

# Centre Policy

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FOR A/AS LEVELS, GCSES AND IGCSES FOR SUMMER 2021

St Helen's School

Centre number 12948

## 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 Alice Lucas, 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.

#### **Deputy Head (Academic)**

Our Deputy Head Academic (Dr Paul Arnold) will:

- be responsible for coordinating the School's Policy and procedures around teacher assessed grades
- provide training, guidance and support to the Senior Leadership Team, Heads of Department and teachers to enable them to carry out their responsibilities within this Policy
- ensure an effective approach within and across the departments
- authenticate the preliminary outcome from single-teacher departments (along with the Head of Department who line-manages the single-teacher department – see 'Internal quality assurance' below)
- ensure that there is an effective process in place to consider requests for special consideration as a result of adverse circumstances beyond the students' control, liaising with the Examinations Manager, Head of Upper School and Assistant Head: Sixth Form to compile information and relay it to Heads of Department for consideration within their determination of teacher assessed grades
- be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it
- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications
- fulfil the responsibilities of the Senior Leadership Team as outlined below

#### **Head of Upper School, Assistant Head: Sixth Form and Assistant Head: Director of Studies**

Our Head of Upper School (Mrs Rebecca Reidel-Fry) and Assistant Head: Sixth Form (Mrs Rachel Williams) will:

- Work with the Deputy Head Academic and Examinations Manager to proactively identify students who have been affected by adverse circumstances, evaluate the likely impact of such adverse circumstances and relay this information to Heads of Department for consideration within their determination of teacher assessed grades
- inform the students proactively identified under the point above of the alternative evidence to be used towards their teacher assessed grades (if the adverse circumstances affected a range of subjects or were very significant)
- fulfil the additional responsibilities of the Senior Leadership Team as outlined below

#### **Assistant Head: Director of Studies**

Our Assistant Head: Director of Studies (Mr Karl Bulman) will

- coordinate all actions required under the section of the policy 'Comparison of teacher assessed grades to results of previous cohorts' section of this Policy (below)
- be responsible for compiling the historical data from the summer examination series in 2017, 2018 and 2019 for consideration as part of the internal quality assurance process and identify subjects where there is significant deviation from these historical outcomes which requires an explanatory narrative
- fulfil the additional responsibilities of the Senior Leadership Team as outlined below

#### **Senior Leadership Team**

Our Senior Leadership Team will:

- provide support to Heads of Department and 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 the departments which they line-manage
- ensure that the Head of Department has selected an appropriate range of evidence for consideration in the determination of teacher assessed grades
- ensure teachers have the information required to make accurate and fair judgments.

#### **Heads of Department**

Our Heads of Department will:

- coordinate the work of the subject teachers in their departments to determine teacher assessed grades
- select a consistent range of evidence to be used in the determination of grades for their subjects, drawing upon a range of evidence types (see 'Use of Evidence' section below) and ensuring that, within the evidence used to determine grades, there is broad coverage of the Assessment Objectives and subject content for each qualification
- ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- 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.
- consider requests for special consideration owing to adverse circumstances, consider whether an alternative piece of evidence should be substituted for the affected assessment, inform the student of the alternative evidence to be used (if applicable and in

cases where this communication is not made by the Head of Upper School or Assistant Head: Sixth Form (see above)) and document decisions on the Assessment Record

- ensure that ensure that a Head of Department Checklist is completed for each qualification that they are submitting.
- ensure that the documentation supporting the teacher assessed grades is signed by themselves and all teachers involved in determining the grades
- liaise with the Examinations Manager (Mrs Denise Dobson) to make arrangements to securely store and be able to retrieve sufficient evidence to justify their decisions.

### **Teachers/ Specialist Teachers**

Our teachers and specialist teachers:

- 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.

### **Head of Individual Needs**

Our Head of Individual Needs (Mrs Judit Halmagyi) will:

- ensure that all teachers and Heads of Department are aware of access arrangements which should be in place for any examination or examination-style assessment
- ensure that a reader / scribe is available for any candidate who is entitled to this kind of support
- spot-check a sample of formal in-school whole-cohort subject assessments to ensure that students are being given the access arrangements to which they are entitled

### **Examinations Manager**

Our Examinations Manager (Mrs Denise Dobson) will:

- coordinate the communication to students of what evidence will be included in the determination of teacher assessed grades, will evaluate subsequent disclosures of adverse circumstances by pupils and will communicate these to Heads of Department for consideration
- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.
- To manage the secure storage and retrieval of sufficient evidence to justify the decisions of teachers with regard to the final teacher assessed grades

## Training, support and guidance

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

### **Training**

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

- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.
- All teachers involved in determining teacher assessed grades received training led by the Deputy Head Academic on 27 April 2021 and were asked to confirm that they had read and understood the Centre Policy on 4 May 2021
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.

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

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

- We will provide support to NQTs and teachers less familiar with assessment in the form of mentoring from experienced teachers.
- Teachers will work in department teams to collectively determine teacher assessed grades and will meet on 7 June 2021 to carry out this function collaboratively.
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.

## Use of appropriate evidence

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

### **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 JCQ and 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 in accordance with guidance published by Ofqual and JCQ. For assessments completed prior to 24<sup>th</sup> March 2021 records of tasks, markschemes and marks will be retained; from 24<sup>th</sup> March 2021 the candidates' responses will also be retained.
- 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 be using 'mini-assessments' undertaken between the dates 5<sup>th</sup> May and 28<sup>th</sup> May 2021 (inclusive). Where these are used, the whole subject cohort will take the assessment simultaneously unless prevented from doing so by adverse circumstances.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- We will use student work produced in 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 substantial class or homework (including work that took place during remote learning).
- We will use internal tests taken by pupils.
- We will use mock exams 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.
- We will use the students' portfolios produced over the course of study in art.

We provide further detail in the following areas:

#### **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 has not 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.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school.
- We will consider the limitations of assessing a student's performance when using assessments that have 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.
- Heads of Department will complete an Assessment Record for each subject cohort, documenting the Assessment Objectives assessed within each piece of evidence used to determine teacher assessed grades. They will discuss their proposed evidence with SLT Line Managers to ensure appropriate balance and coverage of the Assessment Objectives.
- Teachers will work in department teams to collectively determine teacher assessed grades.
- Students will be considered individually and independently of all other students. The evidence of attainment of each student will be considered on its own merits and without comparison to any other student.
- All teachers involved in determining teacher assessed grades are required to read the Ofqual 'Information for centres about making objective judgements'. Department teams will be required to explicitly consider their teacher assessed grades in the light of this guidance.
- Heads of Department will complete a Checklist to document that they have followed the guidance, policies and procedures published by Ofqual, JCQ, exam boards and the school.
- The Head of Centre declaration will certify that the above has taken place.

## Determining teacher assessed grades

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

### **Awarding teacher assessed grades based on evidence**

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

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers will work in department teams to collectively determine teacher assessed grades.
- Heads of Department and teachers will have close reference to guidance and exemplar materials published by Ofqual, JCQ and examination boards, including JCQ Guidance on the Determination of Grades for A, AS levels and GCSEs Summer 2021; JCQ AS/A grade descriptors to assist with determining grades; JCQ GCSE grade descriptors to assist with determining grades; JCQ Worked Examples to assist with determining grades; material provided by examination boards to exemplify performance at given grade standards.
- Heads of Department will consider all cases of absence, illness and special consideration for adverse circumstances identified by pupils and record on the Assessment Record how they have taken these into consideration. Any necessary variations for individual students will be documented. This completed Assessment Record will be checked as part of internal quality assurance by the Examinations Manager, Mrs D Dobson.

## 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.
- Heads of Department will put robust, documented systems in place to ensure that marking of assessments is fair and consistent across the cohort. These may include using the same marker across the cohort, double marking, moderation and sampling.
- 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.
- For qualifications in Politics, this review will be carried out by Mrs Helen Deighan (Head of History) and endorsed by Dr Paul Arnold (Deputy Head Academic).
- For qualifications in Italian, Japanese and Mandarin, this review will be carried out by Mrs Esther Serrano and endorsed by Dr Paul Arnold (Deputy Head Academic).
- 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.
- The academic leadership team at the school will use historical evidence and internal performance data to check that each subject's teacher assessed grades appears to have been applied consistently and fairly, and to be a reasonable exercise of academic judgement. Where there are concerns of inconsistency between departments the academic leadership team will scrutinise the affected departments' application of the assessment criteria, including if applicable a sample of marked assessments, to check whether the department has applied the assessment criteria and standards reasonably and fairly.
- The Head of Centre declaration will certify that the above has taken place.

## 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 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 and comparative prior attainment 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.

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 include grades from international GCSEs (for example, in mathematics) because we have previously offered these.
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.

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

- We will omit subjects that we no longer offer from the historical data.

## Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

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

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

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence will be obtained.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.
- 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](#)

## Addressing disruption/differential lost learning (DLL)

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

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

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.

## Objectivity

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

### **Objectivity**

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

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

Senior Leaders, Heads of Department and Centre will consider:

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

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

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

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

## Recording decisions and retention of evidence and data

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

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

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

- We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).

## 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, which will include (where appropriate and possible) high levels of control, comparison of evidence produced at home with evidence produced under high levels of control, self-certification of coursework via candidate declaration forms (where normally required by exam boards) and plagiarism checks by teachers, 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.
- We will ask all students to self-certify that work included in the assessment of teacher assessed grades is their own unaided work and give them the opportunity to disclose external support which they may have received.
- If a submitted piece of evidence appears to be so substantially different in quality and style from the candidate's usual standard that it appears to have been produced with inappropriate support, we will record the circumstances on the Assessment Record and record how this has been taken into account in the final grade decision for that student (e.g. by disregarding the piece of evidence as an 'outlier').
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.

## Confidentiality, malpractice and conflicts of interest

### *Confidentiality*

*This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.*

#### **Confidentiality**

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

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

### *Malpractice*

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

#### **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.

### *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.
- Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).
- We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.

## Private candidates

This Centre is not accepting entries from Private Candidates in Summer 2021.

## 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 and Ofqual blog of 22 April 2021
- 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 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 have been 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.
- Learners have been 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.