



# **Blatchington Mill School Centre Policy for Summer 2021**



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# **Centre Policy for determining teacher assessed grades**

## **Blatchington Mill School**

### **Summer 2021**

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## **Statement of intent**

The purpose of this policy is:

1. To ensure that teacher assessed grades at Blatchington Mill School are determined fairly, free from bias and consistently within and across departments.
2. To ensure the operation of effective processes with clear guidelines and support for staff.
3. To ensure that all staff involved in the processes clearly understand their roles and responsibilities.
4. To support teachers making evidence-based decisions in line with Joint Council for Qualifications guidance.
5. To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.
6. To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
7. To support our centre in meeting its obligations in relation to equality legislation.
8. 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.
9. 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:

Our Head of Centre. Ashley Harrold, will:

1. Be responsible for approving our policy for determining teacher assessed grades.
2. Our Head of Centre has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities for all staff are defined.
3. 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.
4. Ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

Our Senior Leadership Team and Heads of Departments will:

1. Provide training and support to teachers.
2. Support the Head of Centre in the quality assurance of the final teacher assessed grades.
3. Ensure an effective approach within and across departments and authenticate and quality assure the outcomes from single teacher subjects.
4. Be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
5. Ensure that all teachers make consistent judgements about student evidence in deriving each grade.
6. Ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
7. Ensure teachers have the information required to make accurate and fair judgments.
8. Ensure that a Head of Department Checklist is completed for each qualification that they are submitting.



9. Set the parameters of the 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.

Our teachers and SENCo will:

1. 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.
2. 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.
3. 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.
4. Contribute to the assessment record for each student that forms the determination of the final teacher assessed grades, recording any necessary variations for individual students and the reasons for these.
5. Securely store and be able to retrieve sufficient evidence to justify their decisions.

Our Examinations Officer will:

1. Be responsible for the administration of our final teacher assessed grades and for managing the post-results services.
2. Store and secure internal examination papers for all subjects, in order to maintain the integrity of internal assessments.
3. Oversee the administration of internal school assessments.
4. Ensure that all invigilators administering assessments are working to JCQ guidance

## **Training, support and guidance**

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

School leaders will provide the following training to all teachers involved in producing student grades:

1. Training on the [Joint Council for Qualifications guidance](#) on the determination of grades
2. Training on the Ofqual guidance, [Information for centres about making objective judgements](#)
3. Training on Principles of Assessment and support for assessment planning to ensure assessment is fair, reliable, authentic and can yield valid inferences
4. Centre-based training on objectivity and bias, including unconscious bias, and assessment.
5. Centre based training on use of student work to make predicted grade judgements
6. Direction on the use of standardisation and moderation processes to support accuracy in the grading process

Heads of Department will:

1. Complete all training alongside teachers, and ensure all members of their department are confident in applying the training to the grading and evidence collection processes.
2. Provide quality assurance of the evidence collected, and grades issued.

Teachers will:

1. Complete all centre-based training to help achieve consistency and fairness to all students.



2. 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

In 2020-21, our Year 11 cohort has been taught by our most experienced teachers, many of whom are Heads of Department, Key Stage Coordinators, or subject experts. Newly qualified teachers, or those inexperienced in assessment have not taught Year 11 and will not be involved in the issuing of student grades.

## **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.

1. 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. This will be stored electronically in secure folders on our school systems and backed up in the cloud.
2. Each subject will determine the evidence and content to be included and this will be consistent for all students completing the course.
3. The specific evidence included for each subject area can be found here:  
[www.blatchingtonmill.org.uk/Year-11-Assessment-Guidance-for-Students-and-Parents-Carers.pdf](http://www.blatchingtonmill.org.uk/Year-11-Assessment-Guidance-for-Students-and-Parents-Carers.pdf)
4. We will be using student work produced in response to assessment materials, including groups of questions, past papers or similar materials such as practice or sample papers. These will always take the format of centre-devised tasks to increase the level of control and integrity of these resources. This will prevent the use of online walkthrough tutorials (for example on Youtube) undermining the integrity of the tasks, for example in the case of past papers. These tasks will reflect the specification, and follow a similar format to awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
5. We will use non-exam assessment work in the subjects where it is a part of the specification.
6. We will use substantial class or homework (including work that took place during remote learning).
7. We will use internal tests taken by pupils.
8. We will use mock exams taken over the course of study.
9. 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.

Additional Assessment Materials:

1. We have coverage in the evidence generated across the course of study in all subjects so we will not require the use of additional assessment materials.
2. We will support consistency of judgement between teachers or classes by giving everyone the same tasks to complete in each subject, and using the same evidence base for grading decisions.
3. We will consider use of additional assessment materials, for addressing gaps in the evidence base for students who have experienced disruption, on a case-by-case basis.

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



1. 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.
2. 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.
3. We will consider the specification and assessment objective coverage of the assessment, and balance this against the content taught at home and in school.
4. We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.
5. We will give a weighting to each aspect of evidence and assessment, giving more weight to assessments completed toward the end of the course of study and in school under supervised conditions.

## **Determining teacher assessed grades**

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

Within each subject:

1. An agreed range of evidence will be used by all teachers to determine student grades. This has been mapped and planned collaboratively with subject specialists and leaders to account for the content taught in the course. It has been shared with students and families for transparency so they know exactly what evidence will be considered in each subject.
2. A Subject Assessment Evidence Form (Assessment Record) will be completed for each subject giving details of the assessments used for the whole cohort.
3. We will mark each piece of agreed evidence to arrive at a raw mark for each piece, using exam board mark schemes as a basis for assigning a mark and in order to benchmark student work for consistent judgements.
4. We will use cumulative raw marks across evidenced work in each subject to support quality assurance and consistency checks on judgements taken. Cumulative raw marks will not be used as the sole basis to arrive at a grade for a student, as a holistic view of overall performance is required.
5. In taking a holistic, objective view of the entirety of each student's work to determine their final grade, we will take into account:
  - a. the quality of evidence in relation to the assessment materials used
  - b. the quality of evidence in relation to the grade descriptors and grading exemplification provided by the awarding organisations
  - c. the level of control under which evidence was completed
  - d. when evidence was completed
  - e. any individual significant disruption to their learning (the rationale for this will be recorded on the relevant Variations for Individual Students form)
  - f. the availability of access arrangements where relevant
6. We will document the details of all mark schemes, grade descriptors and exemplification material used to ensure transparency.
7. We will carry out moderation processes internally where there is more than one experienced KS4 teacher for a subject. Where there are sole practitioners we will use external contacts at another Brighton & Hove school.

## **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 within and across subject departments.

1. We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
2. We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
  - a. Marking evidence and arriving at numerical marks for individual pieces of evidence
  - b. Reaching a holistic grading decision
  - c. The use of exam board support and documentation
3. We will conduct internal standardisation to ensure consistency in how marks are awarded to evidence. This will be supported through the use of exemplar materials, markschemes, grade descriptors and criteria.
4. We will review and reflect on individual grading decisions through sampling to ensure alignment with the standards as outlined by our awarding organisation. Through this moderation process we will amend individual grade decisions if required to ensure alignment with the standards as outlined by our awarding organisation.
5. Where there is only one teacher involved in marking assessments and determining grades, then a sample of this activity will be reviewed by the Deputy Headteacher, Kate Claydon, and moderated with a subject specialist from another Brighton & Hove school.
6. 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 (TAGs) 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.

1. For comparison purposes, we will compile information on the grades awarded to our students in the past summer series in which exams took place (e.g. 2017 - 2019). We will use this comparative data to further develop our understanding of the ability of past cohorts, including that of sub groups, to ensure we have a clear understanding of the performance of Blatchington Mill Students over time.
2. We will follow a set timeline so that there is a distinct window in which TAGs will be compared to historical data after the deadline for TAG submission. A range of experienced staff will make up the comparison team, including: SLT, subject leads and data managers in order to ensure broad inputs into the comparison and inferences made about TAGs.
3. We will compile information on the ability of this current cohort being awarded TAGs in 2021, using this alongside data on previous cohorts to develop our understanding of the likely performance of this current cohort being awarded TAGs in 2021.

Specific comparison checks will include:



- Drawing up the performance of sub groups, including protected characteristics, gender and disadvantage, in previous cohorts in order to support fair and accurate decisions around grades for these groups.
  - Reviewing the aggregate cumulative grade distribution for each subject, and qualification type to assess if outcomes are much higher than in previous years, or much lower, with the reasons for this being explored and checked, with the evidence of student work after robust assessment planning at the centre of deciding grades.
  - Identify any recurring trends in the performance at the centre over previous years, such as strong results for some subjects or specific student groups. We will contextualise this for this current cohort and use this information to check if the TAGs being submitted are as expected, accounting for this year's context and the ability profile of the 2021 cohort.
  - We will consider data holistically to ensure TAGs this year make sense when compared to grade distributions in previous years and the ability of the 2021 cohort, examining both subject and centre level variation in outcomes to ensure we have evaluated the TAGs submitted from each teacher in each subject.
4. Following the comparison process teachers and subject leaders will be informed if TAGs appear to be too lenient or too harsh and a discussion will be had with a member of the comparison team to share the findings from the comparison. The purpose of this discussion will be to collaboratively establish that the rationale for the grades is justifiable because the judgement (a) is clearly set in evidence of the students' work (b) that evidence from has been generated from appropriate tasks/assessments (c) the evidence was used appropriately to determine those grades and (d) the member of staff followed the Centre Policy.
- Where it is deemed justifiable a record of this collaborative judgement will be noted.
  - Where it is deemed that the determined grade is not justifiable then the teacher will be instructed to review the grades returning to the guidance on appropriate evidence and determining grades.
5. We will prepare a succinct narrative on the outcomes of the review against historic data, which will address any divergence from the qualifications gained by previous years, whilst bearing in mind the particular type of non national exam assessment being used this year and centrality of the actual evidence of student performance.

## **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.

- All access arrangements and reasonable adjustments have been determined and agreed according to JCQ guidance.
- Every effort has been made to ensure that all agreed access arrangements and reasonable adjustments are in place when students are taking assessments. These include: a reader, a scribe, extra time, use of word processor with or without access to spell check, and a smaller venue.
- Any assessment that has taken place without an agreed access arrangement or reasonable adjustment will not have to be included as evidence for the student and alternative evidence will be considered if necessary.
- Where illness or other personal circumstances (such as bereavement) might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.





- We will 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. This will be stored centrally and document all variations made.
- To ensure consistency in the application of Special Consideration, we will agree a central approach to applying additional marks. This will be applied by teachers in line with the document: [JCO – A guide to the special consideration process, with effect from 1 September 2020](#)

## **Addressing disruption/differential lost learning (DLL)**

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

1. Teacher assessed grades will be determined based on evidence of knowledge and skills in the content that has been taught and assessed for each student, not on aspects of the course specification not covered. The evidence considered has been decided collaboratively by subject leaders and school leadership to ensure it is appropriate and accounts for possible missed learning.
2. All students have been made aware of exactly what work contributes to their final grade and will be given time to complete outstanding work in preparation. Students will know what work completed before the announcement to cancel exams will be considered and what work completed since full return to school will be used.
3. The majority of evidence used to determine grades will be from assessments completed in the final half term and after students were notified about what evidence would be considered for their final grade. This means all students have equal time to prepare and revise.
4. A full list of the revision topics for each assessment has been provided to students and is available on the school website: [www.blatchingtonmill.org.uk/key-information/year-11-assessment-2021/](http://www.blatchingtonmill.org.uk/key-information/year-11-assessment-2021/)
5. Work considered has been taken from assessments with high and high-medium control in part to ensure those with more disadvantaged contexts are not further disadvantaged by others having support or access to resources during assessments. All students have had access to school Chromebooks and internet access throughout 2020 and 2021.
6. Resources for students to complete missed work have been made available in the school's online classroom, including recorded lesson content of the entire curriculum for every subject and presentational materials to assist with any missed learning.

## **Objectivity**

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

1. Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.
2. The school has appropriate policies in relation to Equalities, Special Educational Needs and Student Behaviour under which all staff carry out their roles, to ensure awareness of the duty to treat all students equally and without bias, especially in relation to protected characteristics. They can be found here: [www.blatchingtonmill.org.uk/our-policies](http://www.blatchingtonmill.org.uk/our-policies)

Senior Leaders, Heads of Department and Centre will be aware of sources of unfairness and bias and plan accordingly to mitigate these, including:



Basing decisions on evidence:

1. Each teacher assessed grade will be a holistic professional judgement based on agreed evidence as outlined in the section above and of which all staff, students and families have been made aware. For all students, staff will only take into account existing records and available evidence of a student's knowledge, skills and abilities in relation to the subject.
2. Staff will ensure the planning and administering of work to be used as evidence (e.g. assessments) is presented in a fully accessible way.

Being aware of unconscious effects on objectivity and ensuring staff objectivity:

1. Through guidance and training, staff will be made aware of sources of bias and that it can skew judgements (e.g. confirmation bias, anchoring bias, halo effects, contrast effects, recency effects, affinity bias).
2. Teacher guidance will ensure explicit instruction to reflect on and be aware of different forms of bias when assessing and for the need to ensure a candidate's personal circumstances, behaviour, appearance, socio-economic background, protected characteristics or character do not feature in decision making.
3. Specific training of staff about avoiding bias when making judgements will include using: OFQUAL's *Information for centres about making objective judgements*; internal training on ensuring objectivity in assessments and predictions; and training in fair and effective assessment design and operation. Senior Leaders have also completed training in unconscious bias.
4. Teacher guidance will also direct staff to make decisions carefully, not quickly, and use methods such as ranking scripts and comparison of scripts for accurate judgements. Guidance will also alert teachers to sources of undue bias within work such as student handwriting or presentation.
5. Teachers will be given explicit instruction as to the only appropriate evidence to use in forming judgements, as outlined in the section above.

Using other evidence to identify possible bias:

1. Analysis of pre exam predictions of prior exam cohorts will be used to suggest any indications of possible under or over predicting for different groups of students (e.g. with particular protected characteristics or backgrounds).
2. Trends in predictions can be used to raise awareness and challenge subject areas to ensure they are certain predictions are based on agreed evidence alone and that moderation is used to quality assure grades.

Reviewing judgements with others

1. Time will be allocated for staff to compare their marking on samples of assessed work completed by a randomly selected sample of students.
2. Blind moderation between subject specialists on a sample of assessed pieces will be used to calibrate judgements.
3. In small departments, or where there is a sole practitioner, arrangements have been made with another local secondary school for staff to partner with a subject teacher and compare judgements.



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## **Recording decisions and retention of evidence and data**

This section of our Centre Policy outlines our arrangements to record decisions and to retain evidence and data.

1. We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the evidence base for decisions in relation to individual marks/grades.
2. 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.
3. We will put in place data collections for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
4. All assessment decisions and marks will be stored on spreadsheets, which will be backed up online.
5. We will comply with our obligations regarding data protection legislation.
6. We will ensure that the grades accurately reflect the evidence submitted.
7. 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).
8. The vast majority of student work will be stored on Google's Cloud Servers.
9. Any work saved back to the network (for example Music) will be stored on the school servers which are backed up to 3 different locations for resilience using Veeam Software utilising a Disk to Disk to Disk method.

## **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.

1. The majority of evidence will be provided through the use of assessments which will be invigilated by teachers or other trained members of staff. The assessments used will not have been seen by students beforehand and will be completed in an allocated time frame while under invigilation.
2. Where evidence is provided by work produced in class, the teacher will ensure that the work is the student's own by observing interactions in the class. Where Chromebooks are used, SENSO software will be used to constantly monitor the work produced by students.
3. Where evidence is provided by work produced at home, students will be asked to upload work at regular intervals to Google Classroom so that teachers can monitor progress. Teachers will compare the work to work produced in class or in an invigilated assessment to ensure the standard of work is similar. Teachers will also compare work of students to ensure that there has been no plagiarism.
4. If there is any suspicion that evidence is not authentic then a malpractice investigation will be carried out. This will include rigorous comparison of work (between students or with other available sources) and interviews with all students concerned. (See Malpractice below)
5. Any incident of malpractice will be fully investigated, and relevant documentation stored relating to this. Outcomes and decisions about evidence that cannot be considered due to malpractice, or the inability to authenticate it as the student's own, will be documented.



## **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.

1. All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
2. 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.
3. Students will not be told their submitted grade, or be given suggestions or indications of what this is likely to be, beyond their predicted grades produced earlier in KS4.
4. Relevant details from this policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.



## **Malpractice**

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

1. Staff have been made aware of what malpractice is, and the steps to take to prevent it occurring in school assessments. In the event of (suspected) malpractice, staff must provide information immediately so an investigation and any consequent action can be taken as soon as possible.
2. Staff have been provided with a list of specific types of malpractice which they should be aware of. These include:
  - a. Deception in assessments such as attempted use of phones or smart watches, communication between students, notes in pockets or on hands
  - b. Breaches of internal security
  - c. Improper assistance to students
  - d. Failure to appropriately authenticate a student's work using the guidance given above
  - e. Over direction of students in preparation for common assessments
3. In the event of suspected/alleged malpractice a full investigation will be conducted and the outcome of this investigation recorded.
4. Where the malpractice occurs in an assessment the steps in the investigation will include:
  - a. description/statement of malpractice
  - b. statement from informer
  - c. statement from alleged individual committing malpractice
  - d. statement from teacher/invigator in room about what they saw and what processes were followed
  - e. statements from other students around alleged individual(s) committing malpractice
5. Where the malpractice occurs in class or outside of school the student(s) and staff involved will be asked for a statement and the work concerned will be reviewed and compared.
6. In both instances the Head of Centre will determine whether the evidence can be included and whether alternative evidence can be obtained and included.
7. 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.
8. Staff are also aware that they must engage as requested with awarding organisations during the External Quality Assurance and appeal stages and must keep appropriate records of decisions made and teacher assessed grades.

## **Conflicts of Interest**

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

1. To protect the integrity of assessments, all staff involved in the determination of grades have declared any conflict of interest such as relationships with students to our Head of Centre for further consideration.
2. These have been collated and recorded in a spreadsheet.



3. 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](#)
4. We will also carefully consider the need 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.

1. All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the JCQ Guidance.
2. All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
3. All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
4. 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.
5. 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.
6. 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.
7. 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.

1. All staff involved have been made aware of the specific arrangements for the issue of GCSE results in Summer 2021. These will be delivered by email to students from 8.30am on Thursday 12th August.
2. 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.
3. Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support and our Post 16 advisor, to students on receipt of their results.
4. Such guidance will include advice on the appeals process in place in 2021 (see below).
5. 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.
6. 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. This includes Centre Reviews, and subsequent appeals to awarding organisations.

1. 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](#).
2. Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements (for administrative and procedural errors). This will include ensuring the student is aware that their grade could go down, up or stay the same and the timely submission of any necessary requests for corrections with the awarding body.
3. All necessary staff will have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
4. Learners will have been appropriately guided as to the necessary stages of appeal including:
  - a. Centre Review
  - b. Awarding Organisations Appeal
  - c. Ofqual Exam Procedures Review Service
5. Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which college places depend.
6. 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.
7. Appropriate information on the appeals process will be provided to parents/carers, including where to find the grounds for appeal.