



**Maria Fidelis**  
Catholic School FCJ

## Centre Policy

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FOR A/AS LEVELS AND GCSES FOR SUMMER 2021



# Centre Policy for determining teacher assessed grades in Summer 2021

## Background

Every centre is required to create a Centre Policy that reflects its individual circumstances. Our centre has chosen to adopt much of the wording of the policy template provided by OfQUAL, with exemplification where appropriate.

All staff involved in the process (identified in the 'Roles and Responsibilities') are expected to read and adopt the policy to the highest standard.

The policy takes 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:

### Maria Fidelis Catholic 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.
- 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, Mrs Helen Gill, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

#### **Senior Leadership Team 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 Department Spreadsheet is completed for each qualification that they are submitting (see appendix 2)
- ensure that by Friday 18<sup>th</sup> June, physical copies of evidence, and USB sticks of soft evidence are placed in the appropriate place in the evidence storage base (G.13)

**Teachers/ Specialist Teachers / SENDCo**

Our teachers, specialist teachers and SENDCo, Ms Georgina Barrett, 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
- ensure that all content which has been taught has been assessed in a way appropriate to the nature of the content
- 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.
- assist the Head of Department in securely storing and being able to retrieve sufficient evidence to justify their decisions in the evidence storage base (G.13 – Conference room); this evidence will continue to be accessible during the appeals timeframe

**Examinations Officer**

Our Examinations Officer, Mr Chris Harding, 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*

- Teachers involved in determining grades in our centre will attend any centre-based training days 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.
- Whole school training days have been identified on ...
  - Thursday 1<sup>st</sup> April for department teams to
    - Familiarise themselves with the JCQ Grade Descriptors
    - Agree the scope, type, and standard of evidence which will be present, for each student that Teacher Assessed Grades are to be awarded, for each qualification offered by their department.
  - Friday 11<sup>th</sup> June – for department teams to review their Teacher Assessed Grades against previously nationally recognised headline data for their subject from the 2019 examination series.
  - Department meetings held on Professional Thursdays for continued standardisation and moderation
  - Further evening meetings for which time off in lieu has been identified.
- During the period March – May 2021 Subject Support Network meetings will be convened across Camden secondary providers to discuss
  - curriculum coverage
  - strategies on types, weightings and use of assessment
  - additional assessment resources
  - standardisation and moderation
  - policy
  - appeals processes

### Support for Newly Qualified Teachers and teachers less familiar with assessment

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

- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.
- All NQTs will be involved in the above training opportunities and will work with more experienced members of staff.
- No NQT will submit Teacher Assessed Grades that have not been subject to scrutiny by a member of staff with at least 5 years' experience.

## Use of appropriate evidence

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

### A. Use of evidence

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

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence produced since 24<sup>th</sup> March 2021 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 select evidence that covers the broadest possible range of the Assessment Objectives detailed in the relevant Specification.
- Evidence produced before the 24<sup>th</sup> March 2021 may be in the form of candidate records, such as photocopies of teacher mark books, printouts of spreadsheet data, or data held in our MIS system, where it has not been retained by the teacher or the student.
- Where appropriate (for example where there is insufficient alternative evidence) we 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.
- We will use the following types of work as evidence for Teacher Assessed Grades ...
  - Mock exams taken over the course of study.
  - Where relevant to the qualification, non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
  - Internal tests taken by students.
  - Student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
  - Substantial class or homework (including work that took place during remote learning).
  - Records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.

We provide further detail in the following areas:

We will use Additional Assessment Materials (AAMs)

- Where appropriate (for example where there is insufficient alternative evidence) 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.

*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.
- Where there is a choice of evidence, we will favour the use of high control evidence over low control evidence.
- 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.

## 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 now, **not** upon some notional understanding or prediction of what the student might have achieved had they sat a formal exam. For example, 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.
- Our Heads of Department will produce an Assessment Record for each subject cohort and will share this with their SLT line manager. Any necessary variations for individual students (for example where a student has not completed an assessment perhaps due to ill health that the rest of the cohort has) will also be shared.

## 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, as much as possible, reduce unconscious bias by ...
  - assuming that, despite our best endeavours, there will be some implicit bias in our assessments, and being conscious of this
  - using nationally published mark schemes or an internal mark scheme devised before the assessment took place.
  - carrying out an internal standardisation process In subjects where there is more than one teacher and/or class in the department
  - where possible, and particularly for assessments submitted after 19<sup>th</sup> April 2021, work is anonymised before marked/assessed and standardised/moderated.
  - avoiding confirmation bias, by mixing work samples across ability sets, or other grouping types
  - by using a range of assessment formats and work submission types
- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- Our internal standardisation process...
  - Thursday 1<sup>st</sup> April – for department teams to agree the scope, type, and standard of evidence which will be present, for each grade, for each qualification offered by their department.
  - Friday 11<sup>th</sup> June – for department teams to review their Teacher Assessed Grades against previously nationally recognised headline data for their subject, from the 2019 examination series.
  - Department meetings held on Professional Thursdays for continued standardisation and moderation
  - Further evening standardisation meetings for which time off in lieu has been identified.
- In all subjects, and in particular where there is only one teacher and/or class in the department, we will ensure that our centre carries out an external standardisation process.
  - Cross borough Subject Support Networks are in place where HODs of each subject will meet their counterparts in other Camden schools for the purposes of ...
    - Identifying possible sources of evidence to inform Teacher Assessed Grades
    - Coming to an agreed understanding of what evidence would support a particular grade in their subject
    - Coming to an agreed understanding of how to apply the JCQ grade descriptors in their subject.

- Identifying a possible cross borough piece of work for standardisation purposes
- 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 their immediate line manager, and external support.
- 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 nationally recognised headline data on the grades awarded to our students in past June series in which exams took place (the 2019 cohort) at whole school and subject level.
- 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 3-year trends in subject performance
- 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.

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

- We will compare the whole school and subject level data profile for the 2019 cohort with the profile produce by the 2021 Teacher Assessed Grades to identify trends, patterns, and anomalies of concern.
- SLT line managers will discuss this data scrutiny with their departments in the week Monday 7<sup>th</sup> June to Friday 11<sup>th</sup> June for review at the final standardisation meeting on Friday 11<sup>th</sup> June.
- Where trends, patterns or anomalies of concern are found further evidence supporting the accuracy of Teacher Assessed Grades and/or standardisation processes will be sought, or where this is not available grades will be brought into line with reasonable expected outcomes.

## 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.

### **A. 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 future assessments are being taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, if possible, we will remove that assessment from the basket of evidence and obtain alternative evidence.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements, and a note of this will be recorded in the student's portfolio on the Assessment Record.
- 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)
  - and the SENDCo and Exams Officer will have oversight of the evidence portfolios for these students before final Teacher Assessed Grade submission

## 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 only on evidence of the content that has been taught and assessed for each student.
- Where the circumstances of an individual student vary considerable from their cohort (perhaps through ill health) the range of assessment evidence for this student may be significantly different from that of their peers.

## 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 and 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 a range of different checks to the quality assurance process (see Internal Quality Assurance section)

## 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 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 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).

## 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.

- 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.
  - Candidates will be required to confirm that all of the work they have submitted as evidence is their own.
  - Where a teacher cannot be reasonably certain as to the authenticity of a student's work it will not be used as assessment evidence unless no other work is available, in which case the teacher will have due regard for the highest grade which can be supported by the evidence
  - Assessment evidence nearer the top of this list will be prioritised over evidence nearer the bottom of the list.
    - evidence produced by individual students under high control conditions
      - mock exams/assessments supervised by more than one adult, held in exam conditions, with minimum desk spacing
      - mock exams/assessments/tests/other written work supervised by the classroom teacher, in silence
    - evidence produced by individual students under medium control conditions
      - non-exam assessment produced in school, under the supervision of the classroom teacher
    - evidence produced by groups of students under medium control conditions
      - practical work, such as that produced in Art, Drama, or PE, completed in school, and where there is secondary evidence to support authenticity, such as video footage, or contemporary records of teacher assessment.
    - evidence produced by individual students under low control conditions in school
      - classwork/written work/other work, as part of a normal lesson, not completed in silence, and possibly in collaboration with other students
    - evidence produced by individual students under low/no control conditions at a place outside of school
      - homework/other work completed at home, potentially with the assistance of siblings, parents/carers or a tutor.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic, and 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.
- Students will be made aware of the evidence which has been used to assess them, and the sections of the syllabus/topics which these assessments have covered by Friday 21<sup>st</sup> May
- Students may have been made aware of grades awarded for assessment evidence produced before 24<sup>th</sup> March 2021, which had previously been shared.
- Students may be made aware of grades awarded for individual pieces of assessment evidence produced after 24<sup>th</sup> March 2021, so long as no indication whatsoever is made that these represent the final Teacher Assessed Grade.
- Students will be made aware that any grades that have previously been, or may be, shared are subject to internal and external moderation processes and may therefore be changed.
- Students will be made aware that any grades that have previously been, or may be, shared could be weighted differently to take into account the relevant level of control under which the assessment was carried out, and therefore they should not attempt to calculate an arithmetical mean.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, will be 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.
- Any staff member who suspects malpractice should report this to their line manager, or a member of the SLT, as appropriate.
- 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 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; 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.

### *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 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 necessary, to separate duties and personnel to ensure fairness in later process reviews and appeals.

## 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.

### Results

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

- All relevant 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.

## 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.
- 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 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 will in advance of results being issued.

## Appendix 1

This section of our Centre Policy outlines the key dates agreed in school for the submission and moderation of our Teacher Assessed Grades.

Monday 19 <sup>th</sup> April	y11 and y13 TAG data entry window in Progresso opens Draft data can be entered and amended as necessary up until Friday 28 <sup>th</sup> May Departments, teachers and pupils to be ... <ul style="list-style-type: none"> <li>• Gathering evidence</li> <li>• Marking and annotating evidence as it is generated</li> <li>• Recording details of evidence in students' portfolios</li> <li>• Moderating evidence across department as required</li> </ul>	Y11 and y13 pupils Teaching staff Department teams
Friday 21 <sup>st</sup> May	Deadline for y11 and y13 students to submit any final evidence	students
Monday 24 <sup>th</sup> May to Friday 28 <sup>th</sup> May	y11 and y13 students sign off week	HODs / HOYs
Friday 28 <sup>th</sup> May	Deadline for 1 <sup>st</sup> draft of TAGs to be entered into Progresso	y11 and 13 subject teachers
Monday 7 <sup>th</sup> June	Headline comparative data produced Data health check	CC
Tuesday 8 <sup>th</sup> June to Thursday 10 <sup>th</sup> June	SLT line managers to meet with HODs following data health check to discuss any issues	SLT and HODs
Friday 11 <sup>th</sup> June	Proposed INSET day for department teams to <ul style="list-style-type: none"> <li>(i) act on data check feedback</li> <li>(ii) enter final TAGs into Progresso</li> </ul>	All teaching staff
Monday 14 <sup>th</sup> June	Start of TAG submission to exam boards	CH
Friday 18 <sup>th</sup> June	Final deadline for submission of TAGs	CH

