



Fulford School Centre Policy

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021

Centre Policy for determining teacher assessed grades in Summer 2021

Background

Following the guidance issued by Ofqual, JCQ and the Department for Education, this policy outlines the key points relating to the teacher assessed grading process for Summer 2021 for Fulford School.

Centre Policy for determining teacher assessed grades – summer 2021:

Fulford School

Centre Number: 48317

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 Fulford School:

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.*

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

Senior Leadership Team and Curriculum Leaders

Our Senior Leadership Team and Curriculum Leaders will:

- *provide training and support to our other staff. This will include weekly briefings led by designated member of SLT to provide guidance and information relating to updates released around the grading process*
- *support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *ensure that students, parents and carers are given regular updates on the grading process. This will include communication through assemblies, live information sessions, letters and emails.*
- *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.*
- *identify the evidence to be used to support the final teacher assessed grade in each subject, ensuring that this evidence only covers the material that has been taught within the course and that this evidence covers all the assessment objectives that underpin each course.*
- *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 Curriculum Leader Checklist is completed for each qualification that they are submitting.*

- *produce an Assessment Record for each subject cohort, which includes the nature of the assessment evidence being used, the level of control for assessments considered and the rationale for this choice of evidence.*
- *arrange for evidence (including copies of student work produced after 23 March 2021) to be stored centrally and securely.*

Teachers/ Specialist Teachers / SENDCo

Our teachers, specialist teachers and SENDCo 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, where appropriate, relevant access arrangements are in place students when any assessments are completed within their lessons.*
- *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.*
- *record any necessary variations in the sources of evidence for individual students when assigning a grade to each student.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions, ensuring that all evidence produced after 23 March 2021 is stored securely and made available on request.*

Examinations Officer

Our Examinations Officer will:

- *be responsible for the administration and submission of our final teacher assessed grades and for managing the post-results services.*
- *be responsible for the co-ordination and organisation of the final assessment activities in each subject , ensuring that relevant access arrangements are in place.*

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 and guidance

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

- *Weekly briefings between SLT and Curriculum Leaders have been used to provide updates and guidance on the grading process. Curriculum Leaders have led follow on briefings with their staff to disseminate the information from these updates to all staff.*
- *Staff involved in the grading process will be given time to read and familiarise themselves with the Centre Policy and a central record will be used to confirm that all staff have read it.*
- *Teachers involved in determining grades in our centre will attend the centre and departmental based training to help achieve consistency and fairness to all students. In addition to this, support will be through using the experience of the exam board markers we have across the school in the majority of subjects.*
- *Teachers, through departmental based sessions, will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations (grading exemplification and examples of subject grade descriptors).*

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. This will include support for marking by assigning staff to teams so that NQTs and teachers less familiar with assessment work alongside experienced colleagues.*
- *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.*
- *The evidence used to support the teacher assessed grade will vary between subjects. Curriculum Leaders will complete an Assessment Record for each qualification that provides an overview of each of the pieces of evidence being used in that qualification, the coverage against the Assessment Objectives (AOs), the level of control associated with each piece and the rationale for the choice of evidence.*
- *All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals. This will include hard copies of student work for evidence collected after 23 March 2021.*
- *We will use a range of evidence that will vary between subjects but will include:*
 - *We will use non-exam assessment work (even if this has not been fully completed) in those subjects where this forms part of the usual assessment process. In the event that a subject is not using NEA as part of the evidence, the reason for this will be outlined on the Assessment Record form.*
 - *We will use student work produced in centre-devised final assessment activities which only assess content that has been taught and which have been marked in a way that reflects the awarding organisations' mark scheme and exemplification material.*
 - *We will use substantial class or homework (including work that took place during remote learning).*
 - *We will use internal tests taken by pupils.*
 - *We will use mock exams taken over the course of study.*
 - *We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.*

We provide further detail in the following areas:

- *We will use exam board material (including the additional assessment materials) to create final assessment activities in almost all subjects to give students the opportunity to show what they know, understand and can do.*
- *We will use the final assessment activities to support the consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that has not been taught.*

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

- *Through the Assessment Record (as mentioned above) 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.*
- *Through the Assessment Record we will consider the specification and assessment objective coverage of the range of evidence used in each qualification.*
- *We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.*
- *We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted.*

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.*
- *We will take steps to ensure that the teacher assessed grade is fair and objective and free from bias.*
- *Curriculum Leaders will produce an Assessment Record for each qualification that outlines the range of evidence to be used in each subject. Any necessary variations for individual students will be recorded by the class teacher/Curriculum Leader when the final teacher assessed grade is produced.*

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 to ensure consistent and fairness across the classes.*
- *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*
- *Where there has been a change to their original tier of entry in GCSE Science, Mathematics, French and Spanish we will ask Curriculum Leaders to provide an evidence based explanation to justify the change of tier.*
- *We will conduct internal standardisation across all grades and subjects.*
- *We will ensure that all final assessment activities have been quality assured for coverage against the specification and against the Assessment Objectives.*
- *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).*
- *In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.*

Comparison of teacher assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

Comparison of Teacher Assessed Grades to results for previous cohorts

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- *We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019). For GCSE Design and Technology and Business this comparison will be against 2019 grades as a result of the change to these specifications means that these courses were first examined in 2019.*
- *We will consider the size (and nature) of our cohort from year to year, especially when considering groups such as disadvantaged and SEND E and K.*
- *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 historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.*
- *We will bring together other data sources (such as FFT and SISRA collaboration portals) that will help to quality assure the grades we intend to award in 2021.*

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

- *The current Year 11 GCSE cohort sat different KS2 exams to previous cohorts and, as a result, the progress of this cohort from KS2 to the awarded grades will need careful consideration if it is to be used for comparison against previous cohorts.*

Access Arrangements and Special Considerations

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

Reasonable adjustments and mitigating circumstances (special consideration)

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

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements have been and are in place when assessments are being taken. School systems such as Classcharts identify students who have access arrangements in place and the SEND support team ensure that this is kept up to date.*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, teachers will be asked to record this and record how this was taken into account when making their final judgement. Where possible, alternative evidence will be considered in these cases.*
- *We have, within our SEND support team, a qualified access arrangements assessor so that we are able to assess students immediately after a request has been made.*
- *Where, due to pre-existing medical or other condition, a student is unable to come into school to complete an assessment that is being used as evidence, steps are in place to support the students completing these at home under supervision. In these cases students must complete a declaration form to certify the work is their own and that it was completed under the required conditions.*
- *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, when the teacher assessed grade is assigned to a student, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*
- *To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

Addressing disruption/differential lost learning (DLL)

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. This will vary between subjects and assessments have been based on the content coverage in each subject.*
- *Teachers will consider any periods of isolation the student has had which have not affected the whole cohort that might impact on the evidence that they have been able to produce. Where this is identified to have impacted on the performance of an individual, this will be documented when the teacher assessed grade is decided.*
- *In the event of a period of isolation resulting in a student (or students) missing an assessment that will be used as evidence, every attempt will be made to allow students to complete these assessments either on their return to school or, in exceptional circumstances, remotely. In cases where students have had to complete assessments remotely, steps will be taken to authenticate that the work is their own.*

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, Curriculum Leaders and the 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.*
- *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.*
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In order to minimise the risk of bias and unfairness the following steps will be in place:

- *The final assessment activities will be undertaken in centralised locations with all students in a subject (including private candidates) sitting the assessments at the same time.*
- *The final assessment activities will be marked blind with students only writing their candidate number and their teachers' name on the front of their paper.*
- *When using the range of evidence to arrive at a final teacher assessed grade, there will always be a minimum of two people involved. One of these will be the class teacher(s) and the other will be the Curriculum Leader. These staff will sign off the grades on our internal database before submission to the exam board.*

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 Curriculum Leaders 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. This will include centrally storing hard copies of evidence obtained after 23 March so that it is available on request.*
- *We will comply with our obligations regarding data protection legislation. The data being used for evidence is stored centrally on our management system so that we are able to monitor when changes are made to this data and who has made the changes. This is supported by departmental databases that contain further information. This data is backed up daily as part of our IT infrastructure and recoverable in the event of an IT failure or external attack.*
- *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.

- *Students will be expected to complete declaration forms to confirm that NEA work is their own. These will be kept with the work. Where a student identifies they have had additional support in the completion of a task, the extent of this support will be considered and its impact on the relevant piece of work will be reviewed. Following this, a decision will be made as to whether this piece of work can be used as evidence.*
- *Where, as identified on page 11, a student has completed an assessment at home they will be asked to complete a declaration sheet that confirms the work was completed at home and within the set time, making allowances for access arrangements.*
- *The Assessment Record identifies the level of control associated with each piece of evidence. Where evidence collected under a low level of control is out of line with other evidence further investigation will be undertaken to ascertain that this evidence is the students' own work.*
- *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 students and parents have been given details of the range of evidence to be used in each subject. They have been informed that the 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/carers.*

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*

- *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*
- *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 have been told in October 2020 and April 2021 that they must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.*
- *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).*
- *We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.*

Private candidates

This section of our Centre Policy outlines our approach to working with Private Candidates to arrive at appropriate grades.

A. Private Candidates
<p><i>This section details our approach to providing and quality assuring grades to Private Candidates.</i></p> <ul style="list-style-type: none"> • <i>Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.</i> • <i>Private candidates have been asked, as far as possible, to complete the same assessments as the other students who are certifying this year. These assessments have been completed in school under a high level of control.</i> • <i>Where it has been necessary to utilise different approaches, the JCQ Guidance on Private Candidates has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.</i> • <i>In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates have been excluded from our analysis.</i> • <i>Where a private candidate, through their professional tutor, has been able to produce evidence to support their grading, the nature and level of control of this evidence will be carefully considered. The tutors have also been asked to confirm whether they have a conflict of interest with the student and all communication with tutors will be directly between the designated member of SLT and the tutor.</i>

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
<p><i>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.</i></p> <ul style="list-style-type: none"> • <i>All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the JCQ Guidance.</i> • <i>All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.</i>

- *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required. This includes hard copies of student work for tasks completed after 23 March 2021.*
- *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/carers will be made aware of arrangements for results days once these have been confirmed.*

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. This includes updating the centre's appeal policy to take into account the procedure for summer 2021.*
- *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.*

