



LINTON

VILLAGE COLLEGE

Centre Policy

FOR GCSES FOR SUMMER 2021



Centre Policy for determining teacher assessed grades – summer 2021:

LINTON VILLAGE COLLEGE

Statement of intent

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

Statement of Intent

This section provides details of the purpose of this document, as appropriate to 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 leadership, guidance, 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 there are clear processes for communicating to candidates and their parents/carers how they will be assessed.

Roles and responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

Roles and Responsibilities

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

Head of Centre – Helena Marsh, principal

- Our Head of Centre, Helena Marsh, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for Linton Village College 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 Heads of Department

Cameron Fehr, Assistant Principal, will:

- Communicate and collaborate with colleagues in other centres within and beyond Anglian Learning to promote consistency of approach and to share successful practice.
- Ensure that JCQ guidance is communicated, understood and adhered to, as appropriate, by heads of departments, teachers and support staff.
- Deliver or organise training for members of SLT and heads of departments.
- Use the FFT benchmarking tool to QA teacher assessed grades against historical attainment at LVC.

Our Senior Leadership Team will:

- Strategically support heads of departments in collecting evidence and delivering additional assessments (within existing line management structures).
- Support heads of departments with their marking and QA processes to ensure consistency, fairness and the absence of bias.

Heads of Departments will:

- Lead the process of determining suitable subject evidence and provide information and support for staff within their teams.
- Quality assure the final teacher assessed grades for their subject(s).
- Ensure an effective approach within and across departments and authenticate the preliminary outcome from single teacher subjects.
- Be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- Ensure that all teachers within their 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.
- 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.

Teachers / Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo will:

- Engage with training, information and support to ensure consistency in approach and adherence to JCQ guidance.
- 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.
- Support the heads of departments with their completion of the Assessment Record by communicating any necessary variations for individual students.
- Securely store and be able to retrieve sufficient evidence to justify their decisions.

Examinations Officer

Our Examinations Officer will:

- Coordinate evidence collection and assessment for our three internal candidates who are entered for MFL GCSE outside the mainstream curriculum.
- Be responsible for the administration of our final teacher assessed grades and for managing the post-results services, including appeals.
- Work alongside Cameron Fehr, Assistant Principal for assessment, and Tim Darby, Deputy Principal, to perform a final data check before submission.

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*

- Members of SLT will meet regularly and work closely with curriculum leaders on a 1-1 basis to ensure their plans for determining teacher assessed grades adhere to JCQ guidelines.
- Curriculum and subject leaders will coordinate collaborative marking and moderation sessions so that classroom teachers are supported and to ensure that no teacher determines grades in isolation.
- Teachers involved in determining grades in our centre will attend centre-based training on bias and objectivity to help achieve consistency and fairness to all students.
- Teachers will engage fully with the support that has been provided by the Joint Council for Qualifications and the awarding organisations, as appropriate.

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*

- Experienced NQT mentors will support NQTs who are involved in determining teacher assessed grades.
- Subject teams will work collaboratively so that less experienced teachers benefit from the combined experience of their colleagues.
- Curriculum and subject leaders will pay particular attention to the work of NQTs and less experienced teachers when moderating the teacher assessed grades determined by their teams.
- Existing evidence/assessment data assessed by NTQ will be subject to additional scrutiny and moderation, where possible.

Use of appropriate evidence

This section of our Centre Policy indicates how our centre will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers*.

A. Use of evidence

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

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All available candidate evidence used to determine teacher assessed grades, and associated documentation/data, will be retained and made available for the purposes of external quality assurance and appeals.
- In many subjects, 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.
- In practical subjects, where appropriate, 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.
- Where appropriate, we will use substantial class or homework (including work that took place during remote learning).
- Where appropriate, we will use internal tests taken by pupils.
- In most subjects, we will use mock exams taken over the course of study to contribute to the evidence base.
- 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

- 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 groups of students, across teaching groups wherever possible, 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 take reasonable steps to authenticate the work as the student's own, especially where that work was not completed within the school or college. The vast majority of work to be considered as evidence will have been completed in school.
- 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.

Determining teacher assessed grades

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

Awarding teacher assessed grades based on evidence

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

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- How teachers arrive at holistic judgements will be determined at subject level based on how much weight is given to different pieces of evidence and how they relate to the grade descriptors.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Heads of Department will produce an Assessment Record for each subject cohort in collaboration with teachers within their teams. Any necessary variations for individual students will be shared.

Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

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

- Our internal quality assurance processes will ensure the successful implementation of our centre policy.
- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- Appropriate measures will be taken where there is potential for a conflict of interest, in line with JCQ guidance. Where appropriate, this may include external standardisation.
- 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).
- Pastoral leads (Heads of Houses) will review each pupil's grades to identify any potential clerical errors/anomalous results. Heads of Houses will contact the relevant curriculum leader to review any such grade.
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.
 - This will be the line manager, which is in most cases the head of department or SLT link.
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

Comparison of teacher assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

Comparison of Teacher Assessed Grades to results for previous cohorts

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- We will compile information on the grades awarded to our students in past June series in which exams took place.
- We will consider the size of our cohort from year to year, and subjects with a small number of candidates.
- 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 anticipate any significant variations in outcomes at the subject level from historical performance based on identifiable differences with this cohort.
- We will utilise the FFT 2021 GCSE Benchmarking Service to help quality assure the grades we intend to award in 2021.
- 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.
- We will consider relative cohort attitudinal data and how high levels of engagement and work ethic demonstrated by the class of 2021 as a result of pastoral/behaviour changes that may impact on academic performance.

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.

- As above, we will utilise the FFT 2021 GCSE Benchmarking Service to help quality assure the grades we intend to award in 2021. We will make comparisons relating to grade distribution within subjects and review any inconsistencies with teacher assessed grades as compared to FFT estimates.

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.
- We will be mindful of curriculum changes affecting this cohort.

Access Arrangements and Special Considerations

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

Reasonable adjustments and mitigating circumstances (special consideration)

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

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) these arrangements will be in place when assessments are being taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will take this into account when making judgements.
- Pastoral leaders will engage in a process to determine where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance. For those students affected, we will take account of these disruptions 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, support will be provided in line with the guidance in this 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.

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- Lost learning/assessment as a result of school closure and disruption will be considered within assessment decisions.
- Teacher assessed grades for students with alternative provision will be determined on an individual basis, with respect to each students' individual circumstances. This will be recorded on Assessment Records where appropriate.

Addressing Potential Future Disruption due to COVID

This section gives details of our approach to address potential future disruption during the period of assessment due to COVID.

We will take the following measures to support any students who fall ill with COVID-19 during this period of additional assessment.

- We will cancel and/or postpone any scheduled assessments as necessary based on the severity and duration of illness. The assessment schedule for this student will be modified to accommodate a period of absence. Where it is not reasonable to reschedule assessments, they will be cancelled.
- We will broaden the evidence base so that prior evidence can be supplemented sufficiently with recent work which demonstrates broad coverage of the curriculum as much as possible.
- Any adjustments to the evidence base for such students will be recorded on the Assessment Record for each subject.

We will take the following measures to support any students who are required to self-isolate due to an asymptomatic positive test for COVID-19 or due to close contact with a student with a positive test for COVID-19.

- Where possible and where appropriate, students will follow the existing assessment schedule from home.
- Assessment materials will be provided to students and their parents/carers for the period of self-isolation.
- Students will use an internet connected device to complete their assessment with staff invigilation over a Teams video call.
- Students will be asked to sign a declaration to say they completed the assessments in controlled conditions and to authenticate that they work is their own.
- Parents will be asked to counter-sign the declaration to confirm the exam conditions and the authenticity of the work, to the best of their knowledge.
- LVC will take all reasonable measures to ensure students have a suitable internet-connected device to carry out the Teams video invigilation.

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:

- undertake objectivity training to better identify potential sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
- minimise bias in questions by using exam board materials where possible,
- mentor and support teaching staff throughout the marking process to look out for and prevent hidden forms of bias;
- ensure that no grade is determined by a single teacher in isolation;
- implement processes to remove the potential for bias by, for example, using candidate numbers rather than names on additional assessments: and
- consider the possibility of bias in determining teacher assessed grades from the range of evidence considered.

To ensure objectivity, all staff involved in determining teacher assessed grades will:

- undertake objectivity training in order to better identify potential sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions).

And all staff involved in determining TAGs 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; and
- 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.

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 how individual marks/grades will be determined.
- 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.
- Heads of Departments will develop subject-specific marking guides to outline their process and rationale for determining holistic grades from range of evidence considered. As such, each subject will have their own recording requirements, specific to the nature of their course, 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).

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.

- All reasonable steps will be taken 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.
- We will start with the presumption that work submitted is a students' own work.
- Where appropriate, higher weighting will be placed on work completed under high control.
- Work completed under low control will be cross-referenced with work completed under high control.
- 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.
- Details of the range of evidence on which students' grades will be based for each subject has been shared openly with students and parents via a summary document.
- Staff have been briefed on the expectation that all details relating to final grades must remain confidential. This includes:
 - details of or any feedback on any aspect of a students' performance on any additional assessment,
 - details of performance on any prior evidence which might allow a student to determine their final grade,
 - marks schemes or model solutions for additional assessments which might allow a student to determine their final grade.
- 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.

- All reasonable steps will be taken to prevent malpractice.
- Trust 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;
 - not taking reasonable steps to appropriately authenticate a student's work;
 - over direction of students in preparation for common assessments;
 - allegations that centres submit grades not supported by evidence that they know to be inaccurate;
 - centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
 - failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
 - failure to keep appropriate records of decisions made and teacher assessed grades.
- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

Conflicts of Interest

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

C. Conflicts of Interest

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.
- Where the conflict of interest involves a teacher and their child who they teach,
 - the student's assessments will be marked by another subject specialist teacher, (In smaller subject teams, an external moderator will verify the TAG determined by the internal subject specialist.)
 - any prior evidence marked by the teacher who is a parent of the student be re-marked by another subject specialist and verified by an external moderator where deemed appropriate,
- Where the conflict of interest involves any member of LVC staff and their child in the year group,
 - access to assessment information through our online platform, including prior evidence and additional assessment, will be restricted;
 - all evidence (where available) and additional assessment materials will be securely retained.
- 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 to separate duties and personnel to ensure fairness in later process reviews and appeals.

Cyber Attack

This section of our Centre Policy outlines the measures in place to prepare for a potential cyber attack.

Cyber Attack

This section details our approach to addressing potential disruption due to a cyber attack, and how we will respond to such an incident.

- Go for Schools, an online service, will be used to compile Teacher Assessed Grades.
- We will liaise with Go for Schools to confirm their data backup and recovery protocols.
- We will review access and editing permissions for all school staff to ensure assessment data cannot be edited or altered by staff who are not directly involved in the grading process. (This reduces the risk of grade alterations made via access to a compromised account.)
- Teachers will be advised to store any documents relating to the determination of TAGs on network storage areas or one Microsoft OneDrive, where backup routines and security protocols are in place.
- Teachers will be reminded that documents must not be stored on personal devices, and that their school laptop and school accounts must never be left accessible to others. (Eg. Laptop screen locked when away from the computer, etc.)

Private candidates

This section of our Centre Policy outlines our approach to working with Private Candidates to arrive at appropriate grades.

A. Private Candidates

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

- Our private candidates are sitting Modern Foreign Language qualifications not generally offered to students at LVC.
- Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.
- Where it has been necessary to utilise different approaches, the **JCQ Guidance on Private Candidates** has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.

External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

A. External Quality Assurance

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

- All staff involved 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.

Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

A. Results

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

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021.
- Arrangements will be made to ensure the necessary staffing is in place 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.

Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

A. Appeals

This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to parents/carers.