



# Southfields Academy Centre Policy

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021

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Centre Policy for determining teacher assessed grades – summer 2021:  
Southfields Academy

Statement of intent

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

<b>Statement of Intent</b>
<p><b>This section provides details of the purpose of this document, as appropriate to our centre:</b></p> <p>This document outlines the process that Southfields Academy will adopt to ensure fair and robust systems are in place when awarding evidence informed grades this Summer. The policy has been informed by the instruction issued by the Department of Education, Ofqual and the Joint Council for Qualifications regarding awarding organisations and the issuing of qualification grades in Summer 2021.</p>

## 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

The Head of Centre (Jaqueline Valin) will approve our whole academy policy ensuring the following;

- grades have been checked for accuracy, reviewed by a second member of staff and are accurate and represent the professional judgements made by all staff
- entries were appropriate for each candidate in that students entered were those already studying the course, and each candidate has no more than one entry per subject
- the centre has met the requirements set out by exam boards/JCQ for internal quality assurance
- student's grades are based on an appropriately broad range of evidence, and there are clear procedures in place ensuring the work is the students own.
- access arrangements and reasonable adjustments were provided with appropriate input from the SENCo and other specialists (and where they were not, that has been taken into account)
- all staff have taken note of the guidance from exam boards about minimising bias, and I am confident that the judgements are fair
- all relevant student evidence and records will be available for inspection, as necessary

The Head of Centre will have in place internal quality assurance checks that ensure the above are in line with JCQ and awarding body regulations.

#### Senior Leadership Team and Heads of Department

Heads of Department and the Senior leadership Team will put in place measures to ensure the following;

- an effective approach within departments in terms of assessing students
- all relevant staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- where applicable, students are awarded approved access arrangements and mitigating circumstances are considered when determining grades.
- teachers have the information required to make accurate and fair judgments.
- Sign off the Head of Department Declaration for each qualification that they are submitting.

**Teachers/ Specialist Teachers / SENCo**

Our teachers, specialist teachers and SENCo will:

- assess the students using sufficient evidence and carry out assessment with the appropriate level of control in place.
- A portfolio of evidence to be made available for every candidate in order 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.
- only make assessment judgments on skills and content the students have been taught, taking into consideration guidance surrounding this in the 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 - Access arrangement reasonable adjustments, covid related disruption and special consideration..
- 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 in advance of the 18th June
- manage the post-results services including administering training on the new appeals process for the Senior Leadership team.
- oversee the secure storage of all portfolios of evidence.

## 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**

The Deputy Headteacher will provide training and guidance for all course leaders and their teams. The OFQUAL and JCQ guidance has been used to produce a Southfields Academy protocols document. The document outlines expectations on the following;

- The possible evidence base to be used with a focus on course assessment objectives, suitable content breadth and preparation for next steps as outlined in the JCQ guidance on the determination of grades for A/AS Levels and GCSE s for Summer 2021.
- The collation of evidence.
- Objectivity in making judgements about individual assessments and overall grading decisions, with a focus on unconscious effects on objectivity.
- Precautions to take against objectivity bias - use of prior data, standardisation and moderation.
- Processes for communicating clearly and consistently with students and parents/carers.
- Internal quality assurance processes at department and whole academy level.
- Obligations in relation to equality legislation.

Heads of Department have signed a declaration to state they have engaged and understood the policy and will implement accordingly.

To support the role out of the policy each Head of Department/course leader has met with the Senior Leadership Team to discuss the bullet points above for each qualification and how their team of teachers will be prepared for the process of awarding grades.

Heads of Department/course leaders have been asked to complete a planning document, this is a working document and will be finalised in advance of the internal grade submission deadline, it will inform part of our internal quality assurance processes.

The planning document is completed in two stages, we initially asked staff to do the following by March 12<sup>th</sup>

- A specification audit that asks for detail about the extent to which assessment objectives and content have been covered.
- A plan of what will be taught and assessed from March 8<sup>th</sup> – May 28<sup>th</sup> 2021 taking into consideration the following in your decision making –
  - Which knowledge are students entitled to know before they leave?
  - Which knowledge would most likely help them to transition to their next stage destination?
  - Which content previously covered will be reviewed?

- What will be your evidence base?
- Give key details of what you intend to use for assessments and other wider evidence available.
- Outline the specific weighting given to each component.
- What grade boundaries/levels will be used?

The remaining sections of the planning document focuses on the following;

- how departments will guard against objectivity bias.
- steps the department/class teachers will take to ensure reasonable adjustments are in place to accommodate SEND needs
- the internal quality assurance process in the department including internal and external training, consideration of historical trends in data and awarding body question level analysis about national performance for particular exam questions

Course leaders underwent training on standardisation and moderation, this was then disseminated to their teams late March. Departments are engaging with awarding body subject specialist training.

All course leaders have met with the Senior Leadership Team to outline their approaches and the support they will provide for their staff, this has been/will be differentiated based on career and experience stage of each teacher.

Heads of Department with vocational learners have had additional meetings with Senior Leaders to review the evidence base for the TAGs and to ensure that they and their teaching teams are familiar with and follow the OCR Guidance and support materials, including *Determining grades for Cambridge Nationals and Cambridge Technicals in summer 2021*.

### **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 have audited where there are NQTs involved in the delivery of any qualifications and ensured departments are giving inexperienced staff additional support in the administering of assessment and the interpretation of markschemes for marking.

During our internal quality assurance processes we will check that a differentiated and effective programme of support has been put in place.

We have allocated 3 INSET days to the grade awarding process allowing time for departments to standardise assessment approaches and collaboratively moderate enabling the NQTs and less experienced teachers to work with the more experienced teachers.

During departmental and whole academy QA particular attention will be paid to the portfolios of evidence compiled by the NQT/less experienced teacher.

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## 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.**

All Heads of Department/course leaders have engaged with the OFQUAL guidance on recommended evidence to be used and further guidance now issued by the awarding bodies has been considered. (signed declarations to show read and understood)

Heads of department/course leaders have led on collaborative planning to design a fair and robust assessment model for their qualifications.

All Heads of Department/course leaders have read the JCQ guidance on the retention of candidates work and all class teachers will be instructed on the necessary steps to take. Clear academy wide guidance will be issued on the internal processes we will implement to ensure the safe storage of evidence, all staff will adhere to this. Part of our internal quality assurance will be to check all evidence is in place, safely secured and readily available should it be required for awarding body sampling or student stage 2 appeals.

As directed by HoDs and course leaders, class teachers will use some/all of the following as evidence;

- student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.
- non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- 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.
- substantial class or homework (including work that took place during remote learning).
- internal tests taken by pupils.
- mock exams taken over the course of study.
- 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 are using additional Assessment Materials in the following ways:



- to provide guidance for marking and moderation purposes, supporting consistency of judgment between teachers.
- to provide worked examples to support less experienced staff and to support the moderation process.
- to provide additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.
- to design assessment materials where there are few past papers available, this is more the case for those qualifications that were in the last tranche of reform.

**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. This will be referenced on the cover sheet for each class.
- 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, where this is not a skill being assessed.
- We will consider the specification and assessment objective coverage of the assessment/s and what impact will this have on weighting.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments and the overall impact disruption and missed teaching time has had on continuity and the student's ability to think synoptically at the end of a course when all teaching/learning has taken place.

## Determining teacher assessed grades

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

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

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

Teachers will make a holistic, objective judgment based on the evidence in the candidates portfolio. The evidence in the portfolio should only include assessment of skills and content they have been taught.

All classes will produce an Assessment Record, this will be signed off by the Head of Department/course leader.

Class teachers will complete part 2 of the record sheet to outline variations made for individual students.

Heads of Department/course leaders will facilitate the collaborative moderation of final portfolios for the whole cohort and align student evidence against the grade descriptors. Internal departmental and whole academy quality assurance processes will check to ensure accuracy, objectivity throughout this final stage of the process.

## 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.**

All Heads of Department and course leaders involved in awarding teacher assessed grades have read and understand this Centre Policy document and delivered the necessary training to their teams on the following;

- arriving at teacher assessed grades
- marking of evidence
- alleviating bias and ensuring equality
- reaching a holistic grading decision

Heads of Department/course leaders will have in place internal standardisation processes where there are classes/cohorts with more than one teacher.

At department and whole academy level there will be internal standardisation carried out across all grades.

We will ensure that the department plans show evidence of internal standardisation and discussions across teams to agree the awarding of teacher assessed grades.

The grades for this year's cohort will be compared to cohorts from previous years (2017-19) and any significant deviations will be considered to check consistent standards of assessment have been applied.

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, we will work with a local school throughout all stages of this process, we have 2 instances of this.

We will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation at department and whole academy level.

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 a three year grade history at department and whole academy level (the June series for Summer 2017, 2018 and 2019)

We will consider the size of our cohort each year and any variation.

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 provide a statement explaining the rationale of the outcomes by subject/and or qualification type giving details on how they compare to previous years, reference should be made to both attainment, progress and cohort size. Any significant divergence needs to be contextualised. This commentary will be available for subsequent review during the quality assurance 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.**

As part of our internal quality assurance we will check this and any identified fluctuation will mean;

We will sample further portfolios of evidence and interrogate further the assessment, standardisation and moderation approaches.

We will consider the rationalisation for grading provided by that particular area.

We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.

We will compile historical data giving appropriate regard to potential mixtures of A\* - U and 9 -U grades in A Levels and GCSEs and D\* to F in vocational courses. Where required,

we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale. we will also consider the stability of results in a particular area.

**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 consider the impact of our international cohort at GCSE who have received very limited teaching during their one year intensive courses. (Igcse English especially)

We will consider that for newly reformed qualifications a dip in performance for their first year of delivery is an anomaly (2019 - business and sociology GCSE) and in the two years of teaching since we may see some variation. For qualifications we have no historical data for we will investigate national trends (OCR National ICT)

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).**

Departments are working with the SEN department to ensure all approved Access Arrangements are in place and where necessary reasonable adjustments are being made. Access arrangements are a normal way of working during lessons and assessments however Heads of Department are considering where there may be instances that require a variation in assessment approach. Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment

from the portfolio of evidence and alternative evidence obtained or adjust weighting to reflect this.

Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.

We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.

To ensure consistency in the application of Special Consideration, we will ensure all relevant staff 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.**

- Pastoral teams have worked with all departments to identify instances where covid or other personal circumstances have resulted in a loss of learning for an individual.
- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- Cover sheets outline any variation/reasonable adjustments for any individuals.

## 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.**

The whole Academy policy outlines expectations about the following;

- Making objective judgements
- Unconscious effects on objectivity
- Using prior data to check objectivity of assessments
- Precautions to take against objectivity bias

Two individual meetings have taken place between the Senior Leadership Team and Heads of Department/course leaders to discuss the above and what it means for their decisions on assessment weighting, assessment design, marking and the awarding of grades.

The Senior Leadership team designed and delivered INSET on standardisation and moderation that all teams engaged with and departments are engaging with the awarding body training on marking and grading.

JCQ guidance on the use of historical data to support the grading process has been considered. All departments will be issued with their 3 year history of results to check objectivity of assessments. We will identify and use progress and attainment trends between 2017-2019 to check whether our proposed teacher assessed grades for this summer might have been influenced by preconceptions or irrelevant factors. Where such trends are identified, we will investigate them further while also being mindful that the context needs to be taken into account.

Whilst data from previous years can provide a useful reference point by looking at overall grading patterns by student group to help us make objective judgements, staff are aware it must not be used in isolation to determine individual grades. Ultimately, it is important that each student's grade is determined by the specific performance of that student in relation to the relevant qualification whilst taking into account the above.

All Heads of Department and course leaders have been signposted to the Ofqual guidance about objectivity

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/972286/6768-5-Information\\_for\\_centres\\_about\\_making\\_objective\\_judgements\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972286/6768-5-Information_for_centres_about_making_objective_judgements_2021.pdf)

and the Equality Literature Review to shape the approach they and their teams take in awarding grades.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/879605/Equality\\_impact\\_assessment\\_literature\\_review\\_15\\_April\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/879605/Equality_impact_assessment_literature_review_15_April_2020.pdf)



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Our internal quality assurance process will interrogate the methods and processes used in each department. We will focus on the four bullet points noted above.

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.**

All Heads of Departments and course leaders will maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades. There is a separate planning document for each department that outlined this.

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) as outlined in the JCQ guidance about retention of student's work.

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## 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.**

Departments have in place systems to check the authenticity of the work being use. Systems will ensure that work 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. Departments have collaboratively planned and standardised the approaches to assessment that are being taken with cohorts.

Staff are aware that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding bodies and JCQ 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 students have been made aware of how their grades will be formulated this summer, students will sign a declaration outlining this.

All staff know not to share an overall holistic grade with students, although %s and total marks on individual assessments can be shared.

All students (via assembly) and parents (via the live stream event or the academy website) have been made aware that the final grade will remain confidential and will not be shared. We also outlined that any attempt by a student or parent to pressure a teacher regarding the disclosure of a grade is misconduct and will be reported to the relevant awarding body.

## 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 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 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 individual 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.**

All staff will be asked to declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.

This includes any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications and exams office staff that may have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres.

Where the above instances arise the Head of Centre will ensure that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected.

Departments that have the above issues arise will put plans in place to mitigate against this. These plans will be checked by the Deputy Headteacher.

## 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.

Staff are aware that our processes and any supporting evidence may be subject to external quality assurance. The JCQ guidance on the three stages of quality assurance have been shared and staff are preparing accordingly. Heads of Department and course leaders are aware that there may be scrutiny from awarding bodies at whole academy and department level so they may be asked to respond to enquiries or take part in virtual visits and we have made them aware of the need to respond fully in a timely fashion to prevent any issues with the awarding of grades for cohorts and individuals.

Staff are being guided on how to prepare portfolios of evidence for each student.

Where there are evidence gaps as a result of assessments not being retained by the school all teacher records must be retained and securely stored.

Staff are completing an amended version of the JCQ class and cohort assessment record forms to accompany the portfolios of evidence and the variations to assessment record form will be completed where Covid disruption, Access Arrangements or mitigating circumstances has affected the assessment evidence gathered for an individual student.

The exams officer is organising secure facilities for the storage of all portfolios of evidence and supporting departmental paperwork.

All departmental paperwork including; assessment plans and departmental records regarding standardisation and moderation will be stored securely to enable internal and external quality assurance and to support stage 2 of the appeals process.

## 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.

Staff, students and parents have been made aware of the results days for Summer 2021. Information about results days has been shared in assemblies, a parent letter, on year group google classrooms and during the live parent event on 31/3/21.

Staff will be on site throughout week beginning 9/8/21 to download results, prepare results for distribution and to provide support for students following the issuing of grades (for appeals, university applications, general careers guidance and pastoral guidance)

Further details about the format for the day will be issued nearer the time. We will await Covid safety guidance from the local authority about whether we can proceed with face to face or virtual results day.

An exams@... Email address been set up to support students with any exam related queries.

Our results days will be staffed in the usual way, key members of the leadership team, the exams officer, pastoral and careers staff will be on hand to provide all the necessary support and guidance. A script outlining key information will be made available to all staff so accurate, supportive and consistent messages are shared with students and parents that may have queries.

## 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.

The appeals process outlined in the JCQ guidance will be shared with all staff, students and parents via Year 11, 12 level 2 and Year 13 assemblies, the live parent event that took place on 31/3/21 and the process will be posted on the school website - we will signpost parents and students to this information.

The students will be asked to sign a declaration outlining they have been made aware of the appeals process.

All evidence portfolios and department plans will be secured and made available for appeals during the summer break to ensure we are adhering to timelines for priority and non priority appeals. Staff will be available throughout the summer break to deal with stage 1 and 2 appeals. An exams@... Email address has been set up to support students with any appeals queries.

Staff will be trained and a consistent approach will be taken when dealing with stage 1 and 2 appeals. A member of the leadership team will oversee appeals alongside the exam officer and administrative support.

A template will be produced to enable appeals to be made in a timely fashion, this will enable the collection of written consent from students and make them aware of potential positive and negative changes to their final grade as a result of an appeal.





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Centre policy portability across jurisdictions

<b>A. Centre policy portability</b>
<p>This section outlines our approach to the grades determined by this centre for Ofqual-regulated qualifications only where the requirements differ from those in my centre's jurisdiction.</p> <p>NA</p>