

# Parkside Academy Centre Policy

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FOR GCSES FOR SUMMER 2021



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Centre Policy for determining teacher assessed grades –  
summer 2021:  
RAEDWALD TRUST: Parkside Academy

Statement of intent

<b>Statement of Intent</b>
<p>The purpose of this policy is:</p> <ul style="list-style-type: none"><li>• To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.</li><li>• To ensure the operation of effective processes with clear guidelines and support for staff.</li><li>• To ensure that all staff involved in the processes clearly understand their roles and responsibilities.</li><li>• To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.</li><li>• To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.</li><li>• To support a high standard of internal quality assurance in the allocation of teacher assessed grades.</li><li>• To support our centre in meeting its obligations in relation to equality legislation.</li><li>• 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.</li><li>• To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.</li></ul>

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## Roles and responsibilities

### **Roles and Responsibilities**

#### **Head of School**

- Our Head of School, Nick Stevens, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of School 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 School 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 School will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

#### **Raedwald Trust Central Team**

*Our Trust Central team, working alongside curriculum leaders will:*

- Provide training and support to our staff.
- Support the Head of School in the quality assurance of the final teacher assessed grades.
- Ensure an effective approach within and across curriculum areas and ensuring additional external standardisation support (through partner mainstream schools) is in place to authenticate the preliminary outcome from single teacher subjects.
- Be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- Ensure that all teachers within their curriculum area 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 Subject Leader Checklist is completed for each qualification that they are submitting.

#### **Teachers/ Curriculum Leaders / SENCo**

*Our teachers, curriculum leaders and SENCo will:*

- Ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.
- Ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- Make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.
- Produce an Assessment Record for each subject cohort that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.

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- 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 and for managing the post-results services.

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## 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**

- Teachers involved in determining grades in our centre will attend Trust level training to help achieve consistency and fairness to all students. This training will include topics and support around:
  - the use of assessment materials released by exam boards
  - understanding construct underrepresentation (to ensure staff have confidence that their assessments are giving meaningful insight into what they want to assess).
  - reliability
  - objectivity and unconscious bias
- Teachers will attend weekly exams team meetings to discuss processes and further updates received from JCQ and all other relevant exam boards.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.

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

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.
- We will seek support and engage in joint standardisation with external mainstream schools within specified subject areas.

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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*.

<b>A. Use of evidence</b>
<ul style="list-style-type: none"><li>• Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.</li><li>• 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.</li><li>• 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.</li><li>• We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.</li><li>• 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.</li><li>• We will use substantial class or homework (including work that took place during remote learning).</li><li>• We will use internal tests taken by pupils.</li><li>• We will use mock exams taken over the course of study.</li><li>• We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.</li></ul>
<p>Additional Assessment Materials</p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.</li><li>• 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.</li></ul>

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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, 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.

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## Determining teacher assessed grades

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

- 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 an Assessment Record for each subject cohort and will share this with their Head of School. Any necessary variations for individual students will also be shared and recorded using the Individual Pupil Variation Record template (Appendix B).



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## Internal quality assurance

### *Head of Centre Internal Quality Assurance and Declaration*

#### **Internal quality assurance**

Within and across subject departments and Raedwald Trust sites:

- 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.
- 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.
  - This will be the Head of School
- 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.

In order to ensure that grades are awarded as fairly as possible, and that staff are supported in undertaking this task, we have outlined our process in brief as follows:

The Raedwald Trust approach will follow three key phases:

1. Collection and annotation
2. Standardisation
3. Rank and submit

This is to ensure that teachers and leaders apply a cohesive and rigorous approach to awarding grades and, in doing so, that no student is unfairly disadvantaged by the system. Each phase is outlined in a Trust moderation calendar and teachers and leaders will ensure that they are clear about both the process and timescales. Timescales will be discussed and agreed during weekly Exams team meetings and further shared via RT Staff Hub. Curriculum teams across sites will work closely together to support and share understanding and expertise across the Trust.

#### *Phase 1: Collection and annotation*

- Teachers of students entered for GCSE examinations and Entry Level Certificates will complete Appendix A to support an ongoing assessment record and collection of evidence

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against Assessment Objectives (AO). Each pupil entered for an exam will have a copy of this table in their portfolio.

- Teachers will annotate each AO for each student, briefly outlining their evidence base and students' level of competency. This will be an ongoing process of evidence gathering. By working in this way, teachers will be able to identify specific gaps in curriculum knowledge that may need to be revisited thus informing subsequent teacher planning. This information will be shared through the standardisation process so should include directions to any aspects of students' work that supports these judgements.
- It is expected that the information in all columns and subsequent collection of evidence against AOs informs the proposed grade in column C. This grade will not be final until it has been agreed through the subsequent standardisation process. It is designed to give a starting point for discussion across centres.
- Prior to standardisation, throughout May, teachers must meet with each pupil they have entered for an exam to review their portfolio, referencing Appendix A AO annotations. Teachers must have a discussion with each pupil to determine if any mitigating circumstances need to be considered prior to standardisation starting. Pupils will be required to sign a declaration that (a) the work is their own and (b) that there are no mitigating circumstances that they want to raise.

#### *Phase 2: Standardisation and Ranking*

- Once proposed grades have been awarded, teachers will be asked to work in teams to standardise each student's portfolio. This is essential to ensure fair application of standards and to develop collective wisdom about the process and approach for awarding grades across the Trust. The process of standardisation will work as follows:
  - I) Subject teams standardise a single portfolio of a student's work in the given subject. This standardisation should fully interrogate the portfolio and a consensus should be reached across the team.
  - II) Teachers work in pairs, to share evidence portfolios and narrative of their individual students. A consensus is reached about a proposed grade – this is recorded, as are the key headlines of the discussion, including any points where evidence was lacking or staff disagreed.
  - III) Following teacher agreement about proposed grades, teachers will be asked to construct a rudimentary ranking for their own students within each grade as a starting point for discussion and to further interrogate grades.

#### *Phase 3: Head Teacher/Head of School review*

- Once a proposed grade has been awarded and agreed by both teachers and evidence has been collated, Heads of School and Head Teachers will meet with each teacher to discuss each individual student portfolio and ranking within their curriculum area.
- Key discussion points:
  - I. *Is the proposed grade as expected?*
  - II. *Can it be supported with robust evidence and/or teacher narrative?*
  - III. *How have special considerations applied in each case?*
  - IV. *What are the vulnerabilities in the evidence base?*
  - V. *How does this align with prior attainment?*
  - VI. *How does the cohort attainment for a centre align with patterns of previous cohorts?*
  - VII. *How does evidence support rank order of pupils?*

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- At this point, each student will have been reviewed by their teacher, another teacher and a senior leader. Within each grade, the teacher will address each and every student, reviewing their attainment and placing them within the ranking for that grade. This is essential to ensure that every student is given the same consideration.
  - These layers of review allow teachers to have confidence in the grades awarded. At this point, the proposed grade becomes the grade that will be submitted for this student (final Teacher Assessed Grade). Where a consensus is not reached, additional capacity will be added to teams to support decision making. All evidence will be reviewed and additional external support from mainstream schools will be drawn in to further inform decisions about a final grade. Any queries from senior leaders will be submitted for discussion in advance of the meeting. Once this meeting is closed, the ranking and grades are finalised for submission.

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## Comparison of teacher assessed grades to results for previous cohorts

### **Comparison of Teacher Assessed Grades to results for previous cohorts**

As a Trust comprised of Alternative Provision settings, our intake is variable each exam year. Pupils can join us at any point in the year and often come to us with limited previous academic information. Our grade profiles across sites can vary each year but we will use prior data to check trends where it is appropriate to do so. Furthermore, this academic year, we have substantially broadened our offer in terms of GCSE qualifications which means prior data is not available for subjects such as history, geography, R.E. and MfL.

In subjects where we have a clear and substantial record of prior data, we will identify and use trends over previous years 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, 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.

To ensure a robust process for 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).
- Consider the size of our cohort from year to year.
- Consider the stability of our centre's overall grade outcomes from year to year.
- Consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- 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 addresses the reasons for this divergence. This commentary will be available for subsequent review during the QA process.

In the event that 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.
- Include grades from international GCSEs (for example, in mathematics) because we have previously offered these.
- Bring together other data sources that will help to quality assure the grades we intend to award in 2021.

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Consideration 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 timings that pupils have joined us this year and reflect on how this may impact data comparisons from previous years. For example, if a significant proportion of pupils have joined us following Permanent Exclusion in Dec/Jan of Year 11, this may impact on the overall outcomes of the cohort compared to years previous where more pupils had attended our setting throughout the whole of Year 10 (fewer year 11 joiners).
- We will identify which subjects are being offered this year that have not been offered previously at the school and ensure external moderation support is in place to address this.

## Access Arrangements and Special Considerations

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

Any application for mitigating circumstances should be made before 18<sup>th</sup> June. Our approach to providing access arrangements and taking into account any mitigating circumstances in particular instances:

- 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 will be obtained.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance and these are not covered by existing reasonable adjustments or access arrangements, we will take account of any accepted mitigating circumstances applications 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](#)

The following will constitute illness or other personal circumstances which may be considered mitigating when determining Teacher Assessed Grades:

- temporary illness or accident/injury at the time of the assessment period;
- bereavement at the time of the assessment period (where whole groups are affected, normally only those most closely involved will be eligible);
- domestic crisis arising at the time of the assessment period;
- serious disturbance during an examination period, particularly where recorded material is being used;
- participation in sporting events, training camps or other events at an international level at the time of the assessment, e.g. representing their country at an international level in chess or football

- accidental events at the time of the assessment, such as being given the wrong examination paper, being given a defective examination paper or CD, failure of practical equipment, failure of materials to arrive on time; and
- failure by the centre to implement previously approved access arrangements for that specific examination series.

We will consider the following evidence in relation to these mitigating circumstances:

- Medical evidence (such as GP letters or other medical professionals contacts, records of contact with well-being hub, etc)
- Email confirmation or letter confirmation confirming attendance at international events outside of school.
- External professional letter/email (such as social care, police, school nursing, mental health teams) confirming domestic crisis, bereavement, illness/accident/injury during assessment period.

The following will not constitute illness or other personal (mitigating) circumstances when determining Teacher Assessed Grades:

- Long term illness or other difficulties during the course affecting revision time, unless the illness or circumstances manifest themselves at the time of the assessment period;
- Bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment period or there are on-going implications such as an inquest or court case;
- Domestic inconvenience, such as moving house, lack of facilities, taking holidays (including school/exchange visits and field trips) at the time of the assessment;
- Minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour or a mobile phone ringing;
- The consequences of committing a crime, where formally charged or found guilty; (However, a retrospective application for special consideration may be considered where the charge is later dropped or the candidate is found not guilty.)
- The consequences of taking alcohol or recreational drugs;
- The consequences of disobeying the centre's internal regulations;
- The failure of the centre to prepare candidates properly for the examination for whatever reason;
- Quality of teaching, staff shortages, building work or lack of facilities;
- Misreading the timetable and/or failing to attend at the right time and in the right place;
- Misreading the instructions of the question paper and answering the wrong questions;
- Making personal arrangements such as a wedding or holiday arrangements which conflict with the assessment period;
- Submitting no coursework or non-examination assessment at all, unless coursework or non-examination assessment is scheduled for a restricted period of time, rather than during the course;
- Missing all examinations and internally assessed components/units;
- Failure to cover the course because of joining the class part way through;
- A disability or learning difficulties (diagnosed or undiagnosed) unless illness affects the candidate at the time of the assessment or where the disability exacerbates what would otherwise be a minor issue - (difficulties over and above those that previously approved access arrangements would have alleviated);
- Failure by the centre to process access arrangements by the published deadline.

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## Addressing disruption/differential lost learning (DLL)

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

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- All evidence over the course of study can be used as evidence as long as teachers are confident that the work is the students own. This could include work completed by pupils as a part of home learning, whether in lockdown or if pupils have had to isolate.
- If basing assessments on material taught during lockdown or periods of self-isolation, teachers and Subject Leaders should be confident that every pupil has had the opportunity to access this learning and they have been assessed on this adequately to check for understanding.

## Objectivity

### **Objectivity**

The following arrangements are in place to ensure objectivity of decisions. Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Curriculum leaders and the Head of School will consider:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
- how to minimise bias in questions and marking and hidden forms of bias; and
- bias in teacher assessed grades.

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:

- unconscious bias can skew judgements;
- the evidence presented should be valued for its own merit as an indication of performance and attainment;
- teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- unconscious bias is more likely to occur when quick opinions are formed; and
- Our internal standardisation process ensures that there are different perspectives throughout the entirety of the quality assurance process.

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## Recording decisions and retention of evidence and data

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

The arrangements for recording decisions and retaining evidence and data will include:

- Ensuring teachers and Heads of School maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- Ensuring 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.
- Putting 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.
- Compliance with our obligations regarding data protection legislation.
- Ensuring the grades accurately reflect the evidence submitted.
- Ensuring 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 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 a three-stage standardisation process and 1:1 pupil verification, 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 to support these determinations of authenticity.



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## Confidentiality, malpractice and conflicts of interest

### Confidentiality

#### **A. Confidentiality**

These measures will be in place in our centre in order to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

### Malpractice

#### **B. Malpractice**

The following measures will be in place to prevent malpractice and other breaches of exam regulations 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.

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## Conflicts of Interest

### C. Conflicts of Interest

In order to address conflicts of interest and/or to respond to such allegations, we will:

- 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 School for further consideration.
- Our Head of School will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).
- We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.

## Private candidates

### A. Private Candidates

This section details our approach to providing and quality assuring grades to Private Candidates.

- Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.
- Where it has been necessary to utilise different approaches, the **JCQ Guidance on Private Candidates** has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.
- In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates have been excluded from our analysis.

## External Quality Assurance

### A. External Quality Assurance

The following arrangements will be 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.

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- 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

### **A. Results**

We will take the following 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.

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## Appeals

### **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.

**Appendix A:**

<b>PUPIL NAME:</b>			<b>Mainstream school (if applicable):</b>		<b>Candidate Number:</b>	
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<b>Current Grade</b>	<b>Mock Grade</b>	<b>Proposed Grade</b>	<b>KS2 Data</b>	<b>Attendance: Year 10</b>	<b>Attendance: Year 11</b>	<b>Start Date RT Site:</b>
<b>Any other relevant information (including mitigating circumstances, additional assessments undertaken, previous qualifications, SEND, etc):</b>						

<b>Subject:</b>	<b>Teacher:</b>	
<b>Assessment Objective</b>	<b>Evidence base and/or narrative</b>	<b>Grade</b>
<b>Additional notes</b>		
<b>Proposed grade</b>		
<b>Moderation grade check</b>		

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**Appendix B:**

**Variations for Individual Students**

[To be completed by the Assessment Leader for each student where a variation from the Assessment Evidence Grid has been required, or where Access Arrangements or Special Consideration have been taken into account.]

Candidate name: \_\_\_\_\_ Candidate Number: \_\_\_\_\_

Centre name: \_\_\_\_\_ Centre Number: \_\_\_\_\_

GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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Circle Level:

Subject title: \_\_\_\_\_ Subject Code: \_\_\_\_\_

<b>Section 1: COVID Related Disruption – Learner Context</b>	<b>Y/N/NA</b>
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID 19, <u>in comparison to</u> their class peers?	
Was there any other specific disadvantage considered for this candidate when compared with other candidates in the year group?	
<b>If 'yes' please provide details of how the disadvantage has been considered</b> (including <i>the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades.</i> )	

Contd.

<b>Section 2: Access Arrangements/Reasonable Adjustments</b>	<b>Y/N/NA</b>
Is the candidate entitled to Access Arrangements/Reasonable Adjustments?	
Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the candidate's grade?	
<b>If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:</b>	

<b>Section 3: Mitigating circumstances (Special Consideration)</b>	<b>Y/N/NA</b>
Has the candidate made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?	
Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence.	
<b>Reason for mitigating circumstances:</b>	