

Centre for public examinations Policy

Brooke House College

2020/21 Version

1. Introduction

- 1.1 This policy provides a summary of the College's approach to assessment and quality assurance of the centre determined grades the College awards to pupils, based on the evidence they have produced.
- 1.2 This document must be read by all academic staff and a declaration signed confirming that the policy has been read. The declaration must be returned to the Vice Principal by the due deadline.
- 1.3 This policy will need to read in conjunction with any other pertinent material sent to the College by DfE, Ofqual [Ofqual's Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades: summer 2021:-]
<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>
JCQ, and the individual examination boards, which may be sent to teaching staff as appropriate.

2. Statement of Intent

- 2.1 The purpose of this policy is to:-
 - ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across faculties.
 - ensure the operation of effective processes with clear guidelines and support for staff.
 - ensure that all staff involved in the processes clearly understand their roles and responsibilities.
 - support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.
 - ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.
 - support a high standard of internal quality assurance in the allocation of teacher assessed grades.
 - support our centre in meeting its obligations in relation to equality legislation.
 - 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.
 - ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

3. Roles & Responsibilities

3.1 Head of Centre

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

3.2 Senior Leadership Team and Heads of Faculty

Our Senior Leadership Team and Heads of Faculty will:

- provide training and support to our other staff.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- ensure an effective approach within and across faculties and authenticating 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 faculty make consistent judgements about pupil evidence in deriving a grade.
- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- ensure teachers have the information required to make accurate and fair judgments.
- ensure that a Head-of-Faculty Checklist is completed for each qualification that they are submitting.

3.3 Teachers & SENCo

Our 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 from the Joint Council for Qualifications, to provide teacher assessed grades for each pupil they have entered for a qualification.
- ensure that the teacher assessed grade they assign to each pupil is a fair, valid and reliable reflection of the assessed evidence available for each pupil.
- make judgements based on what each pupil 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 pupils will also be recorded.
- securely store and be able to retrieve sufficient evidence to justify their decisions.

3.4 Examinations Officer

Our Examinations Officer will:

- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.

4. Training, support & Guidance

4.1 The College will provide the following advice, guidance and support to teachers determining the assessed grades:-

- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all pupils.

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

5. Use of appropriate evidence

5.1 Teachers can use a range of evidence to make a judgement of the grade they are performing at. Pupils should only be assessed on what they have been taught, ensuring sufficient coverage of the curriculum to enable progression. When determining the grade, teachers should reflect the standard at which the pupil is performing now, not their potential.

Teachers should use the time remaining to balance continued teaching with any assessments they want to undertake. Work done at home can be included as evidence to support a teacher's judgement if it cannot be produced in the school or college environment because of the pandemic, and where teachers are confident that it is a pupil's own work.

5.1 Types of assessment evidence

Teachers can use evidence to determine grades from across the duration of the pupil's course.

We will be using the following range of evidence, where available:

- pupil work produced in response to assessment materials provided by the examination board, including groups of questions, past papers or similar materials such as practice or sample papers
- non-examination assessment (NEA) work (often referred to as coursework), even if this has not been fully completed
- pupil work produced in centre-devised tasks that reflect the specification, that follow the same format as examination board materials and have been marked in a way that reflects examination board mark schemes - this can include:
 - substantial class or homework (including those that took place during remote learning)
 - internal tests taken by pupils
 - mock examinations taken over the course of study
- records of a pupil's capability and performance over the course of study in performance-based subjects such as music, drama and PE
- records of each pupil's progress and performance over the course of study
- baseline performance indicators (MidYIS, ALIS)

Furthermore

- We will use additional assessment materials to give pupils the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.
- We will use additional assessment materials to give pupils an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.

- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.

We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

5.2 Deciding how to balance different sources of evidence

The College will bear in mind the following factors in deciding how to balance different sources of evidence.

5.2.1 When the evidence was produced

More recent evidence is likely to be more representative of pupil performance, although there may be exceptions.

5.2.2 What pupils were asked to do

The College will aim to use consistent sources of evidence for a class or cohort that relate closely to the specification requirements.

Some tiered GCSEs specify content for higher tier pupils only, and in all qualifications, the College will provide accessible questions and tasks for lower attaining pupils and appropriately demanding questions and tasks for higher attaining pupils to support higher grades.

5.2.3 How the evidence was produced

The College will need to be confident that work produced is the pupil's own and that the pupil has not been given inappropriate levels of support to complete it, either in the centre, at home or with an external tutor. Examination boards will investigate instances where it appears that evidence is not authentic.

5.2.4 Appropriateness of evidence

The College 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 pupil's own, especially where that work was not completed within the school or college.
- We will consider the limitations of assessing a pupil'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.

5.2.5 Making a judgement

Teachers will need to take account of the standard of any coursework undertaken by pupils in their overall judgement, including partially completed non-examination assessments where disrupted learning stopped them from completing it. Where this is the case, pupils should not be penalised.

Teachers will use these non-examination assessments in accordance with examination board mark schemes. Depending on the content they covered, the contribution that the non-examination assessments make to pupils' overall grade should in the government's view remain broadly similar to a normal year.

Examination boards have published guidance, so teachers have a clear understanding of how to make fair and consistent judgements. Examination boards will also provide schools and colleges with support, guidance, and training on how to minimise the risk of bias and malpractice.

As far as possible, teachers should use the same types of evidence to form a judgment. When assessing different pupils in their cohort for a subject, the College will make formal reasonable adjustments for disabled pupils. If evidence is produced from assessments taken earlier in the course where formal reasonable adjustments were not in place, we will take that into account in the judgement.

5.2.6 Assessment materials

The examination boards will provide assessment materials, so called 'mini-tests' in the press. These will include sets of questions organised to help teachers quickly find questions in the topics they have taught.

These questions will be provided with mark schemes, exemplar responses and data on past performance where available, to assist teachers in making fair and consistent judgements of the standard of a pupil's performance. These materials will be available for all subjects apart from art and design.

6. Determining TAGs

6.1 The College will take the following approach with regard to the determining of TAGs:

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a pupil 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 the evidence file for each subject cohort and will share this with their Head of Faculty. Any necessary variations for individual pupils will also be shared.

6.2 Guidance on how grades should be awarded. Teachers should:-

- 6.2.1 Look at the specification that has been taught
- 6.2.2 What content has been taught
- 6.2.3 What content has not been taught to this cohort because of the impact of the pandemic?
- 6.2.4 Has the content that has been taught been covered deeply or superficially? The evidence used to make judgements must only include the appropriate assessment of content that has been taught.
- 6.2.5 Consider what evidence there is of pupil performance, potentially collected over the course of study, to make a holistic judgement of each pupil's performance on a range of evidence relating to the qualification's specification content that they have been taught.
- 6.2.6 Consider pupil 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.
- 6.2.7 Consider non-exam assessment (NEA) work (often referred to as coursework), even if this has not been fully completed.
- 6.2.8 Consider pupil 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 can include:
- 6.2.9 Consider substantial class or homework (including work that took place during remote learning). Teachers should have confidence that any homework used is the work of the pupil. The need for a completed declaration form in these cases may be required and might even have to be counter-signed by a parent.
- 6.2.10 Use internal tests taken by pupils; and/or mock exams taken over the course of study.
- 6.2.11 Use records of a pupil's capability and performance over the course of study in performance-based subjects such as music, drama and PE.
- 6.2.12 Use records of each pupil's standard of work over the course of study. In some limited circumstances, where other evidence is not available or possible to create, an oral assessment may be an appropriate form of evidence. This form of assessment may be needed, for example, where a pupil has little available evidence, is unable to attend an assessment in person and it is not possible to arrange a remote written assessment. If this is used, the assessment should be recorded so that it can be referred to later during internal and external quality assurance and, where necessary, the centre review and appeals process. The focus of the assessment should be to assess the pupil's knowledge and skills as required by the specification. Further guidance on completing NEA and assessing incomplete NEA and use of alternative evidence is available here. Assessments used might be produced by awarding organisations, third parties or they might be teacher-devised tasks. It is not necessary for every aspect of the specification to be assessed to arrive at a grade. The aim is to include evidence that assesses the pupil's ability across a reasonable range of subject content reflecting, where possible, all assessment objectives, as set out in qualification specifications. Consider whether the evidence available is sufficient to support the judgement that is being made. If not, what additional assessment might be needed? Could the assessment materials provided by the awarding organisations be used to supplement or help to confirm performance of previous assessments? Ideally, the evidence used will be consistent across the class or cohort but that may not always be the case if a pupil has missed some teaching, or one or more assessments, for valid reasons. All pupils will have had slightly different learning experiences (for example, missing lessons). For most pupils, consistency in the use of evidence is expected, and a differentiated approach is not warranted. In cases where

pupils have experienced significant disruption, however, some flexibility may be required. Each pupil must be made aware of the evidence that is going to be used and understand that the range of evidence used to determine a grade is not negotiable. Although there is no minimum requirement of content that pupils must have been taught, The Principal as the Head of Centre will be required to confirm that pupils have been taught sufficient content to form the basis for a grade

6.3 Retention of evidence

It is important that evidence on which a pupil's grade is based, including copies of the pupil's work where available and any mark records, is retained safely by the College; it will be needed to:

- 6.3.1 support the determination of a pupils' grades;
- 6.3.2 guarantee the internal and external quality assurance processes; and
- 6.3.3 provide evidence for the appeals process.

6.4 Scanned copies of handwritten evidence or other digital documentation will be acceptable. The College will also retain any information relating to a pupil's access arrangements, or personal circumstances affecting pupil performance, which might need to be taken into account during the process of determining a pupil's grade. The College will keep records of pupil evidence in each pupil's evidence folder and a record of any discussions with pupils around the evidence on which grades will be based readily accessible so it can be found if a pupil wishes to appeal their grade. If some evidence of pupils' work is not available, the marks can still be used in determining the final grade. The evidence that is available can be considered by the awarding organisations if a pupil decides to appeal.

6.4 Evaluate the quality of the evidence

Ofqual's guidance document, on Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades, gives guidance on how to balance the different sources of evidence when making a grading decision. In addition to that guidance, consideration should be given to the following:

- 6.4.1 Coverage of assessment objectives;
- 6.4.2 Coverage of content;
- 6.4.3 Authenticity – is the evidence the pupil's own work?
- 6.4.4 Level of control – was it taken in timed conditions? Was there an opportunity for redrafting? Was it supervised?
- 6.4.5 Marking – how much support was available when applying the mark scheme? What internal standardisation processes have been applied?

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

6.5 Establish whether the proposed range of evidence is appropriate for all pupils

Wherever possible the same range of evidence should be used for all pupils in a class or cohort, although there may be individual pupils for whom the proposed evidence is not appropriate. The rationale for any exceptions must be documented by the College. Each pupil must only be graded on their performance based on the subject content they have been taught. Before finalising grading decisions, teachers should satisfy themselves that each pupil has been taught the content in line with the proposed evidence. Pupils must be told what

evidence is going to be used, so that they have the opportunity to raise any genuine and valid concerns. It is recommended that any pupil's views are recorded and documented along with reasons for the final decision. Some pupils may have missed a section of teaching due to valid reasons such as bereavement or long-term illness, or it may be the case that reasonable adjustments or access arrangements weren't in place for a particular assessment.

Where such adjustments/arrangements weren't in place, teachers must consider whether to either:

6.5.1 use the evidence when assigning a grade on the basis that it is the most appropriate evidence available, and disregarding it would disadvantage the pupil – if this is the case, the impact must be accounted for using point 6.6 (see below), and the rationale recorded;

6.5.2 use alternative evidence to replace assessments that are not appropriately representative of individual pupils' performance and if so, document decisions appropriately.

6.6 Assigning a grade

Teachers' grading decisions will be subject to the College's overall quality assurance processes. Grades should be based on a holistic, objective judgement of the evidence of the pupils' performance on the subject content they have been taught. Consider the quality of the work in relation to the assessment materials used as well as the grade descriptors and grading exemplification available to help reach a final grade. These materials exemplify the established performance standard that is maintained each year by awarding organisations and is to be applied in grading judgements this summer. This will help to ensure that there is a common basis to all teacher assessed grades. It should be no easier or more difficult for a pupil to achieve a grade this year based on their performance than in previous years, as outlined in Ofqual's Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades: summer 2021.

All judgements made will need to have clear reference to grade descriptors as set out by Ofqual, JCQ and the individual examination boards.

7. Internal Quality Assurance

7.1 The College will ensure that all teachers involved in deriving TAGs read and understand this Centre Policy document.

- In subjects where there is more than one teacher and/or class in the Faculty, the College will ensure that our centre carries out an internal standardisation process.
- The College 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
- The College will conduct internal standardisation across all grades.
- The College 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, the College will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, the College 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 faculty/Vice Principal.
- In respect of equality legislation, we will consider the range of evidence for pupils of different protected characteristics that are included in our internal standardisation.

8. Comparison of TAGs to previous cohorts

8.1 Comparisons of TAGs to actual results achieved by previous cohorts will need to be considered, but the nature of Brooke House College's cohorts in terms of their size will make the comparisons statistically dubious and should be treated accordingly. The College will take into account individual subject data if statistical patterns appear relevant. Furthermore, the use of national baseline testing has only been in place for three years at the College, and its data, although showing a positive upward trend with results, is still immature data. Taking all of this into account, the College will aim to apply the following as best as possible:

- The College will compile information on the grades awarded to our pupils in past June series in which exams took place.
- The College will consider the size of our cohort from year to year.
- The College will consider the stability of our centre's overall grade outcomes from year to year.
- The College will consider both subject and centre level variation in our outcomes during the internal quality assurance process
- The College will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.
- The College 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.
- The College will include grades from international GCSEs because we have previously offered these.

The College will omit subjects that we no longer offer from the historical data.

9. Access arrangements & Special consideration

9.1 The following steps will be taken into consideration with consultation to the SENDCo and known special circumstances of individual pupils. eg recent family bereavement, long-term medical condition etc.

- Where pupils have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a pupil's standard of performance, we will take account of this when making judgements.

- The College will record any arrangements made in this manner and keep them as part of the evidence folder, indicating how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual pupils in assessments.
- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each pupil. In the event of all pupils (not just those on the access register) who have had significant disruption to or loss of learning leading up to the summer 2021 public examination series.

10. Objectivity

10.1 Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Heads of Faculty and Centre will consider:

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

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

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

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

11. Confidentiality, malpractice and conflicts of interest

11.1 *The following measures will be in place at the College 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 pupils' 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.

11.2 The following will be put in place by the College to prevent malpractice

- All staff involved have been made aware of the need to maintain the confidentiality of the TAGs.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which pupils' 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.
- Allegations that the College submitted grades not supported by evidence that they know to be inaccurate;
- The College entered pupils 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.

11.3 The College will take due measures to ensure that there are no conflicts of interest such as a teacher awarding a TAG to their own child. To this end, we will do the following:

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with pupils to the Principal for further consideration.
- The Principal will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with any relevant JCQ documents.
- The College will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.

12. Private candidates

The College is entering just one private candidate in this summer's series. The candidate is an alumnus who was unable to sit the examinations a year ago due to serious medical issues. The candidate has in the intervening period of time been taught via private tuition using some of our staff. The candidate has taken a great many of the same assessments as our current cohort, including the mock examinations.

13. External quality assurance

13.1 The College has put in place relevant documentation and assessment evidence for the purposes of External Quality Assurance sampling, and arrangements so that staff can be made available to respond to enquiries.

- All staff involved will be 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 will be properly kept and made available for review as required.
- All pupil evidence on which decisions regarding the determination of grades will be retained and made available for review as required.
- Instances where pupil evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to pupils and cannot now be retrieved, will be clearly recorded on the appropriate documentation.
- All staff involved will be 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 will be 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.

14. Results

14.1 Results day for the summer 2021 series is more condensed than in usual years, but the basic principles of 'normal' years will still apply. Heads of Faculty will be available at the College on the day of publication of results should there be any questions that need answering. The Examinations Officer will co-ordinate with all pupils and staff prior to the publication date so that all addresses where the results are to be sent, by e-mail, are all current and able to be used to deliver the results. Additionally,

- All staff involved will be 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 pupils.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to pupils on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below in section 15).
- 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.

15. Appeals

15.1 The College has already informed parents and staff of the two levels of appeal available this summer.

15.1.1 An appeal where a pupil who believes their teacher has made an error when they assessed their performance in 2021 will be able to appeal to their school on that basis.

15.1.2 An additional appeal can be made to the examination board on the grounds that the school had not acted in line with the examination board's procedural requirements, either when

assessing the standard at which the pupil was performing or when considering the pupil's appeal.

To enable the appeal process to operate for the summer 2021 series, the College will ensure that:

- 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.
- Pupils 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 pupils to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.

Authorised by	resolution of the Board of Directors
Signed	
On behalf of the Board of Directors	
Date	7 th April 2021

Schedule of Updates

Date document updated	Document updated by	Summary update/comments	Location of saved file
April 2021	MCO	Written to inform staff regarding the summer 2021 public examination series	Dropbox – SMT – Policies Final

Schedule of Review

Date of document review	Reviewed by	Scheduled date of next review
April 2021	MCO	

Appendix 1

This policy should be read in conjunction with:

<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>

The following hyperlinks should be used to gain access to the JCQ grade descriptor information

A & AS Level

<https://www.jcq.org.uk/wp-content/uploads/2021/03/Summer-2021-Grade-Descriptors-A-AS-Levels.pdf>

GCSE

<https://www.jcq.org.uk/wp-content/uploads/2021/03/Summer-2021-Grade-Descriptors-GCSE.pdf>

Appendix 2

Head of Centre Declaration

I confirm that:

- these grades have been checked for accuracy, reviewed by a second member of staff and are accurate and represent the professional judgements made by my staff
- entries are appropriate for each candidate in that pupils entered were those already studying the course, and each candidate has no more than one entry per subject. Information for heads of centre, heads of faculty and teachers on the submission of teacher assessed grades: summer 2021
- my centre has met the requirements set out by exam boards/JCQ for internal quality assurance
- I am satisfied that each pupil's grade is based on an appropriately broad range of evidence, including evidence from other centres, providers or specialist teachers if relevant, and is their own work
- each pupil has been taught (or, in the case of private candidates, has studied) an appropriate amount of content to form the basis for a grade
- awarding organisation requirements have been met for any private candidates
- access arrangements and reasonable adjustments were provided with appropriate input from the SENCo and other specialists (and where they were not, that has been taken into account)
- I and my staff have taken note of the Ofqual guidance on making objective judgements, judgements have not been influenced by pressure from pupils or parents/carers, and I am confident that the judgements are fair
- all relevant pupil evidence and records are available for inspection, as necessary

Head of Centre Name: _____

Centre Number: _____

Centre Name: _____

Signature: _____

Date: _____

Appendix 3

Staff Declaration Form

I, _____ confirm that I have read and understood the College's
Centre for Public Examinations Policy, and will implement it for the summer 2021 series of
public examinations.

Signed _____

Print Name _____

Date _____

Return to the Stina Farrell no later than Friday 30th April 2021