



The Piggott School Centre Policy

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021



Centre Policy for determining teacher assessed grades in Summer 2021

Every centre is required to create a Centre Policy that reflects its individual circumstances.

Centres must understand and actively implement the Centre Policy adopted.

This policy must take account of the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*

Centre Policy for determining Teacher Assessed Grades – summer 2021:

The Piggott School

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 in the school.*
- *To ensure effective processes and procedures are in place 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 in securing evidence-based decisions in line with Joint Council for Qualifications guidance.*
- *To ensure appropriate consideration and scrutiny of historical centre data is part of the moderation and decision-making process in respect of Teacher Assessed Grades. Moderation of historical data will be completed at departmental level and through analysis of whole school performance.*
- *To secure 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 of communication to candidates and their parents/carers regarding how they will be assessed is clear, in order to secure confidence in all stakeholders.*

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, Rebecca Alexander, will be responsible for approving our policy for determining Teacher Assessed Grades.*
- *Our Head of Centre has overall responsibility for The Piggott 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 all internal quality assurance processes 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 and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- *provide training and support to all staff involved in the process.*
- *support the Head of Centre in the quality assurance of the final Teacher Assessed Grades.*
- *ensure an effective and consistent approach within and across departments, including the authentication of 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/ 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 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.*
- *ensure that access arrangements are in place for assessments that will be used as evidence in the decision-making process.*
- *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 of our final Teacher Assessed Grades and for managing the post-results services.*

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*

- *Training will be delivered to all stake holders. Training will be targeted in relation to role and responsibility.*
- *Training for SLT, training for all middle leaders, training for whole staff and training for Governors.*
- *Training will clearly outline all processes and procedures determined by the centre. Training will be supported by written documentation confirming key information, timelines and deadlines.*
- **Training will address the following areas :**
- **Centre expectations** – *roles, responsibilities, accountability, JCQ guidance compliance, timeline of process.*
- **Assessment** – *holistic judgement of performance using an evidence based decision-making process. Scrutiny at departmental level and across the whole school to ensure compliance to the ‘Sources of evidence’ guidance from Ofqual – high quality evidence that relates to the specification, in terms of both content and assessment.*
- **Consistency and fairness** – *whole staff training – consistent message, internal quality assurance from SLT and record keeping of process and moderation at department level. High quality recording keeping via the assessment record will provide a ‘commentary’ of the process and decisions made.*
- **Training for special consideration** – *to ensure compliance to ‘JCQ guide to special consideration’ where personal circumstances should be taken in account when determining a Teacher Assessed Grade.*
- **Use of historical data** – *to ensure that appropriate consideration is given to historical performance.*
- **Submitting of grades** – *specific training to be provided to ensure accuracy, information regarding ‘sign off’ and compliance to the requirements of the awarding bodies.*
- **Results** – *training and communication to be provided to HODs regarding the plan for results day and any action required as part of the post-results plan.*
- *All staff will be required to attend the centre training for determining grades to help achieve consistency and fairness to all students.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*

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:*

- *Targeted mentoring from experienced specialist teachers and leaders will be provided to NQTs and teachers who are less familiar with assessment.*
- *Additional internal reviews and moderation of Teacher Assessed grades issued by NQTs and other less experienced teachers will be planned for as appropriate.*
- *Support and training from staff who are ‘examiners’ for awarding bodies will be provide further confidence and consistency within the process.*

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.*
- *The Head of Centre will ensure that students have the opportunity to show the full breadth of their knowledge and understanding in each subject based on what they have been taught.*
- *The Teacher Assessed Grades will represent a holistic, objective judgement based on evidence of each student's performance in each subject.*
- *Evidence will be used consistently across the class or cohort wherever possible.*
- *The Head of Centre will confirm that students have been taught sufficient content to form the basis for a grade.*

Types of evidence

- *Analysis of each specification will determine what content has been taught, deeply or superficially.*
- *Selected sources of evidence will ensure that the assessment is covering what has been taught.*
- *Teachers will 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.*
- *Where applicable, non-examined assessment work (often referred to as coursework) will be used, even if this has not been fully completed.*
- *Teachers will use student class 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.*
- *Teachers will use substantial class or homework (including work that took place during remote learning).*
- *Teachers will use internal tests taken by students.*
- *Teachers will use mock exams (PPEs) taken over the course of study.*
- *Teachers will use records of a student's capability and practical performance over the course of study in performance-based subjects such as music, drama and PE.*
- *Teachers will use records of student's standards of work over the course of study.*

Quality of evidence

- *Evidence should provide coverage of assessment objectives.*
- *Evidence should demonstrate coverage of content.*
- *Authenticity – is the evidence the student's own work.*
- *Level of control – appropriate levels to secure rigour.*
- *Marking – support for consistency of marking and internal standardisation*

Retention of evidence

- *All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*
- *Evidence retained will support the centre's determination of students' grades, support internal and external quality assurance and the appeals process.*
- *Assessment evidence and records of any discussions with students around the evidence on which grades will be based should be retained.*

Additional Assessment Materials

- *Teachers 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.*
- *Teachers may use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *Teachers may use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *Teachers 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 has not been taught.*

Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- *Teachers 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.*
- *Teachers 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 or college.*
- *Teachers 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.*
- *Teachers will consider the specification and assessment objective coverage of the assessment.*
- *Teachers 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

Outlining our centre's approach to awarding Teacher Assessed Grades.

Teachers' grading decisions will be subject to the school's overall quality assurance processes.

- *Heads of department will review the specification and content taught, identifying gaps. All assessment evidence will be based only on the content taught.*
- *Teachers will base the grades on a holistic, objective judgement of the evidence of the students' performance.*
- *Teachers will demonstrate due diligence when measuring existing quality assessment evidence and planning for further opportunities to measure student performance.*
- *Teachers should consider the quality of work in relation to the assessment material as well as the grade descriptors and grading exemplification available to help reach a final grade.*
- *Teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing. Measuring their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- *Teachers should not consider potential when determining the grade. Evidence collected should determine the Teacher Assessed Grade.*
- *Mitigating circumstances, reasonable adjustments and access arrangements will be in place when the evidence is generated.*
- *Teachers will record full details regarding the sources of evidence and other applicable factors that were used to arrive at a fair and objective grade, which is free from bias.*
- *Teachers will reflect on their judgements.*
- *Teachers will actively use historical data of performance to support their judgements.*
- *Teachers will actively engage in departmental moderation, internal quality assurance and external quality assurance, as necessary.*
- *Teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department or SLT link prior to SLT scrutiny. Any necessary variations for individual students will also be recorded on the Assessment Record.*
- *Teacher's professional experience and judgement will form a key part of this process. Due consideration must be given to all of the evidence collected for each student.*

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

The quality assurance process will support centres to construct appropriate processes to underpin the determination of grades.

- *All teachers will abide by the process and procedures outlined in the Centre Policy document :*
 - *Roles and responsibilities*
 - *Training and support for all teachers, specifically for NQTs and less experienced staff.*
 - *Determination of grades including how evidence will be used.*
 - *Conflict of interest declaration and process.*
 - *Internal QA process including arrangements for standardisation and comparison to historical data.*
 - *Detail provision for private candidates.*
- *The Head of Centre will ensure that all Heads of Department are competent and clear as to roles, responsibilities and accountabilities.*
- *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 moderation.*
- *The Head of Centre will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
 - *Following the process to determine a Teacher Assessed Grade.*
 - *Marking and moderation of evidence*
 - *Reaching a holistic grading decision that is fair and objective.*
 - *Applying the use of grading support and documentation to support their judgement.*
 - *A secure understanding of documentation and record keeping for internal quality assurance.*
- *School leaders will conduct internal standardisation across all grades in all subjects.*
- *School leaders 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.*
- *School leaders will ensure that the Head of Department Checklist/Declaration is used to evidence compliance to process and procedure.*
- *Where necessary, school leaders 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 SLT Line Manager.*
- *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.

The purpose of reviewing data on past performance is not to attempt to determine a student or a centre's outcomes but as one source of evidence from examination series which operated as normal, that can inform teacher's professional judgement on the level of attainment achieved by students.

- *School Leaders will consider the profile of their results in previous years in order to undertake a high level check once the grades have been assigned to students to ensure that they have been applied consistently.*
- *Grades will be assigned to candidates before the consideration of historical records of mark data and grade distributions for students in previous cohorts.*
- *School Leaders will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).*
- *School Leaders will consider the size of our cohort from year to year.*
- *School Leaders will consider the stability of our centre's overall grade outcomes from year to year.*
- *School Leaders will consider both subject and centre level variation in our outcomes during the internal quality assurance process.*
- *School Leaders will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.*
- *School Leaders will engage fully with an external quality assurance process if required. They will prepare a statement explaining the rationale of the outcomes by subject/qualification. This statement will include a comparison of results, contextual information regarding the cohorts and any changes to the centre that may have contributed to a variation.*

This section gives details of the process 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.

- *School Leaders 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. A full analysis and comparison will be completed.*
- *Internal QA will lead to interviews with subject teachers and subject leaders to scrutinise process, moderate evidence and challenge judgements.*
- *Using the Assessment Record and Head of Department Checklist, deep scrutiny will be completed at a high level check leading to 'drilling down' to individual student level.*
- *School Leaders will access other data sources that will help to quality assure the grades we intend to award in 2021.*

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

- *School leaders will omit subjects that we no longer offer from the historical data.*
- *School leaders will apply due diligence to contextual knowledge and information to secure a rigorous and appropriate QA process.*

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 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) teachers 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, teachers will remove that assessment from the sources of evidence and alternative evidence will be obtained.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, teachers will take account of this when making judgements.*
- *Teachers will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*
- *To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

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.*
- *A holistic judgement of performance will ensure that a broad range of available evidence is used when determining a Teacher Assessed Grade.*
- *The Assessment Record will be used to record any variations to multiple learners due to disrupted or lost learning.*
- *Specific details relating to disruption or differentiated lost learning should be recorded by the Head of Department in the contextual information text box by the Head of Department.*

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.

- *All staff will comply with the processes and procedures outlined in the policy.*
- *Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.*
- *Robust internal quality assurance processes will secure confidence in objectivity.*

Senior Leaders, Heads of Department and the Head of Centre will consider and address:

- *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*
- *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. Teachers should take action to mitigate risk in this regard.*
- *Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.*
- *All training for staff will reference the directive that Teacher Assessed Grades must be determined fairly, consistently and free from bias.*

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.

- *Training will be provided for all staff in order to confirm a timeline for the assessment process and data entry.*
- *Training will confirm expectations and accountability in regard to compliance to JCQ regulations, Ofqual guidance and the Centre policy.*
- *Teachers and Heads of Departments will maintain records that show how the Teacher Assessed Grades process operated, including the rationale for decisions in relation to types of evidence, individual marks/grades and moderation.*
- *Teachers 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.*
- *Teachers will put in place the recording of data and measures for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions throughout the process.*
- *Teachers will comply with our obligations regarding data protection legislation.*
- *Teachers will ensure that the grades accurately reflect the evidence submitted.*
- *Teachers will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).*

Authenticating evidence

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.*
- *These mechanisms may include :*
 - *Analysis of evidence from a variety of Levels of Control.*
 - *Comparisons between assessment evidence in a high level of control to that of a limited control*
 - *Use of a variety of style of assessment to revisit and retest content*
 - *Use of invigilators to secure rigour in supervision of assessment*
 - *Use of student declaration documentation as required*
- *If evidence is considered not authentic, teachers should complete a full investigation and submit a report to the Head of Centre. The Head of Centre will determine appropriate action. If the evidence is confirmed to be not authentic, it is likely that the evidence will be removed from the sources used to determine Teacher Assessed Grades.*
- *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/carers.*

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 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: [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
<p><i>This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.</i></p> <ul style="list-style-type: none"> ● <i>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.</i> ● <i>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.</i> ● <i>We will also carefully consider the need to deploy additional personnel to ensure fairness in the process of reviews and appeals.</i>

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 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 on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *Instances where student evidence used to decide Teacher Assessed Grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.*
- *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.*
- *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified 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 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 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 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.*
- *Learners have been appropriately guided as to the necessary stages of appeal.*
- *Guidance will be available for learners via the school website.*
- *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.*