



# Ark Alexandra Academy

## Centre Policy

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FOR A/AS LEVELS AND GCSEs FOR SUMMER 2021



Centre Policy for determining teacher assessed grades – summer 2021:  
ARK ALEXANDRA ACADEMY

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 and the network of Ark schools.
- 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 and network wide 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:

#### **Regional Director**

- Our Regional Director provides support and challenge to our Head of Centre
- Our Regional Director will review the policy for determining teacher assessed grades to ensure it is aligned with the approach of the network and that it accurately reflects the process undertaken in the school. Ownership of this document sits with the Head of Centre.
- Our Regional Director will review the outcomes of teacher assessed grades as part of the network moderation process providing challenge where appropriate. They may call on the support of Network Subject Leads to review evidence in individual subjects where this is deemed necessary to check that the internal quality assurance process has been followed rigorously.

#### **Head of Centre**

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

#### **Senior Leadership Team**

Our Senior Leadership Team will:

- provide general training and support to our other staff on matters such as standardisation, moderation, making objective judgements etc.
- Ensure subject evidence bases are completed for each qualification they are submitting, ensuring that the standard of evidence presented is equivalent to that being used across the network for that qualification and reflects the content that students have had the opportunity to learn.
- Ensure that the standard of evidence is consistent across all subjects in the school.

- Call on the support of network subject communities where necessary to ensure that all evidence is valid and reliable.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- ensure an effective approach across departments and quality assuring this approach.
- Authenticating the preliminary outcome from single teacher subjects ensuring that these results have also been reviewed by another subject specialist within the network wherever possible.
- be responsible for ensuring staff have a clear understanding of the internal, network and external quality assurance processes and their role within it.
- ensure all departments have planned for an appropriate levels of control for each assessment with reference to guidance provided by the Joint Council for Qualifications.
- Quality assure the Head of Department Checklist for each qualification that they are submitting.

### **Heads of Department**

Our Heads of department will:

- provide subject specific training and support to our other staff.
- Complete a subject evidence base, setting out the pieces of evidence that will be used with a clear rationale for each. This will include the nature of the assessment being used, the level of control for assessments, the reasons that each piece of evidence has been selected and information on the content that has specifically not been assessed.
- ensure that all staff engage fully in any internal or network wide standardisation and moderation activities.
- ensure an effective approach within the department which fully documented and aligned to the centre policy.
- ensuring staff within their team have a clear understanding of the internal, network 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.
- Produce a data capture sheet to record the results for each student for each piece of evidence used in the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.

- Securely store all evidence related to the generation of grades and ensure that this is accessible to the appropriate members of staff in the school throughout the summer term and holidays.

### **Teachers**

Our teachers 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 results of all assessments are recorded accurately in the template provided by the HoD
- 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.
- Understand the access arrangements or special considerations of each student and ensuring that these have been mitigated against either through the conditions of the assessment or by making agreed allowances when generating final grades.
- securely store and be able to retrieve sufficient evidence to justify their decisions.

### **Examinations Officer**

Our Examinations Officer will:

- be responsible for uploading teacher assessed grades to Bromcom, FFT and Alps to facilitate the internal and network quality assurance processes.
- 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 attend centre wide training to plan and standardise assessment plans.
  - All subject plans are responded to, standardised and approved by SLT, Head of Centre, Regional Director and the Ark Central team.
  - Teachers in departments using exam board mark schemes and materials write model answers to assessments to standardise approach to marking.
  - Teachers involved in determining grades in our centre attend centre-based training to help achieve consistency and fairness to all students.
  - Teachers engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
  - Teachers involved in determining grades in our centre attend network wide subject training on standardisation and moderation
  - Teachers in the following GCSE subjects, where possible, will work with teachers in schools within the network or teachers from outside the network, to moderate a sample of student scripts to validate evidence:
    - Digital Technology
    - Italian
    - Arabic
    - Portuguese
    - Polish
  - Teachers of A level subjects within network groups will work with schools within the network to moderate a sample of student scripts
  - Within the school we have trained examiners in the following subjects:
    - Art - 1 teacher is an examiner for AQA
    - Drama – Previously an examiner
    - Geography – Previously an examiner
    - History- 2 teachers are trained examiners, 1 for AQA and 1 for Edexcel
    - Maths - 1 teacher is an AQA examiner
    - Science x 4 – 1 senior examiner, 1 examiner and 2 previous examiners for AQA
    - Psychology – 1 teacher an examiner for AQA
- This gives us confidence that the judgements in these subjects will be secure, teacher with experience of being an examiner will provide training to other teachers within their subjects.

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

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

- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.
- Moderation of marking and Teacher assessed grade will be conducted in departments therefore NQT's will have the support of experienced teachers
- We will leverage support from other schools within the network where we have teachers less familiar with assessment.



## 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 organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We will use 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.

We provide further detail in the following areas:

#### Additional Assessment Materials

- We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.
- We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that 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, 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.
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, in a BTEC assessment for example, or drafted and redrafted, where this is not a skill being assessed.
- We will consider the specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.
- We will compare our evidence base in each subject to that of other schools in the network. Whilst we do not anticipate that these evidence bases will be the same due to the difference in content covered we will ensure that the standard of the evidence is equivalent.

## Determining teacher assessed grades

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

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

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

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers will produce a data capture sheet for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.

## Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

### Head of Centre Internal Quality Assurance and Declaration

#### **Internal quality assurance**

This section gives details of our approach to internal standardisation, within and across subject departments.

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.
- In subjects where there is only one teacher or where there is a lack of experience within the department we will ensure that our centre carries out a standardisation process with other schools in the network where possible.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
  - Arriving at teacher assessed grades
  - Marking of evidence
  - Reaching a holistic grading decision
  - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades.
- We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre in addition to the network support detailed in bullet point 3 above.
  - This will be the head of department along with the SLT line manager for that subject.
- 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.

- Ark Alexandra is part of the Ark Network. It was formed in September 2019 as an amalgamation of Ark Helenswood Academy, an all-girls school and Ark William Parker Academy, an all-boys school. This formed a large co-ed school split across two sites (the old Helenswood and William Parker sites).
- As both predecessor schools were part of the Ark Network, we have historic data at a student level stored within our central data warehouse. This data includes the prior attainment of all students alongside contextual data and GCSE, BTEC and A-level exam results for the previous three years cohorts. Contextual data would indicate that the makeup of our current year 11 Ark Alexandra cohort is in line with the makeup of the amalgamated Helenswood and William Parker cohorts. This therefore allows us to compare our data to historic data despite the change of school name and the shift from single sex to co-ed.
- To make these comparative cohorts we have pulled together the data from all students in both predecessor schools between 2017 and 2019 and viewed them as one cohort. When we use historic data as a sense check we will compare our students attainment to the raw attainment of historic year groups. Analysts in our central team have also been able to prepare for us an “adjusted distribution” which takes into account the attainment of historic cohorts but also any differences in prior attainment of our current cohort from our historic cohort to ensure we have a strong understanding of the outcomes we should expect to see from our cohort this year based on their prior attainment and the attainment of historic cohorts.
- Our academy merged in September 2019 from two former single sex schools (Centre numbers 56685 & 56670). Data from these two schools has been amalgamated to provide us with comparable 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 use FFT for year 11 outcomes and Alps connect for year 13 outcomes to understand how the results of our cohort compares to that of previous cohorts.
- We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which

address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.

This section gives details of the approach our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- We will compile historical data giving appropriate regard to potential mixtures of A\*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.
- We will use the support of other schools in the network to review the marking and moderation of the students work.

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

- The merger of the two schools means that our 'historical' data is a merged cohort taken from Ark Central's data warehouse. This has been presented to us by Ark Central Assessment team. Ark Alexandra retained the DfE number of Ark William Parker, however, the addition of Helenswood (girls school) to the historical William Parker data (boys school) will have an impact of our outcomes (see national data of girls outperforming boys). The combined data is therefore a more appropriate comparison.
- The 2021 cohort, based on the historical merged data, is broadly in line with the 2019 cohort

### Access Arrangements and Special Considerations

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

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

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

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained or; we will take into account the lack of reasonable adjustments/access arrangements when making judgements .
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.
- We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.
- To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

## Addressing disruption/differential lost learning (DLL)

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

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

- The Year 11 were closed twice in the Autumn term due to confirmed COVID-19 infections. Therefore:
  - Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
  - Fortunately, we were able to complete a mock season, under exam conditions.
- During each lockdown, the curriculum coverage has reduced for all subjects. As such the Heads of Departments have identified the skills, knowledge and content that have been taught and devised the assessments around the learning that has taken place, considering coverage of the assessment objectives.
- Should there be further local lockdowns due to the spread of the virus we will ensure that students are able to complete any outstanding assessments at the earliest opportunity when they have returned to school.



## 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.

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

## Recording decisions and retention of evidence and data

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

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

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

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

## Authenticating evidence

**D. Authenticating evidence**

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

Robust mechanisms, which will include:

- Monitoring fluctuations in a student's grades
- Monitoring styles of writing for changes
- Checking for plagiarism
- Teacher invigilation of in class assessments
- Removal of the front cover from assessments so students are not able to look up any exam series used.

Should there be suspicion of a student's work not being authentic:

- The teacher will alert the Head of Department and SLT Line Manager
- The Head of Department and SLT line manager will investigate the claim seeking the view of all parties involved
- They will investigate if this relates to a single piece of work or a body of work across the subject.
- They will investigate if this relates to work across multiple subjects.
- On conclusion of the investigation the SLT line manager will report the findings to the Head of Centre and if found to not be authentic, the work will be withdrawn from the body of evidence for the student/s involved.

These mechanisms will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.

- 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 <https://www.aqa.org.uk> <https://www.wjec.co.uk> <https://edexcelonline.pearson.com> <https://www.jcq.org.uk> 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. (Ref: Malpractice Policy Summer 2021 page 2).
- 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. (Ref: Centre Assessed Grades Parent/Teacher booklet).
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

### Malpractice

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

#### **B. Malpractice**

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

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

- 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](#).
- We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.
- There are no records of conflicts of interest in our centre for academic year 2020-2021.

## External Quality Assurance

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

### **A. External Quality Assurance**

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

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

## Results

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

### **A. Results**

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

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.

- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below).
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/guardians have been made aware of arrangements for results days.

## Appeals

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

### **A. Appeals**

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

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to parents/carers.





AQA

City & Guilds

CCEA

OCR

Pearson

WJEC

## Student Request Form for Centre Reviews and Appeals to Awarding Organisations

### Important information for students

#### What may happen to your grade during the centre review and appeals process?

If you request a centre review or an awarding organisation appeal there are three possible outcomes:

- Your original grade is **lowered**, so your final grade will be lower than the original grade you received.
- Your original grade is **confirmed**, so there is no change to your grade.
- Your original grade is **raised**, so your final grade will be higher than the original grade you received.

Once a finding has been made you cannot withdraw your request for a centre review or appeal. If your grade has been lowered you will not be able to revert back to the original grade you received on results day.

#### What will be checked during a centre review?

You can ask the centre to check whether it made a **procedural error**, an **administrative error**, or both.

A procedural error means a failure to follow the process set out in the centre policy. An administrative error means an error in recording your grade or submitting your grade to the awarding organisation.

You must request a centre review before you can request an awarding organisation appeal. This is so the awarding organisation is certain that your grade is as the centre intended.

#### What will be checked during an awarding organisation appeal?

You can ask the awarding organisation to check whether the centre made a **procedural error** - or whether the awarding organisation itself made an **administrative error**. You can also ask the awarding organisation to check whether the **academic judgement** of the centre was unreasonable, either in the selection of evidence or the determination of your grade.

#### When do I need to submit my request?

You should submit a request for a centre review by **16 August 2021 for a priority appeal**, or by **3 September 2021 for non-priority appeals**.

Once you have received the outcome of your centre review, if you wish to request an awarding organisation appeal you should do so as soon as possible. Your school or college will submit this on your behalf. Requests for a priority appeal should be submitted by **23 August 2021** and requests for non-priority appeals should be submitted by **17 September 2021**. Priority appeals that aren't submitted to the awarding organisation by 23 August 2021 will still be treated as a priority but they may not be completed in time for those with a higher education place dependent on the outcome of the appeal.

#### What is a priority appeal?

A priority appeal is only for students applying to higher education who did not attain their firm choice (i.e. the offer they accepted as their first choice) and wish to appeal an A level or other Level 3 qualification result. You should inform your intended higher education provider that you have requested a centre review or appeal.

### What is your UCAS personal ID and why is it needed?

Your UCAS personal ID is the 10 digit code included in all correspondence from UCAS. This is needed to confirm that a student's place is dependent on the outcome of the appeal.

## Stage one – centre review

### A. Student request

This section is to be completed by the student. A request for a centre review must be submitted to the centre, not the awarding organisation. A centre review must be conducted before an appeal to the awarding organisation. This is so the awarding organisation is certain that your grade is as the centre intended.

<b>Centre Name</b>		<b>Centre Number</b>	
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<b>Student Name</b>		<b>Candidate Number</b>	
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Qualification title e.g. AQA GCSE English Language			
Teacher Assessed Grade issued			
Is this a priority appeal?  A priority appeal is only for students applying to higher education who did not attain their firm choice and wish to appeal an A level or other Level 3 qualification result.	Choose an item.	If Yes provide your UCAS personal ID e.g. 123-456-7890	

### Grounds for centre review

Please tick one or both of the options if they apply to your request. If you don't think either apply, your centre will still conduct a review for administrative and procedural errors so the awarding organisation can be certain that your grade is as the centre intended.

Administrative Error by the centre e.g. the wrong grade/mark was recorded against an item of evidence	<input type="checkbox"/>	Procedural Error by the centre e.g. a reasonable adjustment / access arrangement was not provided for an eligible student	<input type="checkbox"/>
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### Supporting evidence

Please provide a short explanation of what you believe went wrong and how you think this has impacted your grade. There is a 5,000 character limit.

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### Acknowledgement

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I confirm that I am requesting a centre review for the qualification named above and that I have read and understood the information provided in the 'Important information for students' section above. In submitting this review, I am aware that:

- The outcome of the review may result in my grade remaining the **same**, being **lowered** or **raised**
- The next stage (Stage Two, the appeal to awarding organisation) may only be requested once the centre review (Stage One) has been requested and concluded.

Student Name

Student signature

Date

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## B. Centre review outcome

This section should be completed by the centre and shared with the student as a record of the outcome of the centre review.

Centre Review Outcome			
Please tick the outcome of the review and then record the original grade and the revised grade if applicable.			
Upheld	<input type="checkbox"/>	Not upheld	<input type="checkbox"/>
Partially upheld	<input type="checkbox"/>		<input type="checkbox"/>
Original Teacher Assessed Grade		Revised Teacher Assessed Grade if applicable	

Information considered by the centre
Please provide a short explanation of the evidence that you have reviewed. There is a 5,000 character limit.

Rationale for the outcome of the centre review
Outline the centre's findings from the centre review e.g. procedural or administrative error and if relevant, details of the error. There is a 5,000 character limit.

Authorisation and dates of next stages			
Please complete the boxes as appropriate. Boxes 1 and 2 <b>must</b> be completed in every case. Boxes 3 and 4 need only be completed when requesting a grade change.			
1. Date that the decision and rationale was issued to student		2. Date student informed of how to proceed to stage 2 (appeal to awarding organisation)	
3. Confirmation that a senior leader has authorised any grade change		4. Date that grade change is submitted to awarding organisation	

## Stage two – appeal to awarding organisation

This section is to be completed by the student. An awarding organisation appeal must be submitted to the centre and the centre will then submit it to the awarding organisation.

<b>Grounds for appeal</b>	
Please tick the grounds upon which you wish to appeal	
<b>1. Administrative error by the awarding organisation</b>	<input type="checkbox"/>
<b>2. Procedural issue at the centre</b>	
a. Procedural Error	<input type="checkbox"/>
b. Issues with access arrangements / reasonable adjustments and/or mitigating circumstances	<input type="checkbox"/>
<b>3. Unreasonable exercise of academic judgement</b>	
a. Selection of evidence	<input type="checkbox"/>
b. Determination of Teacher Assessed Grade	<input type="checkbox"/>

<b>Evidence to support an appeal</b>
Please provide a short explanation of what you believe went wrong and how you think this has impacted your grade where that relates to your chosen ground for appeal. In some cases you must provide a clear reason but it doesn't have to be lengthy.
<b>1. Administrative error by the awarding organisation</b> You <b>must</b> provide a clear explanation. There is a 5,000 character limit.
<b>2. (a) Procedural Error</b> This is when the centre made a procedural error that has not been corrected at Stage One or the centre did not conduct its review properly and consistently. If you can, please add a further explanation below or alternatively refer to the information that you have already provided above. There is a 5,000 character limit.
<b>2. (b) Issues with access arrangements / reasonable adjustments and/or mitigating Circumstances</b> You <b>must</b> provide a clear explanation of what you believe went wrong and how you think this has impacted on your grade. There is a 5,000 character limit.
<b>3. (a) Selection of evidence</b> You <b>must</b> provide a clear explanation of what you believe went wrong and how you think this has impacted on your grade. There is a 5,000 character limit.
<b>3. (b) Determination of the Teacher Assessed Grade</b> You can provide a short explanation of the reason for your appeal if you want to. There is a 5,000 character limit.

**Acknowledgement**

I confirm that I am requesting an appeal for the qualification named above and that I have read and understood the information provided in the 'Important information for students' section above.

I am aware that:

- The outcome of the appeal may result in my grade remaining the same, being lowered or raised
- I understand that there is no further opportunity to appeal to the awarding organisation and that the next stage would be to contact the regulator. The awarding organisation will include the next appropriate steps, where applicable, in their appeal outcome letter which you will receive from your school/college.

**Student Name**

**Student signature**

**Date**

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