

Centre Policy Aquinas College

FOR A/AS LEVELS, GCSES AND GENERAL QUALIFICATIONS FOR
SUMMER 2021



Aquinas College Centre Policy for determining teacher assessed grades – summer 2021

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, Danny Pearson, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for the Aquinas 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, ISG (Improvement and Standards 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.

Our SENCo will:

- Ensure JCQ guidelines for Access Arrangements are adhered to and that staff are fully supported.

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 training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- Training and support for teachers and managers will be ongoing throughout the TAG period and will take the form of training and information sharing with the whole staff, training via Heads of Department and bespoke and individualised support on specific aspects of the TAG process, which will take the form of workshops and 1:1 sessions.
- Heads of Department and ISG will support with assessment/marketing and standardisation/moderation practices to ensure that staff are confident in making fair and objective judgements.
- Targeted and workshop sessions will focus on the use of data analysis in relation to subject cohorts and protected characteristics, the use of previous year's data at subject level and the standardisation of holistic grades using grade descriptors and worked examples.
- A Training timeline will be delivered through the weekly Curriculum Planning Time (CPT) meeting for departments and supported by the college's quality leads (ISG) through Heads of Department.
- Training will be tailored to the needs of individual departments and overseen by ISG and will be guided by the JCQ guidelines.
- Training materials incorporate key JCQ documentation and *Aquinas College Centre Guidelines on Summer Assessments*.
- Each department is supported by an ISG lead to support and guide teachers through the grading process and we are using the standard JCQ templates of *Assessment Records* and *Head of Department Checklist* to support staff.
- Heads of Department will be guided through the process through a series of supportive formal Grading Rationale Meetings and ongoing, bespoke support with their ISG link.

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.

- Additional support for new staff and NQTs will be overseen by the manager responsible for new staff, managers and curriculum Heads of Department.

- We will provide support and mentoring from experienced teachers to NQTs and teachers less familiar with assessment which is to be overseen and supported by Heads of Department and subject teams, with further oversight from the Senior ISG Lead responsible for New Staff and the college's NQT Manager. The process for this has been highlighted through training for the whole staff on the process for grading and summer assessments and has been followed up with the relevant Heads of Department.
- We have scheduled additional support for NQTs, new staff and New Managers so that this process can be fully supported. The NQT Manager and New Staff managers will oversee this process to ensure that the appropriate support is in-place. The Head of Department and subject teams will provide additional subject specific support to NQTs who are involved in determining Teacher Assessed Grades and further additional support will be offered by the NQT Manager for NQTs involved in determining TAGs where appropriate.
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate, including teachers in single teacher subjects and teachers new to specifications, via the process for Heads of Department, quality link and oversight by the NQT Manager, New Staff Manager and AP Standards. This will be documented in the *Heads of Department checklist*.

Use of appropriate evidence

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

A. Use of evidence

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

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- We will be using student work produced in response to assessment materials provided by our awarding organisations, including groups of questions, past papers or similar materials such as practice or sample papers and we have undertaken processes to validate the quality of the evidence to be used in each subject area.
- We will use non-exam assessment work, even if this has not been fully completed.
- We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes. Centre-devised formal assessment tasks have been subject to standardisation and moderation, in-line with exam board produced guidelines.
- We will use substantial internal tests, in the form of formal assessments (including work that took place during remote learning) and we have put in-place processes for the authentication of student work, where these were completed remotely.
- We will use mock exams taken over the course of study and which have been taken in exam conditions. Subject teams are drawing on the following sources of evidence completed under timed conditions: October 2020 (completed under exam conditions in the Sports' Hall), February 2021 (completed remotely and supervised by subject teachers), April 2021 (Exam conditions and completed in classrooms, May 2021 (Exam conditions and completed in classrooms).
- We have detailed guidelines on the completion of assessments, including remote assessments for February and these include a declaration of authenticity completed by students.
- 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.
- Where NEA is incomplete, teachers have been supported with the JCQ guidance on assessing incomplete NEA.

We provide further detail in the following areas:

Additional Assessment Materials

- We are using a range or will use additional assessment, where appropriate 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, in the event an assessment was missed or where mitigating circumstances relate to a submitted piece of work.
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete in formal assessments completed.
- We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

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

- We will consider the level of control under which an assessment was completed in weighting its contribution to the overall grade, for example, whether the evidence was produced under high control and under supervision or at home.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college and put in-place a Declaration of Authenticity for the February Mock Examinations that were completed remotely and for any additional assessments completed remotely.
- 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 and have undertaken a series of meetings with Heads of Department to quality assure this process.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.
- Subject teams have agreed a grading rationale for each subject cohort and considered the weightings of a range of assessment evidence for the cohort. This document will be further developed into the *Assessment Record*.
- The balance of evidence for each subject has been considered and discussed with each Head of Department during individual Grading Rationale Meetings where the full range of evidence and circumstances were considered.

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.

- Teachers and Heads of Department will be supported through a number of steps in determining the evidence to be included and these will be subject to a process of review and scrutiny at subject level. These steps are: Consideration of what has been taught, Collection of evidence, evaluation of the quality of evidence, exceptions for individual students, assigning a grade.
- In order to support the process for awarding teacher assessed grades based on evidence and the evaluation of the quality of that evidence the Ofqual document *Information for Heads of Centre, Heads of Department and Teachers on the Submission of Teacher Assessed Grades* has been shared with staff and will form the basis of training.
- 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. Teachers have been trained on the JCQ document *Information for Centres about making Objective Judgements* and this has been linked, to practices for standardisation, moderation and cross-marking to avoid bias.
- Our teachers have been guided by JCQ documentation on the ways in which grades should represent a holistic, objective judgement, based on evidence of student performance.
- Evidence will be used consistently across subject cohorts wherever possible and variations for individual students will be documented in the subject Assessment Record.
- We have processes in-place for the authentication of student evidence, where assessments have not been completed in formal and invigilated timed conditions.
- Our Heads of Subject/Heads of Department will produce an Assessment Record, based on the JCQ template for each subject cohort and this will be shared and discussed with the ISG Quality link. Any necessary variations for individual students will also be discussed and moderated in order to support the teacher judgement and this will be documented on the *JCQ Variations for Individual Students* proforma.
- Students have been informed of the range of evidence that will be used to determine their final grades in each subject and they have had the opportunity to share information about any mitigating circumstances with the college.
- Review of grade descriptors and exemplification will be included in the process for departments to determine final TAG and to support the holistic judgements about student performance.

- Evidence of student work, including copies of student work where available, and departmental/college records for tracking and monitoring will be retained.
- Evidence of student access arrangements or mitigating circumstances affecting student performance and records.

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.
- Heads of Department will undertake tailored training and support for the analysis of data, by subject (including comparisons to 2017-19 data by subject) at each assessment point and for the overall TAG is in-place for Heads of Department and this will be closely monitored and scrutinised for the April and May assessments and TAG at centre level by the ISG and Principal and Assistant Principal. Final grading meetings, to discuss the process and TAGs for each department will take place with Principal and Assistant Principal and ISG Lead.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
 - Arriving at teacher assessed grades
 - Marking of evidence
 - Applying the use of grading support and documentation
 - Reaching a holistic grading decision
- We will conduct internal standardisation across all grades, both for individual assessments and at through the use of holistic grade descriptors.
- 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 organisations with the use of Grade Descriptor information by subject.
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisations.
- The *Heads of Department Checklist* will be completed and reviewed in each department
- 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 Cath Wood, the ISG Lead responsible for overseeing New Staff and Managers and the quality (ISG) link to the relevant departments with oversight by Catherine Phillips (Assistant Principal Standards). The assessment data for these subjects will be reviewed for each of the assessment points in April and May and for the final TAG.
- 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 and staff will be provided with training on protected characteristics, including processes for data analysis based on these.
- At centre level, we will review all data points and we will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019), using our internal systems and external systems that support the quality assurance process (ALPS and Nick Allen Report that compares TAG to historical data).
- Across subject departments, and at centre level, we will review holistic judgements made by student, using evidence from across students' study programmes and the documented evidence that relates to their performance.

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), using our internal systems and external systems that support the quality assurance process (ALPS and Nick Allen Report that compares TAG to historical data).
- 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

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 grade distribution within subject cohorts, as compared with previous data and taking into account other changes that have taken place in personnel and leadership and management of our subject areas.
- HoDs will undertake 1:1 Training and support for the analysis of data, by subject (including comparisons to 2017-19 data by subject) at each assessment point and for the overall TAG is in-place for Heads of Department and this will be closely monitored and scrutinised for the April and May assessments and TAG at centre level by the ISG and Head of Centre and Assistant Principal.
- Final grading meetings, to discuss the process and TAGs for each department will take place with the Head of Centre and Assistant Principal and ISG Lead in w/c 7th June.
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.
- We will analyse and benchmark each remaining assessment point for subject cohorts.

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.
- We will take account of any significant differences in prior attainment within a subject cohort in making comparisons to previous years' 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 will take into account mitigating circumstances in particular instances.

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 and this has been supported by the Learning Support Department for each formal assessment completed.

- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we may remove that assessment from the basket of evidence and obtain alternative evidence.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.
- 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.
- We will ensure that staff are aware of the updated JCQ guidelines on special consideration, published by the JCQ on 22nd April 2021 and that these processes are followed and overseen.
- 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)

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.
- The above range of evidence has been reviewed and scrutinised at Grading Rationale meetings with the Head of Centre and Assistant Principal.
- DLL has been taken into account when setting Formal Assessments at subject level and decisions about content to be assessed have been discussed and agreed with the Head of Centre.
- The range of evidence will be discussed and reviewed in-line with the variations for individual students section of the Assessment Record.
- We have increased the number of formal assessment weeks in the final Half Term so that students have additional assessment opportunities.

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.

- In order to ensure fairness and a range of perspectives on the quality assurance process, we will undertake centre analysis by student, at each assessment point and ahead of the final TAG. This will include student TAG across subjects and in a range of categories.
- Any variations for individual students in the Assessment Record will be overseen by the ISG Lead.

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, which will include the completion of formal assessments under timed, exam conditions with invigilation, 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. Where assessments have been completed remotely, students have signed a Declaration of Authenticity. This is in the form of an *Assessment Timetable Variation Confidentiality Declaration*.
- 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.
- We will share an overarching statement with students regarding the authenticity of evidence in order that they verify and confirm that all work completed is their own.
- Where teachers believe that a piece of work is not a student's own, this should be referred to the Head of Department and recorded. When reviewing the final grading decision, this should be recorded on the variations for individual students form and reviewed by the Head of Department and ISG Lead.

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.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.
- We have in place a dedicated IT Disaster Recovery Plan which covers events that may impact on the College Network, this includes data breaches, viruses, cyber security attacks and is a requirement of the College Auditors.

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.

- Dedicated policies regarding malpractice, maladministration and conflicts of interest have been generated 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.

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](#).
- A Conflicts of Interest Log will be maintained to record any potential conflict of interest declared by staff and the controls put in place to mitigate any potential risk.
- We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.

External Quality Assurance

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

A. External Quality Assurance

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

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

Results

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

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 will be made aware of arrangements for results days.

Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

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.

