

The Coppice Academy Centre Policy

TEACHER ASSESSED GRADES AND APPEALS POLICY 2021 SERIES



Centre Policy for determining teacher assessed grades – summer 2021: The Coppice Academy

Statement of Intent

This section provides details of the purpose of this document, as appropriate to our centre:

The purpose of this policy is:

- *To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.*
- *To ensure the operation of effective processes with clear guidelines and support for staff.*
- *To ensure that all staff involved in the processes clearly understand their roles and responsibilities.*
- *To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.*
- *To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.*
- *To support a high standard of internal quality assurance in the allocation of teacher assessed grades.*
- *To support our centre in meeting its obligations in relation to equality legislation.*
- *To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*
- *To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.*

Roles and responsibilities

Roles and Responsibilities

This section gives details of the roles and responsibilities within our centre:

Head of Centre

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

Senior Leadership Team and Subject leads

Our Senior Leadership Team and Subject leads 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 departments 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 department make consistent judgements about student evidence in deriving a grade.*
- *ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*
- *ensure teachers have the information required to make accurate and fair judgments.*
- *ensure that a Head of Department Checklist is completed for each qualification that they are submitting.*

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 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.*

- *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.*

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.*

Support for Newly Qualified Teachers and teachers less familiar with assessment

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

- *We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.*
- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*

A. Use of evidence

This section gives details in relation to our use of evidence.

- *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.*
- *All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*
- *We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
- *We will use substantial class or 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.*
- *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.*

We provide further detail in the following areas:

Additional Assessment Materials

[For example, when AAM is used:]

- *We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.*
- *We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.*

Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- *We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.*
- *We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.*
- *We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, 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

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

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

School/SET Quality Assurance

SET have designed a rigorous quality assurance process that ensures that our centre/school processes and procedures are compliant and have been quality assured and agreed with by our Regional Lead.

SET Regional Teams will quality assure grades allocated and moderation processes undertaken.

Quality Assurance will include:

- An explanation of guidance, documentation and support issued to Middle Leaders and Teachers to support them in allocating TAGs including a clear timeline of the schools own QA processes.
- Evidence showing that middle leaders and teachers have undertaken moderation effectively.
- Checks on the outline of evidence that has been used to determine the teacher assessed grades in subject areas.
- Evidence that all subjects have had their data checked by a senior leader Details of any issues identified and what was done to address these, including any examples of grade challenge that resulted in changes.
- Are grades in line with previous performance in that subject, if not what is the reason for the change and how rigorous is the evidence supporting this and how to allocated grades compare to targets?
- Have there been any concerns across subjects or for key students? What are they and how are you dealing with these? How has the school supported the most disadvantaged and SEND students to demonstrate their ability? Rationale on any major performance trend differences for cohorts of students or subjects.
- How students who qualify for special consideration and/or exam concessions have been allocated grades, including how support has been provided for individual assessed pieces.
- Evidence of parental and student communications that clearly explain processes and procedures for grade allocations including which pieces of evidence are to be used in each subject. Follow up regarding students who, for exceptional circumstances, have alternate pieces of evidence used with rationale.
- How schools have ensured that appropriate checks have been made on coursework.
- Discussion of any students achieving U grades or other outlier students.
- issues or queries which you need to raise with SET?

Internal quality assurance

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

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.*
- *In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.*
- *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 Rachael Watkins*
- *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 gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- *We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).*
- *We will consider the size of our cohort from year to year.*
- *We will consider the stability of our centre's overall grade outcomes from year to year.*
- *We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.*
- *We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.*

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

- *We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.*
- *We will include grades from international GCSEs (for example, in mathematics) because we have previously offered these.*
- *We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.*

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

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

Reasonable adjustments and mitigating circumstances (special consideration)

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

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained.*
- *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](#)*

Preparation and support: Disadvantaged, SEND Students and those negatively impacted by COVID-19

Leaders in school should maintain close contact with examination boards to ensure up-to-date information is shared with teachers and to engage with any training or moderation processes offered. Teachers will use their expertise and experience to ensure students are well-prepared for assessed pieces to ensure that gaps in learning, as far as possible, have been addressed. They will need to be acutely aware of groups/individuals who may be at detriment due to COVID absence or anxiety, particularly vulnerable and disadvantaged students.

As a School we will provide additional support for those students most in need. There is evidence nationally that the poorest students have been most affected in terms of lost learning time, it is sensible for leaders to look at engagement in learning for individual students during periods of lockdown, but also analyse potential loss of learning for individuals where the school has had to close bubbles due to COVID, to ensure that those most affected have the opportunity to catch-up prior to assessments being undertaken or to ensure assessments are designed to enable all students to demonstrate their ability.

We are a generic special school whose cohorts consists of students having an EHCP and therefore have made reasonable adjustments in examinations (e.g., readers, scribes, use of laptop, extra time etc) to ensure that their needs are appropriately met when undertaking assessed pieces of work. If using work already completed, we will consider what support was or was not in place, teachers would also consider if the work accurately demonstrated the student's ability: see JCQ

Guidance Access Arrangements and Reasonable Adjustments for full details (accessed here). To support appeals, effective record keeping must be in place.

B. Addressing Disruption/Differentiated Lost Learning (DLL)

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

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.

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, Subject Leads 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.

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 Subject leads maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.*

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

Assessment evidence

Teachers can use a range of evidence to allocate a TAG. Teachers should be clear what work/activities will be used consistently across their subject to inform allocation of grades, this is likely to be a range of information to accurately capture a student's competence rather than a one-off piece of work. Students should only be assessed on what they have been taught. It is important to remember that 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 normally would but Heads of Centres will be required to confirm that students have been taught sufficient content to form the basis of a grade. When determining the grade, teachers should reflect the standard at which the student 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 student's own work.

Assessment Processes

We may use mock examinations as part of the evidence to allocate student grades where these effectively demonstrate a student's ability and this may be outcomes of mock examinations already taken in school or hold them prior to allocating grades. There is no expectation that mock examinations will form part of the assessment process. For all types of assessment, considerations:

- **Timing:** Schools will design their own assessment schedule as best meets the needs of their students. Some evidence for assessment may have already been completed, where these are yet to be done, individual schools are best placed to decide when these are scheduled to provide students with the optimal opportunity for success. This may differ across subjects but should be consistent for all students within the same subject unless in exceptional circumstances.

Assessments should be scheduled to use the remaining available time up to the point where teachers are required to submit grades to SLT.

- **Arrangements:** In normal circumstances, students would sit assessments under formal examination conditions in one or two large spaces. Schools should consider the integrity of any previously completed work if it is to be used as part of the assessment process and be satisfied that students have produced the work themselves. In addition, schools should take into account any usual special arrangement requirements for individual students and where this has not been previously applied, consider if the work best reflects the students capability. Arrangements should be in place for any work produced moving forward. Refer to page 34 of JQC Guidance on the determination of grades for AAS Levels and GCSEs for Summer 2021

Content: Schools are best placed to decide what content should be covered assessments, bearing in mind the government directive that students should only be assessed on what they have been taught. The practice of including questions on content which students have not yet had experience of or been taught should not be used in assessments for grade allocation. Where internal data suggests variation from grades achieved in previous years, schools should consider using new released assessments from the examination board in response to COVID.

- **Marking:** Ideally, schools will use examination board mark schemes to enable a highly consistent approach to marking. However, where this is not possible, subject teams should work together to agree mark schemes and ensure that these closely reflect expectations of exam boards. There are opportunities through IoE Network Hubs for schools to support each other in ensuring mark schemes are appropriate. Schools should engage in their usual processes for marking formal assessments which may include undertaking standardisation CPD prior to marking, teachers marking each other's classes, teachers marking an individual question for all students etc.
- **Moderation:** Moderation plays a vital part in ensuring accuracy and fairness of marking and schools should engage in their usual processes. However, given the importance of the grades allocated, schools are expected to revisit plans to ensure a rigorous and robust approach to moderation. In addition to internal moderation, there are opportunities through the IoE Network Hubs for schools to engage in moderation with other schools and this should be explored.

Types of assessment evidence

Teachers can use evidence to determine grades from across the duration of the student's course, considering whether students have demonstrated their ability in each piece of work and whether appropriate reasonable adjustments were in place. We recommend the following range of evidence is used, where available:

- Student work produced in response to assessment materials provided by the exam board, including groups of questions, past papers, or similar materials such as practice or sample papers covering areas which students have been taught. There is no requirement for students to undertake whole exam papers in one sitting, schools should decide how best to approach this.
- Non-exam assessment (NEA) work (often referred to as coursework), even if this has not been fully completed.
- Student work produced in school-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes - this can include: substantial class or homework (including those that took place during remote learning); internal tests taken by students; mock exams taken over the course of study – where mock examination style assessments are planned to take place, but have not yet done so schools should take into account information in Section 6; 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 progress and performance 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, see page 21 of JCQ Guidance on the determination of grades for AS/A Levels and GCSEs Summer 2021. If this is used, the assessment should be recorded so that it can be referred to later during quality assurance. Further guidance on assessing students where work is incomplete or alternative methods may be considered can be found here.

D. Authenticating evidence

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

- *Robust mechanisms, which will include (INSERT HERE), 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 [LINK] to support these determinations of authenticity.*

Deciding how to balance different sources of evidence

The following factors should be used in deciding how to balance different sources of evidence.

- When the evidence was produced: More recent evidence is likely to be more representative of student performance, although there may be exceptions.
- What students were asked to do: Schools should 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 students only, and in all qualifications, schools will need to provide accessible questions and tasks for lower attaining students and appropriately demanding questions and tasks for higher attaining students to support higher grades.
- How the evidence was produced: Teachers should be confident that work produced is the student's own and that the student has not been given inappropriate levels of support to complete it, either in the school, at home or with an external tutor.
- Consistency within subjects: schools should ensure that all students within the same subject are subject to the same assessment criteria and evidence unless in exceptional circumstances and where this differs, the rationale is well documented, and the student understands the reason for the deviation.
- Coherence across subjects: schools should ensure that assessment criteria and evidence used across multiple students reflects the nature of the subject and specification requirements so that the set of grades the student receives are appropriate.

Exam boards will investigate instances where it appears that evidence is not authentic.

It is important that evidence on which a student's grade is based, including copies of the student's work where available and any mark records, is retained safely by the centre. Scanned copies of handwritten evidence or other digital documentation will be acceptable. In addition, information relating to access arrangements or personal circumstances should be kept along with records of any discussion with students around the evidence on which grades will be based in case required for appeal.

Making a judgement

- Before a grade is submitted, the school should make students aware of the evidence they are using to assess them. Students will then have the opportunity to confirm the evidence is their own work and make their teachers aware of any mitigating circumstances they believe should be taken into account which may require an alternative piece to be submitted.
- Each TAG should be a holistic professional judgement, balancing different sources of evidence and data. It is important that the centre's grading judgements are objective; they should only take account of existing records and available evidence of a student's knowledge, skills and abilities in relation to the subject.
- Teachers should take account of the standard of any coursework undertaken by students in their overall judgement, including partially completed non-exam assessments where disrupted learning stopped them from completing it. Where this is the case, students should not be penalised.
- Teachers should use these non-exam assessments in accordance with exam board mark schemes. Depending on the content they covered, the contribution that the non-exam assessments make to students' overall grade should in the government's view remain broadly similar to a normal year.
- Exam boards will publish guidance so that teachers have a clear understanding of how to make fair and consistent judgements. Exam boards will also provide schools and colleges with support, guidance, and training on how to minimise the risk of bias and malpractice (see page 46 of JCQ Guidance on the determination of grades for AAS Levels and GCSEs for Summer 2021)

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

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 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.*

B. Malpractice

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

- *Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.*
- *All staff involved have been made aware of these policies, and have received training in them as necessary.*
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
 - *breaches of internal security;*
 - *deception;*
 - *improper assistance to students;*
 - *failure to appropriately authenticate a student's work;*
 - *over direction of students in preparation for common assessments;*
 - *allegations that centres submit grades not supported by evidence that they know to be inaccurate;*
 - *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;*
 - *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and*
 - *failure to keep appropriate records of decisions made and teacher assessed grades.*

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

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.*

A. External Quality Assurance

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

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

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A. Results

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

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

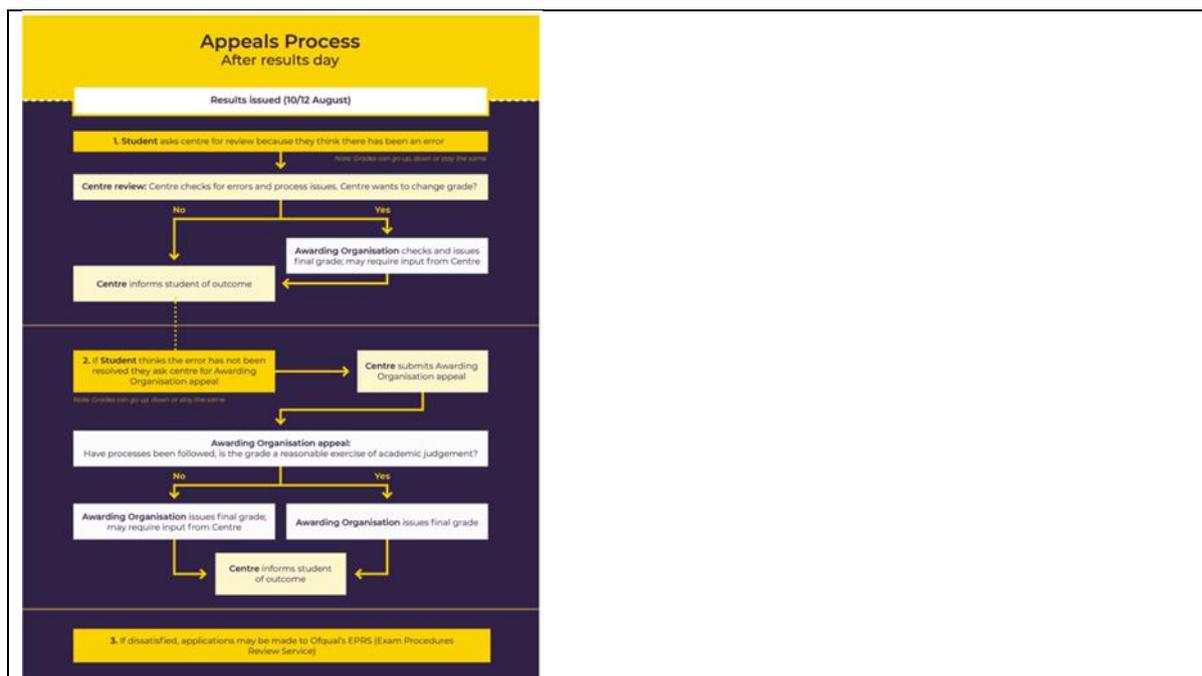
A. Appeals

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.*
- *Leaners 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.*

Appeals SET

Following the release of results, there will be a window for students who believe their grade is wrong to raise an appeal. Every student will have the right to appeal their grade if they so wish. Arrangements for appeals in the 2021 series are details on page 49 of JCQ Guidance on the determination of grades for AAS Levels and GCSEs for Summer 2021.



It is vital that close attention to what information is shared with students prior to the release of grades to students on results day. Teachers/subject leads should stay away from issuing reports to parents which include grades that students are “predicted” or “working at”. Teachers can share the outcome of individual pieces of work but the issuing of overall grades before results day is prohibited.

Systems will be in place on results day to allow for parents and students to be seen quickly should they wish to query grades. These arrangements should ensure that individual teachers are not challenged directly and inappropriately. Having information available for students/parents at this point is key in addressing any queries and reassuring them that appropriate assessment materials have been used and rigorous quality assurance has been applied.

Subject Access Requests (SARs)

Grading information such as TAGs are personal data which students have a right to know; however, as a public body, the school has a duty to act in accordance with the General Data Protection Regulations (GDPR). For this reason, where information which the school has not previously shared is requested by a student, this will be dealt with as a SAR.

Where a request is pertaining to information that has previously been provided to them, such as TAGs, it will not require to be treated as a SAR. If a parent submits a request for a student’s information, the consent of the student will be sought prior to any data being provided.

Requests do not have to be made in writing and do not have to mention the words “GDPR” or “Subject Access Request”. Data subjects can exercise their legal right to make a SAR verbally. The identity of the requester will always be verified prior to providing data and any information pertaining to other data subjects will be redacted as appropriate. All information requested will be provided in the format specified within the request.

Where providing the requested information could lead to the sharing of another student’s information, or enable their identification, this information will be exempt.

Where it is reasonable and practicable to do so, the Data Protection Officer (DPO) for the Trust should be involved in all enquiries and applications for SARs, in order to support schools in complying with the GDPR.

For more information about how the school uses data and your legal right to access information, please refer to the Privacy Notices published on the school website.

Media Enquiries

All media enquiries and press communication regarding the school's results will be handled centrally by the Trust. Schools will not respond to enquiries and requests for information from the media directly; all such enquiries should be directed to the Trust's Marketing and Communications Officer. Any information provided to media channels will be in accordance with the GDPR.

Links with Other Policies

This policy links to the following policies and procedures:

- Trust Privacy Notice – Student and parent/carer Privacy Notices are published on each school's website. This document outlines how we collect, use, share and store personal and sensitive data, including our purpose for doing so.
- Data Protection Policy – This document outlines the different processes in place to ensure effective data security is implemented and schools act in compliance with data protection legislation, as well as provide further clarity on information requesting procedures.



We believe, you achieve

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