will liaise with subject specialists from other centres or using Local Authority subject networks.
- Grades will never be determined by a single teacher in isolation. This process is led by Curriculum Leaders in collaboration with teachers. Where the Curriculum Leader is the only teacher of the subject, they will conduct the grading process with their SLG Line Manager.
- In respect of equality legislation, we will ensure that the assessment evidence is considered objectively for all students, including those with protected characteristics.

Comparison of teacher assessed grades to results for previous cohorts

Comparison of Teacher Assessed Grades to results for previous cohorts

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

- We will compile information on the grades awarded to our students in past June series in which exams took place (2017-19).
- We will consider the stability of our centre's overall grade outcomes from year to year.
- 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, and only consider the common benchmarks (i.e. Grades 7, 4, and 1).
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
 - For each qualification level (i.e. GCSE and A-Level), we will evaluate variation from historical data among the cohort as a whole, and also among subgroups. We will not consider SEND students as a subgroup in this analysis. This is for the same reason as explained in the Ofsted School Inspection Handbook: "Because of the often vastly different types of pupils' needs, ... [we] will not compare the outcomes achieved by pupils with SEND with those achieved by other pupils with SEND in the school, locally or nationally."
 - At subject level, we will consider the cumulative percentages of students achieving each grade, each year. This data will be considered alongside cohort size, and we will be cautious about making comparisons for small cohorts. We will also consider the approximate Prior Attainment profile of each cohort, being mindful of the recent change from Key Stage 2 levels to scaled scores. We will not consider subgroups at subject level, unless we are investigating a centre-level trend of concern.

- We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the profiles attained in previous examined years, will address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.
- We will omit subjects that we no longer offer from the historical data.

Access Arrangements and Special Considerations

Reasonable adjustments and mitigating circumstances (special consideration)

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.

- 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 record this, and take it into account in the marking and grading process. Where practically possible, we will remove that assessment from the basket of evidence and obtain alternative evidence.
- 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. To ensure consistency in the application of Special Consideration, all requests must be sent to the SLG Directors of Key Stage, who will ensure that the [JCQ thresholds](#) are met, and communicate appropriate advice to the relevant teachers (following the [JCQ guidance on Special Consideration for summer 2021](#))
- We will record, as part of the Assessment Records, 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.

Addressing disruption

Students whose education or assessment has been disrupted

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.
- If a student is unable to complete an assessment, for example due to absence, we will remove the assessment from that individual's evidence portfolio. If time reasonably allows, considering the time required for standardisation and moderation, we may set and mark the original or a replacement assessment. Alternatively, if there is sufficient remaining evidence already in the student's portfolio, we may omit the assessment and reweight the remaining assessments. At our discretion, we may require proof (e.g. a medical note) to justify such adjustments if an assessment is missed.

- For vulnerable students who are Academy refusers or educated off-site:
 - We will work with external providers to clarify which centre is submitting grades for which subject, and share evidence where appropriate.
 - Where students have studied a subject with us, and no longer attend our centre full-time but we intended for them to return to sit examinations in the summer, we will schedule specific opportunities for them to complete assessments. They may have a slightly different or reduced evidence basket compared to other students, but must still produce sufficient evidence to be awarded a grade. They must also have been taught a sufficient amount of subject content to be graded. These are not external candidates, as they are on roll and had always been intended to enter for examinations with us.
 - We will not submit grades for any students who we had not intended to sit examinations with us in the summer.
- In the event that a student misses too many assessments for us to have sufficient evidence to award a grade:
 - If there are good reasons for these absences, such as illness or self-isolation, we will offer catch-up sessions so we can gather the necessary evidence. In an extreme case, when the student cannot produce more evidence before the deadline, for valid reasons, we will try to consider other historical evidence, such as classwork, from earlier in the course.
 - If the student has missed assessments without valid reasons, or if we do not have enough appropriate historical evidence, we may be unable to submit a grade. In this case, we will enter “X” or “No submission”.

Contingency plan in the event of large-scale disruption

This section outlines how we are prepared for large-scale disruption, such as a widespread outbreak of COVID-19, or a regional or national lockdown.

- We have already been collecting assessment evidence during March and April 2021, and many subjects also have previous evidence such as mock exam results and NEA work. Even in the event of a full closure from May onwards, all subjects would have some evidence to work with.
- If a large number of students are absent for planned assessments, we will endeavour to reschedule them if this can be done before the end of May. We will prioritise assessments for subjects which currently have a more limited evidence base.
- In an extreme scenario, where we cannot hold assessments in the Academy and do not yet have enough evidence for a subject, we may hold remote assessments to be supervised over video call.

Disruption to our IT systems

In summer 2020, we suffered a significant cyberattack in which some student coursework was irrevocably lost. Students, parents/carers, and the exam boards were all informed at the time. The unique circumstances of this year mean that we will be grading the standard of students' coursework, rather than its completion, and we will ensure that no students are disadvantaged due to this centre error on our part.

The following mitigations are in place, to protect us against a future disruption to our IT systems, such as another cyberattack or other data loss:

- We have commissioned an external audit of our IT systems, which has been undertaken by Our Learning Cloud.
- We are using SIMS as our Management Information System to record individual assessment marks contributing to the grading process. Our SIMS database is backed up every day, and these rolling backups are retained offline for at least 1 week.
- Ongoing student work for some subjects is saved on network drives, such as staff and student Home drives, and the Controlled Assessment drive. These are all backed up every day, and these rolling backups are retained offline for at least 1 week.
- All final student evidence will either be stored securely on paper, or saved into a central folder on Google Drive. We have data loss prevention measures in place, using Google Vault, so that files can be recovered from Google Drive even if accidentally deleted or overwritten.

Objectivity

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

Objectivity

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

Senior Leaders and Curriculum Leaders 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
- how to minimise bias in determining teacher assessed grades.

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

- unconscious bias can skew judgements;
- the evidence presented should be valued for its own merit as an indication of performance and attainment;
- teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics; and
- 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

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 Curriculum Leaders maintain records that show how the teacher assessed 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, where available, 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.

Authenticating evidence

Robust mechanisms 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:

- As a centre, we will primarily be considering work taken under supervised conditions. This includes mock exams, in-class tests, and coursework.
- In circumstances when we need to consider evidence that was not supervised, such as homework tasks or lockdown work, approval will be needed by the SLG Line Manager. They will scrutinise the conditions under which the work was set. Students will also be required to sign a declaration that the work is their own.

It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.

Confidentiality, malpractice and conflicts of interest

Confidentiality

This section 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.
- Staff who have a conflict of interest with a student being awarded grades this year will not be allowed access to any grades prior to Results Day.

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, where these specifics are not already addressed in this Centre Policy.
- 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, or 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
 - failure to keep appropriate records of decisions made and teacher assessed grades
- The consequences of malpractice or maladministration as published in the JCQ guidance, 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 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 General Regulations for Approved Centres.
- We will carefully consider the need for separate duties and personnel, to ensure fairness both in the administration of assessments and grading, and in later reviews and appeals.

External Quality Assurance

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 our centre and subject-specific approaches to determining grades have been properly kept and can be made available for review as required.
- All student evidence towards grading will be retained, and can be made available for review as required. The exception is where we no longer have student work in our possession (see next point).
- Instances where the student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students, 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

Results

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

- All staff involved have been made aware of the specific arrangements for issuing 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.
- Parents/carers will be made aware of arrangements for results days.

Appeals

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.

- 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 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 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.