

Centre Policy

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021



Centre Policy for determining teacher assessed grades – summer 2021: Wolfreton School and Sixth Form College

This Policy takes into account the guidance provided in the document: JCQ Guidance on the determination of grades for GCSEs for summer 2021.

Statement of Intent

This section provides details of the purpose of this document, as appropriate to our centre and in line with other TCAT schools:

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 process 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.

1. 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

1.1 Head of Centre

- Our Head of Centre, Miss Susanne Kukuc, 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.

1.2 Senior Leadership Team and Faculty and Subject Leaders

Our Senior Leadership Team as well as Faculty and Subject Leaders will:

- provide training and support to other staff.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- ensure an effective approach within and across faculties 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 faculties 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 Subject Checklist is completed for each qualification that they are submitting.

1.3 Teachers/ Specialist Teachers / SENDCo

Our teachers, specialist teachers and SENDCo 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.

1.4 Examinations Officer

Our Examinations Officer will:

- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.

2. 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.

2.1 Training

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

- Assistant Headteacher - Achievement and Progress and the Assistant Headteacher - Sixth Form will work closely together and with the Head of Centre to ensure that they fully understand the JCQ and other guidance. They will also take advantage of webinars provided by JCQ, examination boards and professional associations (e.g. ASCL).
- Faculty Leaders and Subject Leaders will be supported with the implementation of this policy through a range of regular meetings both collectively and individually with our Assistant Headteacher - Achievement and Progress and the Assistant Headteacher - Sixth Form.
- Teachers involved in determining grades in our centre will be provided with this policy and sufficient time in meetings to ensure that they fully understand the policy.
- All opportunities to communicate the key elements of this policy will be given to ensure that teachers understand this policy.
- Teachers involved in determining grades in our centre will attend any centre-based training 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.

2.2 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 support via Faculty and Subject Leaders to review teacher assessed grades of NQTs and other teachers as appropriate.
- Discussions in meetings between Senior Leaders and Faculty/Subject Leaders during our internal QA process have identified any NQTs or teachers less familiar with assessment and the centre assessed grade process as well as the support which is in place to ensure these teachers are trained and supported appropriately for this process.

2.3 Other training and support

- Exam board training materials, exam board sample learner work at key grades.
- Grade descriptors as produced by JCQ.
- Published grade boundaries and mark schemes for past papers.

- Scheduled CPDL with Trust Director of Education with TCAT Assessment Leads and HTs that focus on the consistent application of process. This has led to the production of an Assessment Procedure that is followed by all schools in the Trust and by all teachers. This has been shared with all staff.
- For small or single member departments use capacity in school for members of SLT not connected to the department to act as critical friends and/or use networks across the Trust to provide subject specific support if required.
- Faculty/Department – marking and moderation opportunity. This process will involve all members of the team to ensure that there is robust professional dialogue and evidence is appropriately challenged for each learner.
- Subjects will moderate internally, taking random samples of the work with the greatest weighting.
- Opportunity is provided across TCAT for department moderation, especially promoted for small cohorts or departments where inexperience is identified.

3. 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*.

3.1 Use of evidence

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

- Middle and Senior Leaders will identify which elements of the curriculum they are confident the learners have been taught to inform formal assessment processes.
- Middle Leaders work with their teachers and the Assistant Headteacher - Achievement and Progress / the Assistant Headteacher - Sixth Form to identify a number of appropriate Key Assessment Pieces of 'substantial' student work. This is likely to be between 5 and 10 pieces of work, which will be the same for all students studying that subject. In exceptional circumstances where a student has been disproportionately impacted by the Covid pandemic compared to their peers and one of the selected pieces is not available, an alternative piece from within the 10 may be identified.
- Middle leaders will consider which of the Key Assessment Pieces should carry the most weight when arriving at final grades for all students within the cohort. These pieces should be substantial and relate to significant content. The most recent and final piece of evidence will be an Internal 'Exam Board' Assessment and this will be heavily weighted. Where available this will include new assessment material provided by the exam boards.
- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- We will be using student work produced in response to assessment materials provided by our awarding organisation, including groups of questions, past papers or similar materials such as practice or sample papers.
- We will use non-exam assessment work, even if this has not been fully completed.
- We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We will use internal tests taken by students.
- We will use mock exams (termed PPEs or In Class Assessments) taken over the course of study.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.

3.2 Additional Assessment Materials

- We will 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.
- We will 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 the same task to complete.
- We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

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

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.
- We will 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.
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
- We will consider the specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.
- We will consider the accessibility of assessments for students at all grade levels.

4. Determining teacher assessed grades

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

4.1 Awarding teacher assessed grades based on evidence

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

In line with other Consortium Academy Trust Schools:

Part A

- Faculty and Subject Leaders have identified which elements of the curriculum they are confident the learners have been taught in order to inform the formal assessment processes.
- Having identified the taught elements of the curriculum, Heads of Department have selected up to a maximum of ten Key Assessment Pieces of 'substantial' student work (see Part B for examples).
- From this initial ten pieces, Heads of Department have selected five Key Assessment Pieces that;
 - the overwhelming majority of students have carried out
 - are substantial and relate to significant content
 - we are confident can be fully authenticated as the student's work This set of five Key Assessment Pieces will be used to generate the centre-assessed grades for each subject.
- The five Key Assessment Pieces will include a minimum of two and a maximum of four pieces of work that have been conducted under examination conditions since students returned to school after the Easter holidays. This will include past examination papers and/or Additional Assessment Material.
- Students will sign to indicate their agreement to the use of the chosen Key Assessment Pieces.
- In such circumstances where a student has been disproportionately impacted by the Covid pandemic and where the chosen five Key Assessment Pieces would not be a fair representation of the student's ability, we will draw evidence from the wider ten Key Assessment Pieces. In these circumstances, a narrative will be produced to explain the rationale for this evidence being used.

Part B

- We consider 'substantial' student work to include:
 - Completed Past Papers provided by the exam board / Mock Exams with published grade boundaries
 - Work in response to the Exam Board Assessment Materials
 - NEA (Coursework) either completed or partially completed
 - Internally produced exam questions using past papers questions /End of topic/unit tests
 - Internal tasks that reflect specifications and style of exam board materials and marked reflecting exam mark scheme
 - Historic teacher records of capability and performance in practical subjects like Drama, Music and PE
 - In Art and Design subjects ONLY the students portfolio either complete or incomplete, will be used as evidence

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| <ul style="list-style-type: none">○ Any other work which representative of the grade a student can work at across a broad range of specification content as possible across their course. |
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5. 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.
- 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
- 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:
 - Assistant Headteacher: Achievement and Progress – Lauren Warnett, for GCSE
 - Assistant Headteacher: Head of Sixth Form – Lynsey Taylor, for A Level
- In addition, where there is only one teacher involved in making these decisions, wherever possible, they will be required to work with colleagues in the same subject working in other schools within our Trust to implement effective standardisation of assessments.
- 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.

6. 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

6.1 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.
- 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, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.

6.2 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 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.
- Student work will be marked against pre-existing mark schemes and grade boundaries where possible.
- All Subject Leaders will be asked to identify 2 students at each grade (KS4 only as small cohorts at KS5 will not accommodate this) as anchor points where evidence and knowledge of that students assessment grade confirms beyond doubt that the student, based on historic knowledge of learner performance in that school.
- Within the spreadsheet all Key Assessment pieces will be recorded and an initial Teacher Assessed grade will be recorded.
- These will then be ranked and the percentage at each grade can be compared to the historical data. Where there is significant variation from the historical data produced by the department changes to grades should be considered. Notes can and should be added at this point.
- A final rank order for the relevant year group will be produced, with notes identifying the evidence used to produce the grade.
- Senior Leaders will produce a schedule of internal quality assurance meetings between the Head of Centre, Assessment Lead and Middle Leader for each department.
- Leaders will schedule these meetings as they see appropriate but with a view to middle leader workload so larger cohort subjects may be scheduled to later in the time slot to enable Faculty/Department rigour.

- Leaders will select randomly at least 1 in 10 (for smaller cohorts at KS4 and KS5, this will be amended) students grades from across the profile and ask Middle Leaders to evidence the grade given.
- Where there are concerns raised the SLT Link will be asked to work in a concentrated supportive approach to review the evidence and grade entry to ensure the Head of Centre is reassured and appropriate changes can be made if appropriate before submission.

Once the Head of Centre and Assessment Lead are confident that appropriate consideration has been given to:

- Previous school performance
- Previous faculty/department performance
- Marking and moderation have been completed effectively
- A review will be conducted at an individual student level to compare all a student's grades to identify outliers. Where outlying grades are identified they will be investigated and an explanation will be provided by the subject lead

Then, they will make arrangements for the centre assessed grades to be entered in readiness for submission. This will involve first inputting the data into SISRA so the data can be analysed at a macro level for anomalies. We will be aware in our centres of unconscious bias and will rigorously check the grades entered for vulnerable learners, for example disadvantaged learners and SEND learners.

For SEND learners, our SENDCO will be asked to moderate all grade entries for the cohort in light of reasonable adjustment and their in depth knowledge of the learner. Once the Head of Centre "releases" the data set, submission can be completed.

6.3 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.

7. 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)

7.1 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 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.
- In such circumstances where a student has been disproportionately impacted by the Covid pandemic and where the Key Assessment Pieces selected for the rest of the subject cohort would not be a fair representation of the student's ability, we will draw evidence from a wider range of the student's work. This will include substantial pieces of work but may also include other class-based assessments. In these circumstances, a narrative will be produced to explain the rationale for this evidence being used.
- 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 document: [*JCQ – A guide to the special consideration process, with effect from 1 September 2020*](#)

8. Addressing disruption/differential lost learning (DLL)

Addressing Disruption/Differentiated Lost Learning (DLL)

8.1 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.
- In such circumstances where a student has been disproportionately impacted by the Covid pandemic and where the Key Assessment Pieces selected for the rest of the subject cohort would not be a fair representation of the student's ability, we will draw evidence from a wider range of the student's work. This will include substantial pieces of work but may also include other class-based assessments. In these circumstances, a narrative will be produced to explain the rationale for this evidence being used.
- As part of our ongoing Covid contingency plan to mitigate the risks of disrupted learning, the following measures are also in place:
 - students will undertake final assessments during two 'windows' - 19 to 23 April and 17 to 27 May

9. 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.

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

9.2 Senior Leaders, Faculty/Subject Leaders 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.

9.3 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 through having different SLT links overseeing the process that are different to the normal line management. Teachers have been directed to <https://www.jcq.org.uk/maintaining-objectivity/> to support the process in school.

10. 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.

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 Faculty/Subject Leaders maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- Each subject area will produce an assessment portfolio consisting of a minimum of five Key Assessment Pieces which will be centrally stored and be available during the appeals process.
- 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).

11. Authenticating evidence

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.

- Our students will sign a declaration that their work is their own, though training staff are guided to look for patterns of incorrect/correct work and scrutinise any work that is significantly different to students previous work 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.
- Each portfolio of Key Assessment Pieces will consist of a minimum of two and a maximum of four pieces of work that have been conducted under examination conditions since April 12 2021. As such the centre is assured that this is the students' own work. These pieces will carry the greatest weight when forming a grading decision.
- Other pieces of evidence may include controlled assessments and/or mock exams (PPEs), all of which can be assured to be the students' own work and that no inappropriate levels of support have been given to students to complete it, *either within the centre or with external tutors*.
- 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.

12. Confidentiality, malpractice and conflicts of interest

12.1 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.

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, will be shared with parents/guardians.

12.2 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.

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; and

- 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.

12.3 Conflicts of Interest

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

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.
- In line with the Conflict of interest policy we will identify any staff members with close personal relationships and follow existing procedures put in place to ensure there is no bias
- Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - General Regulations for Approved Centres, 1 September 2020 to 31 August 2021.
- We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.

13. 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.

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. This will be stored in a secure location.
- 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.

14. 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.

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 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.

15. 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.

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 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 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.