

Anglo European School

POLICY FOR ALL QUALIFICATIONS FOR SUMMER 2021

INTERNATIONAL BACCALAUREATE

AS/A LEVELS

GCSE

ALL OTHER LEVEL 3, 2 AND 1 QUALIFICATIONS CERTIFICATED AT AES





Background

Due to the cancellation of the summer 2021 examinations, schools are required to decide Teacher Assessed Grades (TAGs) for students taking their GCSE, AS level and A level qualifications. Other related level 3, 2 and 1 qualifications will also be determined using their version TAGs, such as the vocational level 3 qualifications. The International Baccalaureate qualification is determined using predicted Grades (for the benefit of this policy, these will also be called Teacher Assessed Grades).

Every centre is required to create a Policy that reflects the individual circumstances of the school. This policy is based on the JCQ template and takes account of the guidance provided by the Department for Education, Ofqual, JCQ and the relevant Examination Boards.

Ofqual Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades summer 2021

JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021

JCQ retention of candidates' work for the summer 2021 series

Summer GCSE and A level descriptors

IB The path forward for the May 2021 examination session

This policy has been summarised for teaching staff in two documents:

A level & GCSE process 2021

IB process 2021

and summarised for parents & students in the document:

Awarding grades at AES summer 2021 – summary for parents & students

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Anglo European School

Policy for determining teacher assessed grades summer 2021

Statement of intent

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

Statement of Intent
<p>This section provides details of the purpose of this document, as appropriate to our centre:</p> <p>The purpose of this policy is:</p> <ul style="list-style-type: none">• To ensure that Teacher Assessed Grades are determined fairly, consistently, free from bias and effectively within and across departments.• To ensure the operation of effective processes with clear guidelines and support for staff.• To ensure that all staff involved in the processes clearly understand their roles and responsibilities.• To support teachers to take evidence-based decisions in line with guidance.• To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, Teacher Assessed Grades.• To support a high standard of internal quality assurance in the allocation of teacher assessed grades.• To support our centre in meeting its obligations in relation to equality legislation.• To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.• To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, to give confidence to all concerned.



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:

Heads of Centre

- Our Heads of Centre, the Co-Headteachers, will be responsible for approving our policy for determining Teacher Assessed Grades.
- Our Heads of Centre have overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Heads 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 Heads of Centre will ensure a robust internal quality assurance process has been produced in advance of results being submitted.

Deputy Headteacher and Director of Sixth Form

The Deputy Headteacher and Director of Sixth Form will:

- provide training and support to staff.
- support the Heads of Centre in the quality assurance of the final Teacher Assessed Grades.
- ensure an effective approach within and across departments and authenticating the final outcome from departments.
- 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 across departments 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.
- ensure teachers have the information required to make accurate and fair judgments.

Heads of Department & Subject Leaders

- provide training and support to their staff.
- support the Heads of Centre in the quality assurance of the final Teacher Assessed Grades.
- ensure an effective approach within and across their department/subject and authenticating the preliminary outcome from departments/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 department/subject 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.
- Inform the Deputy Headteacher when they have completed their evidence on the TAG spreadsheets.
- Ensure their teachers have the information required to make accurate and fair judgments.

Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers 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, 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.
- produce an Assessment Record for each subject cohort, using the notes and data on the TAG spreadsheets that includes the nature of the assessment evidence being used and any other evidence that explains the determination of the final Teacher Assessed Grades. Any necessary variations for individual students will also be recorded.
- Inform their HoD/HoS when they have completed their evidence on the TAG spreadsheets.
- 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.
- Check entries are complete and correct for exam boards.
- construct the assessment window invigilation requirements.
- Liaise with HoD/HoSs and individual staff where required, for the access arrangements for GCSE students in their assessment windows



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.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.

Such training consists of regular staff-briefing updates, training videos by relevant senior staff and summarised policies for staff. Departments also have regular virtual meetings to discuss their approaches and moderation of the evidence.

For Newly Qualified Teachers and teachers less familiar with assessment, additional support is in place, such as formal mentoring and coaching. Many staff are examiners for GCSE, A level and the IB; they will be using their experience to support the decisions of less experienced teachers. Additionally, all staff have access to the grade descriptors for GCSE and A level in their subject to support the decision-making process.



Use of appropriate evidence to determine Teacher Assessed Grades

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

We give details here of our centre's approach to awarding teacher assessed grades. Our policy is based on the approach outlined in the following documents and the recently published grade descriptors.

<https://www.jcq.org.uk/wp-content/uploads/2021/03/JCQ-Guidance-on-the-Determination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021.pdf>

[Information for centres about making objective judgements - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/information-for-centres-about-making-objective-judgements)

Ofqual's guidance on recommended evidence includes:

- *Student work produced in response to assessment materials provided by the awarding organisation, including groups of questions, past papers or similar materials such as practice or sample papers.*
- *Non-exam assessment (NEA) work, even if this has not been fully completed.*
- *Student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials and have been marked in a way that reflects awarding organisation mark schemes. This includes:*
 - *substantial class work and homework (including work that took place during remote learning);*
 - *internal tests taken by students*
 - *mock exams taken over the course of study (called Preliminary Public Examinations (PPEs) at AES)*
 - *Records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.*
 - *Records of each student's standard of work over the course of study*

While there is no one type of evidence that takes precedence, evidence gathered in conditions that enable confidence about the authenticity of the students' work will give more confidence in the overall holistic judgement. More recent evidence is likely to be more representative of student performance, although there may be exceptions.

Grades should be based on a holistic, objective judgement of the evidence of the students' performance on the subject content they have been taught. Decisions about potential must not factor in the student's grades. For example, if all the evidence collected for a student is of grade 6 and 7 standard, there would be no reason to consider providing that student any other grades.



Use of evidence

- Teachers making judgements will have regard to the Ofqual guidance on recommended evidence, and further guidance provided by awarding organisations.
- 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.
- Where appropriate, 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.
- Where appropriate, we will use non-exam assessment work, 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 substantial class work and homework (including work that took place during remote learning).
- We will use internal tests taken by pupils.
- We will use mock exams taken over the course of study. (called Preliminary Public Examinations (PPEs) at AES)
- 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.

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.

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 adhere to their guidelines in this document and the appendices – "A level and GCSE process 2021" and "IB process 2021".
- 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 record their judgements on the TAG spreadsheets which will then be viewed by HoD/HoSs and senior staff.



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.

Internal quality assurance

This section gives details of our approach to internal standardisation, within and across subject departments. Our policy is based on the approach outlined in the following document.

<https://www.jcq.org.uk/wp-content/uploads/2021/03/JCQ-Guidance-on-the-Determination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021.pdf>

- *All teachers involved in deriving teacher assessed grades read and understand this Centre Policy document and appendices.*
- *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, managed by HoD/HoSs.*
- *We will ensure that the information on the TAG spreadsheets 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 the Head of Department*
- *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. Our policy is based on the approach outlined in the following document as well as documentation from the IB.

<https://www.jcq.org.uk/wp-content/uploads/2021/03/JCQ-Guidance-on-the-Determination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021.pdf>

For IB qualification grades, teachers will decide the Predicted Grades based on the evidence for individual students without reference to the average awarded grade for that subject from the last three years. Once the students' PG has been determined, senior staff will then compare the grade distribution for each subject with the "ceiling grades" allowed by the IB, and make a decision whether the grade distribution needs to be altered or the centre needs to appeal to the IB as the ceiling grades are not appropriate for that cohort.

Such appeals could be based on the following: individual exceptional candidates in this cohort; this cohort being higher quality than the average from previous years; new specifications (so comparison with previous years is flawed); small sample size from previous years.

- We will compile information on the grades awarded to our students in past summer series in which exams took place.
- 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.
- If we find that the current outcomes do not match previous outcomes, and there is no reason for such divergence, then the current cohort outcomes will be adjusted to better reflect the historical information.



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).

<https://www.jcq.org.uk/wp-content/uploads/2021/03/JCQ-Guidance-on-the-Determination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021.pdf>

Every effort must be made to ensure that students' approved access arrangements and/or reasonable adjustments are put in place for any assessments used to determine Teacher Assessed Grades. Such arrangements are in place for the summer assessment windows and the PPEs, and must also be applied in other cases, such as in-class tests.

The usual process of centres submitting special consideration applications to awarding organisations for qualifications will not apply this summer. As the range of evidence is flexible and can be tailored to an individual student according to coverage of the specification, then instances of special consideration should be limited. Centres should be able to select work completed by a student where they were unaffected by adverse circumstances.

Where this is not possible and a temporary illness, a temporary injury or some other event outside of the student's control may have affected their performance in assessments which will be used to determine a grade, teachers should take this into account and document how they have done so. Special consideration cannot be applied due to lost teaching and learning. This can be addressed through the flexibility of the range of evidence centres may use to determine students' grades. Students should only be assessed on the content of the specification covered.

- Where access arrangements or reasonable adjustments have been agreed, 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.
- 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.

- Grades will be based on teachers' assessments of the standard at which students are performing and will be based on the student's demonstrated knowledge and skills.
- Students do not have to have completed a mandated amount of content or demonstrate skills, knowledge and understanding across every area of the specification as they would normally.
- Teachers will grade each student on their performance in the subject content they have been taught and will base their assessment on the student's demonstrated knowledge and skills.
- While there is no set requirement for the minimum amount of content that students must have been taught, students must have been taught sufficient content to form the basis for a grade.



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, such as situation/context, difficulty, presentation and format, language, conditions for assessment, marker preconceptions.
- how to minimise bias in questions and marking and hidden forms of bias
- bias in awarding 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.

See Ofqual "Information for centres about making objective judgements" for further details.



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.
 - Individual teachers will record evidence in their mark books.
 - Subject areas will use their common assessment spreadsheets.
 - Evidence and quality Assurance decisions will be centralised on the Teacher Assessment Grade spreadsheets stored securely in SharePoint.
- 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 system.

All assessments from the summer assessment weeks will be kept securely in the Deputy Headteacher's office. They are then easily accessed if required for quality assurance.

All Internal Assessments, Extended Essays, Non-Examination Assessment, Coursework and similar evidence will be kept by the relevant departments, either physically or digitally.

All teacher records of assessments will be kept by the individual teachers throughout the Autumn term 2021.

It is good practice to go through the marked assessments with the students so that they are aware of their performance and can prepare thoroughly for further assessments. Therefore, the marked papers can be handed out in class and used as a teaching resource. Students can take photographs of their work for reference or teachers may wish to scan the papers for small classes so that the students have a better record of their work. If students write notes on their assessments in class feedback, then they should do so in green pen.



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 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.

- Significant assessments, such as Preliminary Public Examinations (PPEs) are all taken in examination conditions in school.
- IB and A level assessments during their summer assessment weeks are all taken in examination conditions in school.
- GCSE assessments during their summer assessment weeks, as well as internal assessments, such as "End of Unit tests" are all taken in class under the active supervision of the class teacher.
- Non-Examination Assessment (NEA), Internal Assessment (IA), Coursework and similar evidence is monitored by the teacher throughout the completion process so that they are sure that the work is the students. The students sign a declaration in this regard. If in doubt, then the teacher refers to the Internal Assessment Policy.
- Work completed by the student with the support or supervision of a private tutor is not permitted as evidence for the TAG.

It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.



Confidentiality, malpractice and conflicts of interest

Confidentiality

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

A. Confidentiality

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

- All staff involved have been made aware of the need to maintain the confidentiality of Teacher Assessed Grades.
- All recording of decisions by teachers, HoD/HoSs and Senior Leadership of the preliminary and final Teacher Assessed Grades will be conducted in the TAG spreadsheets that are exclusively stored in the confidential SharePoint area of the school network.
- 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

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 (so that they produce evidence for a TAG beyond their usual capabilities).
- failure to appropriately authenticate a student's work.
- over-direction of students in preparation for assessments.
- the submission of TAGs that are clearly not supported by evidence.
- failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages.
- failure to keep appropriate records of decisions made and teacher assessed grades.

The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

C. Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- To protect the integrity of assessments, all staff involved in the determination of grades 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.



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.

Stage 1: Centre Policy Review

This policy (and a summary) has to be submitted to the awarding organisations by 30th April. Following submission awarding organisations will carry out a review of all Centre Policy Summary Forms. Awarding organisations may contact centres where they have questions or concerns.

Stage 2: Virtual centre visits

Where the Centre Policy suggests that further support and guidance may be required, centres will be contacted to arrange a virtual centre visit by the awarding organisation. These visits will take place in May and June, and are to be supportive with the aim of assisting centres to provide valid teacher assessed grades and to ensure the best possible systems are in place. Visits will take the form of a professional conversation and will focus on the process of providing teacher assessed grades.

Stage 3: Post-submission sampling

The final stage of the quality assurance process is to confirm that centres have implemented what was in their submitted policies and that their submitted grades reflect this. The sampling process will provide confidence that the grades awarded by awarding organisations across the system. Sampling after the submission of grades will involve a review of evidence at qualification and subject level by subject specialists.

- 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.
- Evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- 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.



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.

There are two stages to the summer 2021 appeals process:

Stage 1: centre review

*If a student does not consider that they have been issued with the correct grade, they can ask their centre to check **if an administrative or procedural error has occurred**. The centre will need to ensure the student is aware that their grade could go down, up or stay the same. If the centre finds that an error has occurred, they will be able to submit a request to the awarding organisation to correct the error and amend the grade without the need to make an appeal to the awarding organisation.*

Stage 2: appeal to the awarding organisation

An appeal should be submitted (by the centre on the student's behalf) if the student considers that the centre did not follow its procedure properly, the awarding organisation has made an administrative error, or the student considers that the grade awarded was an unreasonable exercise of academic judgement. The centre will need to ensure the student is aware that their grade could go down, up or stay the same.

If the student or centre considers that the awarding organisation has made a procedural error, they can apply to Ofqual's Exam Procedures Review Services (EPRS) to review the process undertaken by the awarding organisation.

Grounds for appeal

There are four grounds upon which a centre review or an appeal to an awarding organisation may be requested:

- At stage 1: The centre made an administrative error, e.g., an incorrect grade was submitted; an incorrect assessment mark was used when determining the grade.*
- At stages 1 and 2: The centre did not apply a procedure correctly, such as the centre did not follow its Centre Policy, did not undertake internal quality assurance, did not take account of access arrangements or mitigating circumstances such as illness.*
- At stage 2: The awarding organisation made an administrative error, e.g., the grade was incorrectly changed by the awarding organisation during the processing of grades.*
- At stage 2: The student considers that the centre made an unreasonable exercise of academic judgement in the choice of evidence from which to determine the grade and/or the determination of the grade from that evidence.*

- All relevant staff 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.
- Students 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.