



THE SKIPTON ACADEMY

A MOORLANDS LEARNING TRUST ACADEMY

Teacher Assessed Grades Centre Policy

FOR GCSES FOR SUMMER 2021



Centre Policy for determining teacher assessed grades in Summer 2021

Background

The policy is to be followed by each subject area when outlining their subject specific methods for determining the teacher assessed grade for their subject.

This policy takes account of the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*.

Please note that hyperlinks included within the document are not accessible to people outside our organisation. Copies of these linked documents can be provided on request.



Centre Policy for determining teacher assessed grades – summer 2021: The Skipton Academy (part of Moorlands Learning Trust)

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 The Skipton Academy:

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 by ensuring methodology is applied objectively by each area following the assessment plan determined by each subject area.*
- *To ensure the operation of effective processes with clear guidelines and support for staff by providing consistent training and data to each subject area.*
- *To ensure that all staff involved in the processes clearly understand their roles and responsibilities using clear consistent role descriptions.*
- *To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance through effective role specific training provided consistently to each subject area.*
- *To ensure the consideration of historical centre data in the process, and the appropriate decision making, in respect of teacher assessed grades by providing consistent benchmarked historical data to each subject area.*
- *To support a high standard of internal quality assurance in the allocation of teacher assessed grades, including by using subject specific standardisation across Moorlands Learning Trust.*
- *To support our centre in meeting its obligations in relation to equality legislation by ensuring that student learning plans have been followed for all assessment data contributing to the teacher assessed grades.*
- *To ensure The Skipton Academy 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 by providing clear and regular parental and student communications around the process and making key documents accessible on the website.*



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, Richard McManus, Principal, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for The Skipton Academy as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined as shown in Appendix A.*
- *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 by using the expertise of subject specialists across Moorlands Learning Trust especially in single teacher subjects.*

Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- *provide training and support to our other staff through staff training for all staff involved in the teaching and assessment of Key Stage 4 students.*
- *support the Head of Centre in the quality assurance of the final teacher assessed grades by the timely return of information following the subject specific guidance provided by JCQ using the prescribed templates.*
- *ensure an effective approach within and across departments including authenticating the preliminary outcome from single teacher subjects by standardisation and moderation with subject pairs from within Moorlands Learning Trust. (See Appendix A).*
- *be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it through the use of shared, consistent documentation and logged attendance at related training.*
- *ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade by using the prescribed standardisation and moderation process (See Appendix C).*
- *ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications through the use of 2 assessment windows where there is the opportunity for assessments to be conducted with the same rigor and control in which formal external examinations are usually conducted.*
- *ensure teachers have the information required to make accurate and fair judgments through the use of materials provided by examination boards to support the teacher assessment process and/or using historical benchmarked examinations materials and preferably material that is still considered to be secure material where possible.*



- ensure that a Subject Lead Checklist is completed for each qualification that they are submitting; this will be stored in the subject specific folder in [Microsoft Teams \(Teacher Assessed Grades 2021\)](#).

Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo will:

- ensure they conduct assessments under our centre's appropriate levels of control (See Appendix B) and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.
- ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student. This should include appropriate access arrangements provision for students who qualify, with relevant evidence.
- make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.
- produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.
- securely store and be able to retrieve sufficient evidence to justify their decisions by using a central holding place for all documentation and data.

Examinations Officer

Our Examinations Officer will:

- be responsible for the administration of our final teacher assessed grades and for managing the post-results services working alongside the data manager to ensure the accuracy of returns.



Training, support and guidance

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

Training

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

- *Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.*
- *All documentation and policies will be read by teachers and staff involved in determining grades followed by a confirmation signature.*
- *All staff, particularly those in single person departments, will be assigned a second marker and moderator from Moorlands Learning Trust to ensure consistency and fairness. This process will be overseen and signed off by the Head of Centre.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations once this is made available.*

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 an experienced subject specialist from Moorlands Learning Trust 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, ensuring a larger sample of moderated material where 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. This guidance will be found in [Microsoft Teams \(Teacher Assessed Grades 2021\)](#)*
- *All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of internal and external quality assurance and appeals. All electronic documentation should be held in the subject folder in [Microsoft Teams \(Teacher Assessed Grades 2021\)](#) Student evidence gathered since Easter should be stored in a secure, subject specific location.*
- *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 as referenced in the subject specific Assessment Record.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed, where appropriate.*
- *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 ideally using previous examination material where possible.*
- *We will use substantial class or homework (including work that took place during remote learning), if required.*
- *We will use internal tests taken by pupils.*
- *We will use the Autumn mock exams, as required by individual subjects.*

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. These opportunities will be during the April and May end of course assessments windows and will contain only taught content.*
- *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, if required.*
- *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 as referenced in the subject specific assessment conversation records held by the Leadership Subject Link.*



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 (See Appendix B) or at home as recorded on the Assessment Record.*
- *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. Any work not completed in a High or Medium level of control must have a signed student declaration that it is their own work.*
- *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 as recorded in the Assessment Record.*
- *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*



Determining teacher assessed grades

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

Awarding teacher assessed grades based on evidence

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

- *Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught, referenced against grade descriptors provided by JCQ and/or the relevant awarding body.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias by following the guidance delivered in the objectivity training on teacher assessed grades and as recorded in the Assessment Record.*
- *Our teachers will produce an Assessment Record for each subject cohort and will share this with their Subject Lead / Senior Leadership Subject Link. Any necessary variations for individual students will also be recorded and 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 and record their acknowledgment of this on a central signed record.*
- *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 as recorded in the standardisation and moderation proforma. (See Appendix C)*
- *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*
- *Their attendance will be recorded on a central signed attendance register.*
- *We will conduct internal standardisation across all grades as recorded in the standardisation and moderation proforma, if applicable.*
- *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. This will be stored in [Microsoft Teams \(Teacher Assessed Grades 2021\)](#).*
- *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 Moorlands Learning Trust. (See Appendix A)*
- *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) by using SISRA and prior attainment data provided by the data manager.*
- *We will consider the size of our cohort from year to year by using historical trend data provided by the data manager.*
- *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 by reviewing the headline figures obtained from SISRA.*
- *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, 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.*

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

- *We will omit subjects that we no longer offer from the historical data.*



Access Arrangements and Special Considerations

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

Reasonable adjustments and mitigating circumstances (special consideration)

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

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken by referencing Pupil Passports recorded on ClassCharts and following guidelines for access arrangements laid out by the JCQ. This data will be available within the evidence file for identified students.*
- *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 will be obtained.*
- *Where illness or other personal circumstances e.g. Covid-enforced self-isolation, might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements by omitting assessments or using alternative evidence.*
- *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 attended the initial training on Teacher Assessed Grades which covers Special Consideration.*



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 each student has had the opportunity to have been taught and assessed in.
- *N.B. Where illness or other personal circumstances e.g. Covid-enforced self-isolation, have affected performance or attendance in assessments used in determining a student's standard of performance, we will take account of this when making judgements by omitting assessments and/or using alternative evidence.*
- In exceptional circumstances we will allow students to take assessments remotely and/or at different times. In this instance, we will make arrangements to ensure authenticity controls have been considered to ensure students' 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, Heads of Department and Centre will consider when planning the initial objectivity and Teacher Assessed Grades training:

- *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, through the objectivity and Teacher Assessed Grades training, 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 through the use of the second teacher of the Trust Subject Link as identified in Appendix A as well as consistent standardisation and moderation practices.



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. This will be recorded on the Assessment Record and as a narrative on the subject tracker sheet stored in the secure Teams area.*
- *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 through a quality assurance process of the Assessment Records.*
- *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; all assessments to be used must be recorded on the Assessment Record and the scores / grades recorded on the data tracking sheet in the subject secure area on Teams.*
- *We will comply with our obligations regarding data protection legislation.*
- *We will ensure that the grades accurately reflect the evidence submitted through the quality assurance process put in place.*
- *We will ensure that evidence is retained electronically or on paper in a secure centre-based system (this will be stored in [Microsoft Teams \(Teacher Assessed Grades 2021\)](#)) 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 the use of formal examination conditions during the April and May assessment windows to ensure a 'high' level of control, 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. Any work not completed in a 'high' or 'medium' level of control must have a signed student declaration that it is their 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 (e.g. [Pearson's](#) / [AQA](#)) to support these determinations of authenticity and follow the protocols defined in the school Exams Malpractice Policy.*



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 during the Teacher Assessed Grades training.*
- *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 during the Teacher Assessed Grades training.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians through a Schoolcomms communication.*

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, by the exams officer and senior leader with oversight of examinations, to ensure they address the specific challenges of delivery in Summer 2021.*
- *All staff involved have been made aware, by an email communication, of these policies, and have received training in them as necessary.*
- *All staff involved, during the Teacher Assessed Grades training, 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
<p><i>This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.</i></p> <ul style="list-style-type: none"> ● <i>To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest, these are recorded on the conflict of interests' log held by the exams officer, such as relationships with students to our Head of Centre for further consideration.</i> ● <i>Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - General Regulations for Approved Centres, 1 September 2020 to 31 August 2021. A signed declaration will be made by the member of staff confirming that they have not been involved solely and directly in the determination of grades and have acted with integrity in the process.</i> ● <i>We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals, by ensuring staff with conflicts of interests are never the sole signatory of Teacher Assessed Grades or involved directly with the moderation of work.</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

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, during the Teacher Assessed Grades training, 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 in [Microsoft Teams \(Teacher Assessed Grades 2021\)](#) and can be made available for review as required.*
- *All student evidence on which decisions regarding the determination of grades has been made has been retained in a secure subject specific location 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 subject specific Assessment Record.*
- *All staff involved, during the Teacher Assessed Grades training, 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 as all information required will be recorded in [Microsoft Teams \(Teacher Assessed Grades 2021\)](#)*
- *Staff have been made aware, during the Teacher Assessed Grades training, 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; this will be confirmed nearer the time depending on any government restrictions in place due to coronavirus.*
- *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. This will be communicated to students and parents/carers in the GCSE Results communication.*
- *Such guidance will include advice on the appeals process in place in 2021 (see below).*
- *Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.*
- *Parents/guardians will be made aware of arrangements for results days in the GCSE Results communication.*



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, during the Teacher Assessed Grades training, 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 referring to the documentation held in [Microsoft Teams \(Teacher Assessed Grades 2021\)](#).*
- *All necessary staff, during the Teacher Assessed Grades training, have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.*
- *Learners will be appropriately guided as to the necessary stages of appeal in the GCSE Results communication.*
- *Arrangements will be in place for the timely submission of appeals to awarding organisations.*
- *Arrangements will be in place to obtain the written consent of students for the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal through the use of an appeals proforma.*
- *Appropriate information on the appeals process will be provided to parents/carers. in the GCSE Results communication.*

