

Centre Policy

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021



Centre Policy for determining teacher assessed grades – summer 2021:

The Sixth Form College Farnborough

Statement of intent

This section outlines the purpose of this document in relation to our centre.

Statement of Intent

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 and transparent, 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, Catherine Cole, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for the college 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 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 Head of Department Checklist is completed for each qualification that they are submitting.*

Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo will:

- *ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.*
- *ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.*
- *make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.*

- produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.
- securely store and be able to retrieve sufficient evidence to justify their decisions.

Examinations Officer

Our Examinations Officer will:

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

Training, support and guidance

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

Training

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

- *Teachers involved in determining grades in our centre will attend centre-based training to help achieve consistency and fairness to all students.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*

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.*

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.*
- *During a five week assessment window (29th March - 14th May) students will be carrying out assessments in each subject totalling no more than 3 hours. This is likely to contribute up to 60% of the evidence for TAGs. Curriculum areas may or may not use Additional Assessment Materials (AAM) provided by the examination boards, but if not they will follow the same format as the normal subject exam papers and be marked in a way that reflects awarding organisation mark schemes. These assessments will 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. Because all students have been informed about the topics (not the questions) well in advance of the assessment, we do not think that this will disadvantage or advantage students who sit the assessment before or after other classes. In the fifth assessment week the timetable will be different to enable students in each subject to complete their final assessment at the same time. Where possible these assessments will be anonymised and marked by a different teacher.*
- *Work completed in year 12 will only be considered where it is felt to positively aid grading decisions. This is on the basis that "more recent evidence is likely to be more representative of student performance" (JCQ, p.22). On average, year 12 work will make up around 10% of the TAG evidence (and generally no more than 20%). In some subjects no year 12 work will be included. Teachers will take particular care when looking at assessment evidence from early on in the course. For example, if a student achieved low grades early on in the course, but are now consistently working at a higher grade they will be awarded the higher grade. The grades will not be arrived at through a simple mathematical average of all assessments.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed. It will contribute to students' grades in the same way that it normally would. A summary of subjects with NEA (along with the % it contributes to the TAG) can be seen below:*

20%: English language, English literature, English language & literature, computer science, geography, medieval and modern history.

30%: Film studies, media, PE

40%: Music technology

60%: Drama, music

100%: Art (graphics, photography, fine art, textiles), EPQ (extended project qualification)

- *Work completed in year 13 will make up the rest of the TAG basket. These are 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. In all*

cases students will have been given the same (or similar) task to complete, to support consistency of judgement between teachers.

- *All candidate work produced during the five-week assessment window (29th March - 14th May) will be retained by the curriculum area. Other candidate evidence used to determine teacher assessed grades will be collected (if students have kept it) and retained. This complies with [JCQ's guidance](#) concerning the retention of student work for the summer 2021 series. This work will be made available for the purposes of external quality assurance and appeals.*

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 college. In the vast majority of cases this is very straightforward, as most assessments in the TAG basket have been completed in class rather than at home. Students will be required to sign a declaration stating that work in the basket is their own.*
- *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, 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 record the grades on a centralised subject Assessment Record spreadsheet. Any necessary variations for individual students will be recorded on this spreadsheet by the teacher (which will include the reasons for the variation).*

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. In the week beginning 7th June curriculum areas will meet for 1-2 days to arrive at grades in a consistent and fair way.*
- *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*

All staff will attend a training session on 7th June before their curriculum area grading meetings.
- *We will conduct internal standardisation across all grades.*
- *We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.*
- *Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.*
 - *This will be the Director of Faculty.*
- *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.*
- *Once all grades have been arrived at we will be analysing each subject (and teacher) using Alps Connect. This will enable us to identify if there are any significant differences in grades relating to gender, ethnicity and disadvantage. If this is the case we will ask the curriculum areas to have another look at their grades to ensure that they are accurate, and that decisions about grades have been made consistently. The Director of Faculty will oversee this process.*

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 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, will 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 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 prior attainment of our cohort (in each qualification) from year to year.*
- *We will consider the stability of our centre's overall grade outcomes (in each qualification) from year to year.*
- *We will consider subject level variation in our outcomes during the internal quality assurance process.*

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 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, and a student believes that this has had a negative impact on their performance, we will either a) remove that assessment from the basket of evidence, b) remove it and find substitute evidence, or c) keep it in the basket but take this into consideration when arriving at the grade (see an example in the final bullet point below).*
- *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 either a) remove that assessment from the basket of evidence, b) remove it and find substitute evidence, or c) keep it in the basket but take this into consideration when arriving at the grade.*
- *The curriculum manager will determine which of these options (a, b or c) is most appropriate. If the assessment in question is strong, they will inform the student that it would be best to keep it in the basket. If there is a similar (stronger) assessment this can replace the original assessment. 'Similar' means that the question was completed under the same level of control, and covered the same assessment objectives. If a similar question can be found, but it was completed under a different level of control, it can replace the original assessment, but a note will be made on the assessment record that it was completed in different conditions.*
- *In the week beginning 26th April students are being told about the assessments that will be in the TAG basket for each subject (via an email to the whole cohort from the curriculum manager). They will be given an opportunity (using a Google Form) to share any concerns they have about assessments that might have been negatively impacted by access arrangements not being in place, or any personal issues they were experiencing at the time of the assessment. This Google Form will be sent to the whole cohort by the curriculum manager. In addition, an email will be sent to parents to inform them about the process.*
- *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 understand the types of adverse circumstances a student might experience (as listed in [JCQ – A guide to the special consideration process, with effect from 1 September](#)*

2020). Increasing the mark on an assessment by 1-5% does not apply this year. Instead, where a legitimate issue is raised the assessment might be swapped for a different assessment, removed from the basket, or the circumstances taken into account during grading. For example, if all other assessments were given B grades, and the affected assessment was a D, we will take into account the fact that the D grade is not truly reflective of the student's ability. Teachers will be directed to JCQ's guidance on special considerations, and clear guidance will be provided during training.

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

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

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

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.

C. 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 organisations.*

Authenticating evidence

D. Authenticating evidence

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- *Robust mechanisms will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors. For example, where students who are isolating complete assessments at home measures will be taken to ensure that students are not cheating. For example, they work on a Google document created and monitored by the teacher, and they have their camera on so that the teacher can see what they are doing.*
- *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 college. In the vast majority of cases this is very straightforward, as most assessments in the TAG basket have been completed in class rather than at home. Students will be required to sign a declaration stating that work in the basket is their own.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.*

Confidentiality, malpractice and conflicts of interest

Confidentiality

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

A. Confidentiality

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

- *All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.*
- *All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential. In the week beginning 26th April Curriculum Managers will send an email to all students in the cohort detailing the assessments that are in the TAG basket.*
- *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.

B. Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- *Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.*
- *All staff involved have been made aware of these policies, and have received training in them as necessary.*
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
 - *breaches of internal security;*
 - *deception;*
 - *improper assistance to students;*
 - *failure to appropriately authenticate a student's work;*
 - *over direction of students in preparation for common assessments;*

- o allegations that centres submit grades not supported by evidence that they know to be inaccurate;
 - o centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
 - o failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
 - o 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 to separate duties and personnel to ensure fairness in later process reviews and appeals.
- Teachers have been asked to inform us about any potential conflicts of interest, and Curriculum Managers have made a note on the Assessment Record indicating the measures that will be taken to deal with these.

External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

A. External Quality Assurance

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- *All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the JCQ Guidance.*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.*
- *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.*
- *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.*
- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*

Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

A. Results

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

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- Arrangements will be in place for the provision of 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.

A. Appeals

This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- 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.

Centre Policy

FOR VOCATIONAL AND APPLIED GENERAL QUALIFICATIONS FOR
SUMMER 2021

Centre Policy for determining teacher assessed grades – summer 2021:

The Sixth Form College Farnborough

Statement of intent

This section outlines the purpose of this document in relation to our centre.

Statement of Intent

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, Catherine Cole, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for the college 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 Head of Department Checklist is completed for each qualification that they are submitting.

Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo will:

- ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.
- ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.

- *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

Examinations Officer

Our Examinations Officer will:

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

Training, support and guidance

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

Training

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

- *Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*

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.*

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.*
- *Internal assessments through appropriate awarding organisations have continued in accordance with guidelines issued. Methods, such as practical, performance, theoretical or controlled assessments will continue until 28th May to provide evidence contributing to Teacher Assessed Grades.*
- *In the collection of evidence for cancelled external assessments units Curriculum areas may or may not use Additional Assessment Materials (AAM) provided by the awarding organisation (where available), but if not they will follow the same format as the external assessments and marked in a way that reflects awarding organisation mark schemes.*

Use of AAM in the following subjects;

- Certificate in Medical Science - Unit 1 : 20% of TAG (Medium level of control)*
- Diploma in Medical Science - Unit 6 : 5% of TAG (Low level of control)*

These assessments will give students the opportunity to show what they know, understand or can do in an area of content that has been taught in preparation for assessment. Due to the modular design of vocational and applied general qualifications the content of these assessments will be relevant to students. Students will be aware of the topics (not the questions) in advance of the assessment, we do not think that this will disadvantage or advantage students who sit the assessment before or after other classes.

AAM .

- *Use of AMM is not applicable to QCF qualifications (due to internal assessment approach of specification) and RQF qualifications where externally assessed units had been delivered and evidence collected earlier in the academic year.*
- *Work completed in Year 12 (some of which will have been externally moderated), or that which contributed to Centre Assessed Grades in the summer of 2020 will contribute to evidence used in determining Teacher Assessed Grades.*
- *Work completed in Year 13 will contribute to the decision on the TAG. These are 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. In all cases students will have been given the same (or similar) task to complete, to support consistency of judgement between teachers.*
- *We will use internally assessed work (often referred to as coursework), even if this has not been fully completed or has been subject to awarding organisation designated adaptations. If adaptations have been applied it will contribute to students' grades in the same way that it normally would and not disadvantaged students in the circumstances.*
- *We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, performing arts and sport & physical activity.*
- *All candidate work produced during the current assessment period (up to 28th May) will be retained by the curriculum area. Other candidate evidence used to determine teacher assessed grades will be retained, this will include submitted, marked and internally verified*

internal assessments. This complies with [JCQ's guidance](#) concerning the retention of student work for the summer 2021 series. This work will be made available for the purposes of external quality assurance and appeals.

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 college. In the vast majority of cases this is very straightforward, as most evidence; internally assessed units, conditioned or practical assessments or preparation for external assessments units, that will contribute to the TAG basket have been completed in class rather than at home. Students will be required to sign a declaration stating that work in the basket is their own.*
- *Internal assessment methods, where appropriate methods allow, will continue to use "originality reports" for checking the authenticity of evidence.*
- *We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, resubmitted or in a retake format (in accordance with awarding body rules).*
- *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, 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 produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared by the teacher (which will include the reasons for the variation).*

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. In the week beginning 7th June curriculum areas will meet for 1-2 days to arrive at grades in a consistent and fair way.*
- *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*

All staff will attend a training session on 7th June before their curriculum area grading meetings.
- *We will conduct internal standardisation across all grades.*
- *We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.*
- *Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.*
 - *This will be the Director of Faculty.*
- *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.*
- *Once all grades have been arrived at we will be analysing each subject (and teacher) using Alps Connect. This will enable us to identify if there are any significant differences in grades relating to gender, ethnicity and disadvantage. If this is the case we will ask the curriculum areas to have another look at their grades to ensure that they are accurate, and that decisions about grades have been made consistently. The Director of Faculty will oversee this process.*

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.

- *Where appropriate we will compile information on the grades awarded to our students in past assessment years (e.g. 2017 - 2019). This will not be possible in all subjects as RQF specifications are being delivered for the first time in six subject areas. In these areas Awarding body "Qualification-Level sector Performance Indicators" or "Grade descriptors" will be used to support checking of grades awarded.*
 - BTEC National Business
 - BTEC Applied Law
 - Cambridge Technical Health & Social Care
 - Cambridge Technical Sport & Physical Activity
 - * BTEC Music Performance RQF and BTEC Performance (Musical Theatre) RQF * no certification in this academic year.
- *Applied Generals in Criminology and Financial Studies do not have past assessment years (pre-2020) for the Diploma size of their programme. As such information will not be available for comparison of results to previous cohorts.*
- *We will compile information on the grades awarded to our students in past assessment series in which external assessments took place (e.g. 2017 - 2019) - This will only be relevant to;*
 - Cambridge Technical Digital Media
 - BTEC IT
 - LiBF Financial Studies Certificate
 - WJEC Medical Science Certificate and Diploma (2019 only)
 - WJEC Criminology Certificate
- *We will consider the size and 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, will 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 consider the size of our cohort (in each qualification) from year to year.*
- *We will consider the size and prior attainment of our cohort (in each qualification) from year to year.*
- *We will consider the stability of our centre's overall grade outcomes (in each qualification) from year to year.*
- *We will consider subject level variation in our outcomes during the internal quality assurance process.*

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).

- *With internal assessments continuing in vocational and applied general qualifications the awarding bodies have issued adaptations to internal assessments. These provide some generalised adjustments to account for the practical, performance or theoretical based nature of qualifications and individual circumstances in evidence production. These adaptations can be applied at individual student level to support the required adjustments and circumstances.*
- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will 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, and a student believes that this has had a negative impact on their performance, we will either a) remove that assessment from the basket of evidence, b) remove it and find substitute evidence, or c) keep it in the basket but take this into consideration when arriving at the grade. (see example in the final bullet point).*
- *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 either a) remove that assessment from the basket of evidence, b) remove it and find substitute evidence, or c) keep it in the basket but take this into consideration when arriving at the grade.*
- *The curriculum manager will determine which of these options (a, b or c) is most appropriate. If the assessment in question is strong, they will inform the student that it would be best to keep it in the basket. If there is a similar (stronger) assessment this can replace the original assessment. 'Similar' means that the assessment or question was completed under the same level of control, and covered the same assessment objectives. If a similar assessment or question can be found, but it was completed under a different level of control, it can replace the original assessment, but a note will be made on the assessment record that it was completed in different conditions.*
- *In the week beginning 26th April students are being told about the assessments that will be in the TAG basket for each subject (via an email to the whole cohort from the curriculum manager). They will be given an opportunity (using a Google Form) to share any concerns they have about assessments that might have been negatively impacted by access arrangements not being in place, or any personal issues they were experiencing at the time of the assessment. This Google Form will be sent to the whole cohort by the curriculum manager. In addition, an email will be sent to parents to inform them about the process.*
- *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](#). Increasing the mark on an assessment by 1-5% does not apply this year. Instead, where a legitimate issue is raised the assessment might be swapped for a different assessment, removed from the basket, or the circumstances taken into account during grading.*
- *For example, if all other assessments were given B or Merit grades, and the affected assessment was a D or Pass, we will take into account the fact that the D or Pass grade is not truly reflective of the student's ability.*

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

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

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- Internal assessment adaptations provided by the awarding organisations will be applied where appropriate to address disruption and/or lost learning. Previous guidance indicated below was adopted. In majority of cases the holistic Q-TAG process supersedes these adaptations:
 - Pearson (BTEC) removed the compulsory assessment of some optional units.
 - Pearson (BTEC) provided adaptations to assessment methods for appropriate programmes.
 - OCR (Cambridge Technicals) provided adaptations to assessment methods for appropriate programmes.
 - WJEC (Applied Generals) provided adaptations to assessment methods and content for appropriate programmes.
 - LiBF (Applied Generals) provided guidance on adaptations on assessment methods.

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.

C. 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 relevant internally assessed units and a variety of tasks (especially in cases of externally assessed units) 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

D. Authenticating evidence

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- *Robust mechanisms will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors. For example, where students who are isolating complete assessments at home measures will be taken to ensure that students are not cheating. For example, they work on a Google document created and monitored by the teacher, and they have their camera on so that the teacher can see what they are doing.*
- *Internal assessments will continue to have authentication measures applied, where appropriate with regards to the assessment method the use of Google suite software permits the use of "originality reports" to scan for plagiarism.*
- *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 college. In the vast majority of cases this is very straightforward, as most assessments in the TAG basket have been completed in class rather than at home. Students will be required to sign a declaration stating that work in the basket is their own.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.*

Confidentiality, malpractice and conflicts of interest

Confidentiality

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

A. Confidentiality

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

- *All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.*
- *All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential. In the week beginning 26th April Curriculum Managers will send an email to all students in the cohort detailing the assessments that are in the TAG basket.*
- *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.

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.*
- *Pearson policies regarding assessment, internal verification, malpractice and certification have been reviewed as part of the Centre level quality assurance in December 2020.*
- *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;*

- o failure to appropriately authenticate a student's work;
 - o over direction of students in preparation for common assessments;
 - o allegations that centres submit grades not supported by evidence that they know to be inaccurate;
 - o centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
 - o failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
 - o 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 to separate duties and personnel to ensure fairness in later process reviews and appeals.
- Teachers have been asked to inform us about any potential conflicts of interest, and Curriculum Managers have made a note on the Assessment Record indicating the measures that will be taken to deal with these.

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.

- *External Quality Assurance processes have continued where appropriate and requested by Pearson and OCR for the BTEC and Cambridge Technicals respectively.*
 - *BTEC : Adapted standards verification will be completed in 2021 for; Applied Law (QCF & RQF), Business (RQF), Music (Performance) (QCF & RQF) and Performing Arts (QCF & RQF).*
 - *Cambridge Technicals : remote moderation has been completed in 2021 for; Business (QCF), Health & Social Care (QCF) and Sport and Physical Activity (RQF).*
- *All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the JCQ Guidance.*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.*
- *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.*
- *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.*
- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*

Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

A. Results

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

- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of Level 2 & 3 Vocational results in the same week, also along with the corresponding General Qualification results.*
- *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.

A. Appeals

This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- 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.