

Centre Policy for determining teacher assessed grades (TAG's)

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Centre Policy for determining teacher assessed grades – summer 2021: Mulberry Academy Shoreditch

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 students receive grades that are a fair and accurate reflection of the knowledge and skills they have acquired in their time studying at Mulberry Academy Shoreditch.*
- *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

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

- *Our Head of Centre, Ruth Holden, is 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.*
- *Communicate with parents about teacher assessed grades.*

Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- *provide training and support to our 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.*
- *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.*
- *be the second subject specialist to sign off teacher assessed grades*

Teachers

Our teachers 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 student who differs from the Subject Assessment Record, 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 and why there is a variation.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

Examinations Team

Our Examinations Team will:

- *be responsible for the construction of timetables for each assessment reference point*
- *supply moderators and additional staff, where required, to supervise assessments*
- *ensure any student who has access requirements gets what they are entitled to*
- *supply dictionaries for EAL students where required*
- *be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*

SENDCo

Our SENDCo will:

- *liaise with teaching staff regarding students who may need access arrangements in assessments*
- *be responsible for supplying readers and scribes for all assessment reference points*
- *supply staff trained in supporting students with access arrangements*

Heads of Year (11 and 13)

Our Heads of Year will:

- *be responsible for sharing an assessment timetable for each assessment reference point.*
- *liaise with students and parents about assessments and answering any queries.*

Data manager

Our Data Manager will:

- *manage the MIS for data entry of all assessment reference points*
- *support SLT responsible for outcomes in the quality assurance of the final teacher assessed grades.*

Training, support and guidance

This section of our Centre Policy outlines the training, support and guidance that our centre is providing to those determining teacher assessed grades this year.

Training

This section provides details of the approach our centre will take to *training, support and guidance in determining teacher assessed grades this year*

- *Teachers involved in determining grades in our centre have attended any centre-based training to help achieve consistency and fairness to all students.*
- *Teachers are engaging fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*
- *Teachers have read the following documents:*
 - *Page 20-26: Guidance on grading for Teachers of the “guidance on the determination of grades for A/AS levels and GCSES for Summer 2021”*
 - *Grade descriptors for A Level and GCSE*
 - *Worked examples to assist with determining grades*
 - *Information for centres about making objective judgements*
- *Teachers are supported by being given the time to read the above guidance, engage with training, and carry out the necessary evidence collection and quality assurance activities. This time will come from:*
 - *allocation of all department meeting time to the awarding of grades*
 - *allocation of INSET time to the awarding of grades*
 - *a focus on assessing mainly Y11 and Y13 work during the first half of the summer term*
 - *use of weekly teaching and learning briefing time to provide a whole school forum for discussion about the process of awarding grades*

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 are providing mentoring from experienced teachers to NQTs and teachers less familiar with assessment.*
- *There are additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*
- *NQT’s and Recently Qualified teachers have attended a training session on “TAGs – ensuring accuracy and effective moderation”*

Use of appropriate evidence

This section of our Centre Policy indicates how our centre is giving 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 candidate evidence used to determine teacher assessed grades, and associated documentation, is retained and made available for the purposes of external quality assurance and appeals.*
- *Where teachers no longer have physical copies of assessments, evidence of students' grades from assessment trackers maintained by subject teams will be provided as evidence.*
- *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 are used.*
- *Non-exam assessment work (often referred to as coursework), even if this has not been fully completed, is part of the evidence used.*
- *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 contribute to the portfolio of evidence.*
- *Substantial class or homework (including work that took place during remote learning) contribute to the portfolio of evidence.*
- *Internal tests taken by pupils contribute to the portfolio of evidence.*
- *Mock exams taken over the course of study contribute to the portfolio of evidence.*
- *Records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE contribute to the portfolio of evidence.*

We provide further detail in the following areas:

Additional Assessment Materials

- *We are using 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 are using additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *We are using additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *We are combining and/or removing 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 is ensuring the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- We are considering 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 are ensuring 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 are considering 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 are considering the specification and assessment objective coverage of the assessment.*
- We are considering 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 is taking to award 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 are determining 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.*
- For BTEC qualifications students' overall grades are based on evidence produced in both fully and partially completed units.*
- Our teachers are recording how the evidence is used to arrive at a fair and objective grade, which is free from bias.*
- Our teachers are producing an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students is also shared.*
- Our teachers are using grade descriptors and grading exemplification provided by the exam board(s) to help reach the judgement of their final grade.*
- Our Heads of Department are responsible for the standardisation and moderation of work used as evidence.*

Internal quality assurance

This section of our Centre Policy outlines the approach our centre is taking 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.

- *All teachers involved in deriving teacher assessed grades have read and understood this Centre Policy document.*
- *In subjects where there is more than one teacher and/or class in the department, an internal standardisation process is in place.*
- *All teachers are being 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 are conducting internal standardisation across all grades.*
- *The Assessment Record forms the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.*
- *Where necessary, we will continue to review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where appropriate, we will continue to 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 we are providing support within the Trust or with other schools in the Tower Hamlets Education Partnership for moderation of grades.*
- *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity is reviewed by an appropriate member of staff within the centre.*
 - *This is the senior link for the department.*
- *In respect of equality legislation, we are considering 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 are taking 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 have compiled information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).*
- *We continue to take into consideration the KS2 and KS4 average point scores of our cohort in comparisons, by investigating any large and unexpected fluctuations of projected Progress 8 and Value Added progress scores.*
- *We are considering the size of our cohort from year to year.*
- *We are considering 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 have compiled historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we have used the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.*
- *We continue to 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.*
- *We have a significantly larger year 13 cohort this year than in previous years*
- *We have qualifications that this is the first year of awarding. These are RE GCSE, Creative iMedia, Computer Science A Level, Geography A Level, Religious Studies A Level, Health and Social Care BTEC Extended Diploma*

Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach our centre is taking 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) we are making 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 are taking account of this when making judgements.*
- *We are recording, 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, all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

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

- *Teacher assessed grades are determined based on evidence of the content that has been taught and assessed for each student.*
- *Teachers are taking into consideration where illness or other personal circumstances might have temporarily affected performance; any variations in the evidence used for students will be documented on the Assessment Record for the subject cohort.*

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

Senior Leaders, Heads of Department and Centre are considering:

- *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 are aware that:

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

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

In larger departments, assessments are randomly distributed between teachers to remove any unconscious bias.

For the Summer assessment reference point, candidate numbers will be recorded, not names, this along with random distribution of papers will ensure equality and remove any unconscious bias.

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.

- *Teachers and Heads of Departments maintain records that show how the teacher assessed grades process operates, including the rationale for decisions in relation to individual marks/grades.*
- *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.*
- *Recording requirements for the various stages of the process are detailed to ensure the accurate and secure retention of the evidence used to make decisions.*
- *We comply with our obligations regarding data protection legislation.*
- *We continue to ensure that the grades accurately reflect the evidence submitted.*
- *Evidence is retained electronically (in Microsoft Teams) 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.

- *Robust mechanisms are 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. These mechanisms include:*
 - *A consistent assessment policy means teachers have a clear idea of the level of work that students are capable of producing.*
 - *Assessment reference points have taken place under exam conditions with either invigilators or two teachers supervising.*
 - *Individual conversations between partner teachers, and between sole teachers and Head of Department, take place once a grade has been proposed. This conversation focuses on the rationale behind the grade being awarded, including discussion of the evidence that has been selected, the conditions in which this evidence was produced and how this evidence compares to other pieces of evidence that could have been selected.*

Academic qualifications (GCSEs and A-levels)

- *For academic subjects, all evidence is collected in the classroom/exam hall under the direct supervision of teachers/invigilators.*
- *We are not using homework as evidence unless we are completely confident that this has been completed by students on their own.*

VTQs (OCR Cambridge Nationals, WJEC Level 1/2 Awards and BTecs)

- *All students studying VTQs are taught about plagiarism at the start of the course and are regularly reminded about the guidelines which students are required to adhere to when completed coursework.*
 - *All students sign a candidate declaration form to confirm the work has been completed in these conditions.*
 - *If a situation arises where a student's work doesn't appear to be their own, a conversation with the subject teacher, student and Head of Department will take place to ascertain whether or not the evidence should be included.*
 - *Where possible, students' assignments are completed in controlled conditions at school under the teacher's direct supervision.*
 - *All assignments are completed and stored in secure files that only the student and teacher are able to access.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.*

Confidentiality, malpractice and conflicts of interest

Confidentiality

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

A. Confidentiality

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

- *All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.*
- *All 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. This has been through Parents' evenings and workshops.*

Malpractice

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

B. Malpractice

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

- *Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.*
- *All staff involved have been made aware of these policies, and have received training in them as necessary.*
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
 - *breaches of internal security;*
 - *deception;*
 - *improper assistance to students;*
 - *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.

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 we have ensured that there are no conflicts of interest for staff involved in the determination of grades.*
- *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](#).*

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

External Quality Assurance

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, including the issuing of A/AS and GCSE results in the same week.*
- *Arrangements have been 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 are 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.*
- *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 has been provided to parents/carers.*