

# Centre Policy

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FOR A/AS LEVELS AND GCSEs FOR SUMMER 2021



## Centre Policy for determining teacher assessed grades – summer 2021: South Hampstead High School GDST

### Statement of intent

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

#### **Statement of Intent**

This section provides details of the purpose of this document, as appropriate to our Centre:

*The purpose of this policy is:*

- *To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.*
- *To ensure the operation of effective processes with clear guidelines and support for staff.*
- *To ensure that all staff involved in the processes clearly understand their roles and responsibilities.*
- *To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.*
- *To ensure the consideration of historical Centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.*
- *To support a high standard of internal quality assurance in the allocation of teacher assessed grades.*
- *To support our Centre in meeting its obligations in relation to equality legislation.*
- *To ensure our Centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*
- *To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.*

## Roles and responsibilities

This section 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**

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

#### **Head of Centre**

- *Our Head of Centre, Victoria Bingham (Headmistress), will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for South Hampstead High School GDST 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.*
- *Our Head of Centre will appoint a Senior Moderation Team: Headmistress (Head of Centre), Deputy Head (Academic), Director of Studies and other members as appropriate.*

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

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

- *provide training and support to our other staff.*
- *support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.*
- *be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.*
- *ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.*
- *ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*
- *ensure teachers have the information required to make accurate and fair judgments.*
- *ensure that a Head of Department Checklist is completed for each qualification that they are submitting.*

**Teachers/ SENCo**

*Our teachers and SENCo will:*

- *ensure they conduct assessments under our Centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.*
- *ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.*
- *make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.*
- *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions*

**Examinations Officer**

*Our Examinations Officer will:*

- *Be responsible for the administration and submission of our final teacher assessed grades on behalf of the Head of Centre*
- *Manage the post-results services in August and September.*
- *Manage Results Day Processes and our final May assessment window.*
- *Alert Senior Leaders and Heads of Department to any significant updates from awarding organisations.*

## Training, support and guidance

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

### **Training**

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

- *Teachers involved in determining grades in our Centre will attend any Centre-based training to help achieve consistency and fairness to all students. This training will be provided to Heads of Department by the Senior Leadership Team in HoDs meetings. Departmental meetings will be the key vehicle for ensuring understanding across subject qualifications. Key points will also be communicated to all teachers via briefings, electronic and otherwise, and staff meetings.*
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- *Heads of Department will engage fully with training and support that has been provided by the Joint Council for Qualifications and the awarding organisations, and ensure that information is communicated effectively and clearly to teachers in their teams.*

### **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 and guidance to any NQTs involved in the grading process. There will also be additional support in place for any Head of Department leading a team for the first time.*
- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*

## Use of appropriate evidence

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

### A. Use of evidence

This section gives detail in relation to our use of evidence. The School will inform candidates about which pieces of assessment will count towards their Basket of Evidence by providing Grade Sheets detailing the evidence in the Basket. We aim to achieve consistency across our cohorts, but we will keep a record of special circumstances, and of any mitigations we put in place to reflect these. Further guidance will be provided by the School to teachers, candidates and parents about special circumstances, following JCQ guidelines.

- *Teachers making judgements will have access to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.*
- *Sufficient candidate evidence and associated documentation will be used to determine teacher assessed grades. Where possible, evidence will be retained and made available for the purposes of external quality assurance and appeals. This applies to all work generated since the March Assessments at South Hampstead High School. Where assessment completed before the March Assessments is included in the Basket of Evidence, teachers will make every effort to retain evidence, but their mark books and/or departmental spreadsheets can be used as evidence instead, if necessary.*
- *We will, where possible, be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers. We will be using this assessment material in a range of ways: some open-book assessment, some homework (with appropriate authentication) and some closed-book assessment, including a final closed-book assessment in the final fortnight of May 2021. A schedule of assessment has been planned by the Centre and communicated to candidates and their parents.*
- *Where departments choose, for good reason, not to use additional assessment material provided by awarding organisations, they will ensure that assessments they create follow standard paper formats familiar to students.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We will use student work produced in 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. Much, but not all, of our evidence will be based on assessment material produced by awarding organisations (past papers as well as material released for 2021).*
- *We will, where appropriate for the subject and circumstances, use substantial classwork or homework (including work that took place during Guided Home Learning). Where work was undertaken at home, either during a period of Guided Home Learning or as homework, candidates will have to authenticate their work by signing our Authentication Document.*
- *We will use internal tests taken by pupils.*
- *We will use mock exams taken over the course of study.*

*We will provide further detail in the following areas:*

*Additional Assessment Materials*

- *We will, where appropriate, 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.*
- *Where appropriate, we will use the additional assessment materials to reassess content that has already been assessed to give students an opportunity to show improvement, for example, to validate or (in exceptional circumstances agreed by the Head of Centre) to replace an existing piece of evidence.*
- *We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete. For the final assessment window before the May half-term all candidates will sit the assessment at the same time and appropriate arrangements will be made for 'clashes'.*
- *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 timing of the assessment, following the Secretary of State's desire for students to be assessed as late as possible to give them every opportunity to demonstrate their skills, knowledge and understanding.*
- *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. Any work completed at home will be subject to an Authentication Document.*
- *We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school.*
- *We will consider the limitations of assessing a student's performance when using assessments that have already been completed under our guidance, or drafted and redrafted, where this is not a skill being assessed.*
- *We will consider the specification and assessment objective coverage of the assessment.*
- *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*

## Determining 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 teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their **demonstrated** knowledge, understanding and skills across the content of the course they have been taught.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias. All Heads of Department have been issued with copies of Ofqual's guidance on making objective judgements and this will also form the subject of additional training for Heads of Department and all teachers involved in grading this summer.*
- *Each Department will produce an Assessment Record for each qualification. Any necessary variations for individual students will also be shared. The Assessment Record (details of the assessment, the candidate's grade on it, and details of the conditions applied to the assessment, including whether the assessment was devised by the Centre or by an awarding organisation) will be produced by each Department. Departments will ensure, wherever possible, consistency between individual teachers of the same module of study. They will show preference to assessments which have been undertaken by the whole cohort in a particular subject as opposed to those designed and set by individual teachers.*
- *The Head of Department will be responsible for decisions about what assessments will appear on the Assessment Record for their subject. Departments will have to detail their moderation processes in their Departmental Checklist Document – documents to be scrutinised and agreed by the Senior Moderation Team.*



## Internal quality assurance

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

### *Head of Centre Internal Quality Assurance and Declaration*

#### **Internal Quality Assurance**

This section gives details of our approach to internal standardisation, within and across subject departments.

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document. It will be outlined to them in relevant training provided by the SLT members of the Senior Moderation Team (Head of Centre, Academic Deputy, Director of Studies) and reinforced by their Heads of Department.*
- *In subjects where there is more than one teacher and/or class in the department, we will ensure that our Centre carries out an internal standardisation process.*
- *We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
  - *Arriving at teacher assessed grades*
  - *Marking of evidence*
  - *Reaching a holistic grading decision*
  - *Applying the use of grading support and documentation*
  - *Forming objective judgements in line with Ofqual guidance*
- *We will conduct internal standardisation across all grades.*
- *We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.*
- *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 and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the Centre:*
  - *This will be the Head of Centre, Victoria Bingham. An additional check will be built in by using capacity within the GDST in Computing, which is the only subject with just one teacher involved in marking assessments.. All other subjects have other subject specialists to call on even if these teachers have not been directly involved in the delivery of the specification.*
- *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 have compiled 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 the ability profile of each cohort, as well as any subject-specific circumstances e.g. change in personnel or awarding organisation or school-level curriculum strategy.*
- *We will consider the stability of our Centre's overall grade outcomes from year to year.*
- *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 historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, addresses the reasons for this divergence. This commentary will be available for subsequent review during the QA process.*
- *Teachers will determine the grades for the 2021 cohort in each subject before considering historical data. The historic data should inform but not determine the 2021 grades. GDST Inform data should be used as part of this process. Departments will need to detail how they used the historic data and how reliable they believe it to be, so that the Senior Moderation Team can consider whether their approach was appropriate. The Centre will set out a clear narrative for awarding organisations where subject-level grades are significantly different from historic averages.*

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

- *We have compiled 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 include grades from international GCSEs in the same way as we include grades for national GCSEs, as a number of our departments follow IGCSE specifications.*
- *We will bring together other data sources that will help to quality assure the grades we intend to award in 2021, e.g. baseline data to understand the ability profile for different cohorts.*
- *Where a subject has no prior results at the School or only very limited data, we will acknowledge the limitations of using prior data.*

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

- *We will omit subjects that we no longer offer from the historical data.*
- *We will take account of curriculum changes e.g. increase in students taking Trilogy Science, Fast Track GCSE Music candidates, changes of examination boards.*
- *We will consider changes in curriculum approaches, personnel and leadership as well as the ability of different cohorts.*

## 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 to take into account mitigating circumstances in particular instances.

### **Reasonable adjustments and mitigating circumstances (special consideration)**

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and consider alternative evidence obtained. Students will be asked to inform us if they sat a particular assessment without their appropriate access arrangements.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will consider this when making judgements. We will ensure we have as accurate a record as possible by reminding candidates and their parents of the legitimate grounds for applying special consideration and inviting them to document for us any concerns.*
- *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.*
- *The SLT Senior Moderation Team will provide relevant information and training to ensure that the application of mitigating circumstances is consistent across teams.*

## Addressing disruption/differential lost learning (DLL)

### **B. Addressing Disruption/Differentiated Lost Learning (DLL)**

This section gives details of our approach to address disruption or differentiated lost teaching.

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- Where candidates believe that they have missed significant amounts of learning due to absence from lessons, they will be invited to document this for the Senior Moderation Team. Attendance records will be checked to corroborate this and a record will be kept in pastoral files. Where absence has been ongoing, pastoral staff will work with each candidate and their teachers to form a clear picture of what content the candidate can reasonably be assessed on. The Head of Centre will make a final decision about whether the content is sufficient to ensure progression to the next stage.

## Objectivity

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

### **Objectivity**

This section gives a summary of the arrangements in place within our Centre in relation to objectivity.

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

*Senior Leaders, Heads of Department and Centre will consider:*

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

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

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

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

## Recording decisions and retention of evidence and data

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

### **C. Recording Decisions and Retention of Evidence and Data**

This section outlines our approach to recording decisions and retaining evidence and data.

- *We will ensure that teachers and Heads of Departments maintain records that show how the 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.*
- *We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.*
- *We will comply with our obligations regarding data protection legislation.*
- *We will ensure that the grades accurately reflect the evidence submitted.*
- *We will ensure that evidence is retained electronically or on paper in a secure Centre-based system that can be readily shared with our awarding organisation(s).*
- *We will ensure that a process is put in place for easy access to evidence during holiday periods, should awarding organisations need to sample our evidence to verify our grades.*

## Authenticating evidence

### **D. Authenticating evidence**

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

- *Robust mechanisms 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. Any work candidates complete at home will be subject to an Authentication Document, to confirm that the candidate's work is their own and was not completed with the assistance of an external tutor, a family member, a friend or via plagiarism. If the school becomes aware of malpractice by a candidate, they will investigate and may have to refer the candidate to the awarding organisation. Candidates risk disqualification in such circumstances.*
- *We have considered the nuances of individual subjects when deciding how to assess candidates. It is easier to authenticate work completed at home in some subjects than in others. This has been reflected in our assessment schedule.*
- *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**

*This section details the measures in place in our Centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.*

- *All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.*
- *All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.*

### *Malpractice*

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

#### **B. Malpractice**

*This section details the measures in place in our Centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.*

- *Our 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.*
- *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 that they know to be inaccurate;*
- *Centres entering 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;*
- *In the case of a candidate or a parent, undue pressure placed on Centre staff to change a grade or to exclude individual assessments from the Basket of Evidence. All such communications will be stored in our records and we will report cases of potential malpractice to exam boards. All teachers have been asked to refer any possible cases of undue pressure by a candidate or their parent to the SLT members of the Senior Moderation Team.*
- *The consequences of malpractice or maladministration, as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#), and including the risk of a delay to students receiving their grades, up to, and including, removal of Centre status have been outlined to all relevant staff.*

### *Conflicts of Interest*

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

#### **C. Conflicts of Interest**

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

- *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest, such as relationships with students, to our Head of Centre for further consideration. Our Exams Officer is responsible for maintaining the record of potential conflicts of interest.*
- *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with Centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).*
- *We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.*

## Private candidates

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

### A. Private Candidates

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

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

## External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisations 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.*
- *Wherever possible, evidence on which a student's grade has been determined will be retained by the Centre and made available as required.*
- *Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.*
- *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and*

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

## Results

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

### **A. Results**

*This section details our approach to the issue of results to students and the provision of advice and guidance.*

- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, 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 for 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 and candidates will be made aware of arrangements for results days.*

## Appeals

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

### **A. Appeals**

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

- *All staff involved will be 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 will be briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.*
- *Students will be appropriately guided as to the necessary stages of appeal.*
- *Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.*
- *Arrangements will be in place to obtain the written consent of students for 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.*

