



Centre Policy for Assessed Grades 2021 Herschel Grammar School 51407

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021
USING APPROVED JCQ TEMPLATE – WITH ADDITIONS AND
APPENDIX

HERSCHEL GRAMMAR SCHOOL 2021

Centre Policy for determining teacher assessed grades –
summer 2021:



Contents.

Contents

Contents	1
Herschel Grammar School	2
Statement of intent.....	2
Roles and responsibilities	3
Training, support and guidance	5
Use of appropriate evidence	6
Determining teacher assessed grades	8
Internal quality assurance.....	9
Head of Centre Internal Quality Assurance and Declaration	9
Comparison of teacher assessed grades to results for previous cohorts.....	10
Access Arrangements and Special Considerations	11
Addressing disruption/differential lost learning (DLL)	12
Objectivity.....	13
Recording decisions and retention of evidence and data	14
Authenticating evidence	15
Confidentiality, malpractice and conflicts of interest	16
Confidentiality.....	16
Malpractice	16
Conflicts of Interest.....	17
Private candidates.....	18
External Quality Assurance	18
Results.....	19
Appeals.....	20



Herschel Grammar School

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 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, students and parents.*
- *To ensure that all staff involved in the processes clearly understand their roles and responsibilities.*
- *To support teachers to make evidence-based decisions in line with Joint Council for Qualifications, Ofqual and Awarding Organisation (AO) guidance.*
- *To ensure the consideration of historical centre data in the process and the appropriate decision-making regarding teacher assessed grades. Due to the range of assessment methods used grade profiles may differ from 2017-19.*
- *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 transparent in order to give confidence.*



Roles and responsibilities

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

Roles and Responsibilities

Head of Centre

- *Our Head of Centre, Ms Joanne Rockall, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for the 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 (SLT) and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- *Provide training and support to our other staff.*
- *Support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *Ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.*
- *Single teacher subjects should use the faculty structure and their Head of Faculty in ensuring a 'second eyes' approach.*
- *SLT links will review and sign off on the assessment records of each department or ask for departments for additional information to be included.*
- *Be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.*
- *Ensure that all teachers within their department make **consistent** and **fair** judgements about student evidence in deriving a grade.*
- *Ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications and the level of control is clearly documented in the assessment record.*
- *Deputy Headteacher to coordinate to collation and dissemination of Student Declarations, including information on Mitigating circumstances.*
- *Ensure teachers have the information required to make accurate and fair judgments, for example, historical data.*
- *Departments follow the agreed April and May assessment plan as outlined in the GCSE and A level assessment tables issued to students and parents on 01/4/2021.*
- *Ensure that the following is completed for each qualification/subject and uploaded To our dedicated secure*
 - *Department declaration including a checklist*
 - *Assessed Grade Overview for student and parents.*
 - *Evidence Data spreadsheets*
 - *Assessment Record including student variations*



Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers, and SENCo will:

- *ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.*
- *Ensure staff are aware of who to contact if they feel systems are not being followed.*
- *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.*
- *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. Also recorded will be the Quality Assurance put in place to ensure fair, consistent and objective grading.*
- *Securely store and be able to retrieve sufficient evidence to justify their decisions.*
- *SENCO to work with staff to ensure candidates who have access arrangements or reasonable adjustments are made aware to staff.*
- *Before any grade submitted, grades will have been signed off by two subject experts, including the Head of Department.*

Examinations Officer

Our Examinations Officer/exams team will:

- Be responsible for the administration of our final teacher assessed grades and for managing the post-results services.
- Help in managing requests for Access Arrangements from departments and organising invigilation where possible.
- Creation of "aspects" for SIMs marksheets to aid in the entering of Grades by teachers.
- Take a role in the administration of Special Consideration requests
- Take a role in managing appeals and complaints, keeping a log of appeal requests and maintain lists where appropriate.



Training, support and guidance

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

Training

- *Centre-run teacher briefing sessions the latest being 26/4/2021 (see “log of note/actions” from Mr Devereux)*
- *Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students, such as briefings.*
- *Teachers will engage with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*
- *Training in bias (teacher briefing 26/4/21) and recommendation on approaches to be used.*

Support for Newly Qualified Teachers and teachers less familiar with assessment

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

- *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 (such as those new to the English curriculum) as appropriate.*
- *For single person departments, the Slough network will help facilitate links with other more experienced teachers of Heads of Department in order to carry out specialised moderation/sampling.*
- *Additional support will be offered to all staff, regardless of experience.*



Use of appropriate evidence

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

A. Use of evidence

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

- *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.*
- *All candidate evidence used to determine teacher assessed grades and associated documentation will be retained and made available for external quality assurance and appeals. (Only candidate material produced after 24th March 2021 is retained in centre)*
- *Teachers will use a range of evidence that will demonstrate a breadth of content, skills and assessment objectives produced in response to assessment materials provided by awarding organisation(s), including*
 - *groups of questions,*
 - *past papers,*
 - *similar materials such as practice or sample papers*
 - *non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *student work produced in centre-devised tasks that reflect the specification*
Topic tasks that follow a format similar to awarding organisation materials and have been marked in a way that reflects awarding organisation mark schemes.
Substantial class or homework tasks (including work that took place during remote learning). However, this may be weighted differently due to level of control.
- *Internal tests*
- *Mock exams taken over the course of study.*
Year 11 Completed Mock exams in December 2020 and Year 13 March 2021 and these will be used.
- *Records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.*
- *All qualifications will produce an Assessment Record. (see **Awarding teacher assessed grades based on evidence**)*
- *Any variation for either a class or individual candidates will be documented in the Assessment Record.*

We provide further detail in the following areas:

Additional Assessment Materials (such as past papers or newly generated material from exam boards or other approved organisations)

- *We may use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed (for example, in subjects that only assessed a limited range of AOs or content in mock exams.*
- *We may use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone comparable tasks in terms of type and style.*



(specific class-based tasks may be altered as not all classes can complete them at the same time)

- *We may combine and/or remove elements of questions where, for example, a multi-part question includes a part that focuses on a component 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. This will also help determine the weight or significance that can be placed on that piece of evidence.

- *We will take steps to authenticate the work as the student's own, especially where that work was not completed within the school or college.*
- *Students will also be asked to confirm all work is their own on the Assessed Grades Overview sheets produced for each subject qualification.*
- *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 assessments.*
- *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher-order skills within individual assessments.*
- *However, the centre will not suggest a specific number of assessments.*



Determining teacher assessed grades

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

Awarding teacher assessed grades based on evidence

- *Our teachers will determine grades based on evidence that is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Each department will submit their assessment records week beginning 3rd May to their SLT link teacher. These will be reviewed for.*
 - *Content, breadth, skills and assessment objectives covered. Processes being used to determine grade.*
 - *Style and type of assessments used*
 - *Use of NEA and other elements.*
 - *Consistency of evidence being used across classes*
 - *Quality assurance information*
- *Each subject is expected to outline this in their Evidence Data, Assessment Records, and quality assurance.*
- *Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be documented.*



Internal quality assurance

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

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

- *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 through documentation produced by each department.*
- *For single teacher departments, the use of the faculty system and the Slough network will assist in demonstrating standardisation has taken place.*
- *We will ensure that all teachers are provided with or signposted to 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 grades but also for individual classes and key groups. (e.g. pupil premium)*
- *We will ensure that grades for individual students are looked at to ensure there is a consistent range of grades and any significant difference is highlighted with departments to investigate.*
- *Heads of Department will be provided with historical data and trends for 3 Years to help assimilate the grades being awarded – see below.*
- *We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree to 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 ask departments to amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate staff member within the centre.*
 - *This will be the Head of Centre.*
- *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 of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

Comparison of Teacher Assessed Grades to results for previous cohorts

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

- *We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).*
- *We will consider the size of our cohort from year to year and prior attainment of the cohorts.*
- *We will consider the stability of our centre's overall grade outcomes from year to year. Using 4matrix and ALPs Connect to help determine progress as well as attainment.*
- *We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.*
- *We will prepare a succinct narrative on the outcomes of the review against historical data, which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.*

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

- *The narrative will be examined, and if all appears sounds, the results will be signed off. This will be document under item 6 of the Department declaration.*
- *The centre recognised that due to the range and flexibility of assessment methods used to determine grades in 2021 compared to exams in 2017-2019, grade profiles may differ from 2017-19.*
- *The centre recognises that due to reformed specifications in A levels and GCSEs results in 2017 and 2018 in some subjects were lower than expected as departments continued to learn how these new courses were to be delivered.*
- *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 bring together other data sources that will help to quality assure the grades we intend to award in 2021, such as*
 - *4matrix and ALPs connect to demonstrate progress profiles.*
 - *Progress 8 and L3VA information*
 - *KPI for key groups such as those classified as Pupil Premium, SEND and those with Access arrangements.*



Access Arrangements and Special Considerations

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

Reasonable adjustments and mitigating circumstances (special consideration)

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we **may** remove that assessment from the basket of evidence, and alternative evidence obtained.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements by either discounting or supplementing evidence or applying special consideration using professional judgement*
- *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 contents of the document: [JCQ – A guide to the special consideration process, with effect from 1st September 2020](#)*
- *As part of the student declaration, each student will sign a document to confirm they understand the process of special consideration and are able to declare mitigating circumstance.*
- *All student declaration forms will be screened by the Deputy Headteacher and teachers will be made aware and told actions to take to ensure grades are awarded fairly.*



Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

This section gives details of our approach to addressing 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.*
- *No student will be assessed on content that has not been taught/delivered.*
- *Work and teaching material would be uploaded to Microsoft Teams to allow students access to material after lessons.*
- *Students will be completing a range of assessments in each subject (except Art and Design) late into the summer term as is possible, in order to provide students with several opportunities to demonstrate their performance in each subject.*



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, Heads of Department and Centre will consider:

- *sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions).*
- *How to minimise bias in questions and marking and hidden forms of bias and bias in teacher assessed grades.*

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

- *unconscious bias can skew judgements.*
- *the evidence presented should be valued for its own merit as an indication of performance and attainment;*
- *teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;*
- *teachers will be encouraged to seek a second opinion when making assessment decision if they feel there may have been any bias in decision making.*
- *unconscious bias is more likely to occur when quick opinions are formed;*
- *training will be provided on the issue of unconscious bias and teachers offered strategies to help remedy this.*

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process, so grades and judgements cannot be done in isolation.



Recording decisions and retention of evidence and data

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

C. Recording Decisions and Retention of Evidence and Data

- *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.*
- *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.*
- *Only evidence produced from March 2021 has been retained based on JCQ guidance released in March 2021. Most, if not all other, evidence will have been returned to the students and will have been annotated/written on by the student in line with the schools' assessment policy.*
- *We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions, including how and where information will be stored, which can easily be accessed following an appeal.*
- *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).*
- *We will ensure that where variations to assessment evidence are applied these are recorded in the assessment record or on the evidence data spreadsheet.*



Authenticating evidence

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

D. Authenticating evidence

- *Robust mechanisms, which can include (handwriting checks, analysis of prior performance, use of internet google searches), can be used to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.*
- *Where a mark or grade for a specific piece of evidence is significantly higher than all other teachers may decide to question the student on their answer to satisfy the work was completed without unfair support or advantage.*
- *Students will be given an Assessment Overview which documents all evidence to be used,*
- *And a student declaration (see appendix) must be signed to confirm that all work submitted is their own. This will help eliminate teachers offering "rogue" data.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.*



Confidentiality, malpractice and conflicts of interest

Confidentiality

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

A. Confidentiality
<ul style="list-style-type: none"> • <i>All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.</i> • <i>All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based while ensuring that details of the final grades remain confidential.</i> • <i>Teachers are able to disclose marks or grades for specific pieces of evidence (including NEAs). However, if the NEA or one piece of evidence forms a significant part of the final grade that should not be disclosed.</i> • <i>Relevant details from this policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.</i>

Malpractice

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

B. Malpractice
<p><i>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.</i></p> <ul style="list-style-type: none"> • <i>Staff, students and parents have been made aware of the issue of malpractice for Summer 2021 grades.</i> • <i>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.</i> • <i>All staff involved have been made aware of these policies and have received training in them as necessary.</i> • <i>All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series, including:</i> <ul style="list-style-type: none"> ○ <i>breaches of internal security.</i> ○ <i>Deception.</i> ○ <i>Improper assistance to students.</i> ○ <i>Failure to appropriately authenticate a student's work.</i> ○ <i>Over the direction of students in preparation for common assessments.</i>



- *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.*
- *Reporting of undue pressure or influence from students or parents.*

- *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.*
- *In all instances, any issues of malpractice should be reported to the Head of Centre or the Deputy Headteacher.*

Conflicts of Interest

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

C. Conflicts of Interest

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

- *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict to our Head of Centre for further consideration, such as*
 - *candidate with whom he/she has a close relationship,*
 - *members of their family (which includes step-family, foster family and similar close relationships)*
 - *close friends and their immediate family (e.g. son/daughter and siblings)*
 - *candidates tutored by a member of staff or their immediate family.*

- *Our Head of Centre will take appropriate action to manage and mitigate any possible conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1st 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.*
- *Where needed we can restrict access to specific data.*
- *It is the responsibility of the Head of Centre at Herschel Grammar School to inform the awarding bodies of any Conflict of Interest and to ensure that records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected.*



Private candidates

This section of our Centre Policy outlines our approach to working with Private Candidates to arrive at appropriate grades.

A. Private Candidates

Each year we only process a very small number of candidates wishing to re-sit exams (Year 14 students) or students wishing to enter a qualification in a Modern Foreign Language.

- *Due to the complexities of authenticating candidate work, limited staffing and operating strict Year group bubbles and not inviting visitors onto the school site, we cannot process private candidates.*
- *Any candidates contacting the centre to be entered for a qualification will be directed to the appropriate awarding organisations.*

External Quality Assurance

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

A. External Quality Assurance

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

- *All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All student evidence from March 2021 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 are not available. For example, where the material has previously been returned to students and cannot now be retrieved will be recorded on the Assessment Record sheet as a Y or N.*
- *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.*
- *Staff will be made aware of the Ofqual blog regarding the sampling of data the time frame to supply information to AOs.*



- *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.*
- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*

Results

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

A. Results

- *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 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/guardians have been made aware of arrangements for results days.*



Appeals

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

A. Appeals

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

- *All staff involved will be made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance, and the centre awaits further guidance from AOs.***
- *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.*
- *Leaners 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.*

