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# ESA Centre Policy For School-submitted Qualification Grades

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FOR A/AS LEVELS AND GCSEs FOR  
SUMMER 2021

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# Centre Policy for determining school-submitted qualification grades in Summer 2021

## Background

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ESA Academy is required by JCQ to hold a Centre Policy for determining school-submitted qualification grades. Every centre is required to create a centre policy that reflects its individual circumstances.

At Danes Educational Trust, of which Elstree Screen Arts (ESA) Academy is a member, it is our belief that the process of determining grades is the collective responsibility of the school, working in partnership with the Trust in the interests of quality assurance. For this reason, across the Trust the decision has been taken to label teacher assessed grades as school-submitted qualification grades (SSQGs) for A Level and GCSEs. This is the term that is used throughout this policy from this point forward.

This policy takes into account the guidance provided in the document: *JCQ Guidance on the determination of grades for AS/A Levels and GCSEs for Summer 2021*.

## Statement of Intent

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The purpose of this policy is:

- To ensure that school-submitted qualification grades are determined fairly, consistently, free from bias and effectively within and across faculties and subjects.
- 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 make 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 school-submitted qualification grades.
- To support a high standard of internal quality assurance in the allocation of school-submitted qualification grades.
- To support our centre in meeting its obligations in relation to equality legislation.

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- 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

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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.

### **Danes Educational Trust**

ESA Academy is part of Danes Educational Trust. The school has worked collaboratively with central services; other secondary schools within the Trust and its partnership organisations to determine:

- how Trust schools will award their students' grades including the evidence that will be collated to support these grades
- the time-frame for evidence collation
- the Trust-wide Quality Assurance process for all school-submitted qualification grades and Q-TAGs (practical and vocational qualifications). This will include moderation of student work at Trust level.
- the process available to students who wish to appeal against outcomes

### **Head of Centre**

- Our Head of Centre, Chris Mitchell, will be responsible for approving our policy for determining school-submitted qualification 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 school-submitted qualification grade decisions represent the academic judgement made by qualified and experienced teachers and, where possible, Awarding Organisation examiners within Trust schools 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 Faculty/Department/Subject**

Our Senior Leadership Team and Heads of Faculties/Department/Subjects will:

- provide training and support to our other staff.
- support the Head of Centre in the quality assurance of the final school-submitted qualification 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 or faculty 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 all submitted data has been checked and submitted accurately ahead of quality assurance processes at both school and Trust level.

### **Teachers/ Specialist Teachers / SENCo**

Our teachers, specialist teachers and SENCo will:

- ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide school-submitted qualification grades for each student they have entered for a qualification.
- ensure that the school-submitted qualification 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 school-submitted qualification 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 school-submitted qualification grades and for managing the post-results services.
- be responsible, with the SENCo, for managing the access arrangements for individuals who qualify for support during the completion of assessments.
- be responsible for the holding of portfolio documentation securely within school.
- have oversight of ensuring staff who have relatives sitting examinations follow the correct procedure to ensure impartiality.

## Training, Support and Guidance

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining school-submitted qualification grades this year.

- Teachers involved in determining grades in our centre will attend centre-based, Trust-led training and subject specific advisory meetings/training provided by exam boards to help achieve consistency and fairness to all students.
- Teachers will engage fully with all training and support provided by Danes Educational Trust to ensure consistency of student experience across all centres within the Trust.
- Teachers will engage with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.

### **Newly-Qualified Teachers and teachers less familiar with assessment (NQT +1).**

- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- We will put in place moderation of school-submitted qualification grades at school by subject leads and other experienced teachers as appropriate, before any additional Trust level moderation.
- Where applicable, NQT staff and less experienced staff will mark in collaboration more experienced staff to ensure reliability and accuracy of marking

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## Use of appropriate evidence

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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*.

The Trust's overarching principle is that Trust schools, and colleagues within them, will display integrity at all times in their choice of student evidence. Unless special consideration is applied (this would be in very rare circumstances in keeping with guidance on p.35 of JCQ-Guidance-on-the-Determination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021), a student's portfolio per subject will contain a minimum of two pieces of evidence set and completed as a whole-class or Year Group task over the course of study.

In devising an appropriate portfolio of evidence, each subject will draw on a range of sources of evidence and ensure appropriate recognition is given to guidelines around assessment issued by awarding organisations.

- 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 school-submitted qualification grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- Student work produced in response to assessment materials provided by our awarding organisations, including groups of questions, past papers or similar materials such as practice or sample papers will be used substantially in the creation of portfolios.
- Evidence of work completed after 24th March 2021 will consist of the completed assessment, overall mark or grade, question paper, mark scheme and grade boundaries.
- Evidence of work completed prior to 24th March 2021 will consist of the overall mark, mark scheme and question paper.
- Where applicable, we will use non-exam assessment work (often referred to as coursework or Non-Examination Assessments {NEA}), even if this has not been fully completed.
- Where applicable, 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 applicable, we will use internal tests taken by students.
- Where applicable, mock exams taken over the course of study may be used.

- We will use records of a student's capability and performance over the course of study in performance-based subjects.
- For Tiered GCSEs, higher tier content will be evidenced where appropriate.

In any subject requiring a Q-TAG (a holistic judgement, based on evidence from content taught and through the evaluation of evidence of actual learner performance, either through complete or incomplete unit level assessments or alternative evidence), evidence may include:

- partially completed internal assessments
- classwork or homework assignments or assessments
- mock examinations (based on past papers or centre-devised tests)
- informal assessments from specialist teachers
- project work
- recordings completed over the duration of the course (e.g. of practical performance)
- tracked achievement or attainment over a course
- witness testimonies or observation records when used in conjunction with other forms of evidence

Where Additional Assessment Materials are deployed

- We will use additional assessments 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 in keeping with JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021 made available on 26<sup>th</sup> March 2021 within 'Worked examples to assist with determining grades', 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.
- In some limited circumstances, where other evidence is not available or possible to create, an oral assessment may be an appropriate form of evidence. This form of assessment may be needed, for example, where a candidate has little available evidence, is unable to attend an assessment in person and it is not possible to arrange a remote written assessment. If this is used, the assessment should be recorded so that it can be referred to later during internal and external quality assurance and, where necessary, the centre review and appeals process. The focus of the assessment should be to assess the student's knowledge and skills as required by the specification.

A comprehensive list of portfolios proposed for each subject at ESA has been shared with students and parents.

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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 or through remote learning.
- 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, for example some elements of non-examined assessment.
- 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.
- We will work collaboratively with subject specialists and trained moderators and examiners within Danes Educational Trust to ensure consistency of experience across all schools within the Trust.



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## Determining school-submitted qualification grades

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This section of our centre policy outlines the approach our centre will take in awarding school-submitted qualification grades.

In determining how to award school-submitted qualification grades, ESA Academy, in collaboration with all other schools within Danes Educational Trust, will follow the same timeline.

- **From 1<sup>st</sup> March 2021**, all Trust schools will ensure that colleagues delivering GCSE, A Level and / or VTQ course content have been made aware of the DfE / Ofqual consultation outcomes; the process Trust schools will follow and the evidence that may be collected to inform the final School-Submitted Qualification Grade or Q-TAG, as applicable. A focus upon sustained high-quality teaching will be stressed
- From **15<sup>th</sup> March 2021**, all Trust schools will commence collection of appropriate evidence which may inform the final portfolio for each student. **Once detailed guidance has been received** from each of the Examination Boards (no later than 1<sup>st</sup> April 2021), schools, with the support of the Trust QA Support Team, will finalise what will be included within each student portfolio
- **By 26<sup>th</sup> March 2021** (by letter), all Trust schools will ensure that their GCSE, A Level and / or VTQ students know and understand:
  - what sort of evidence (including Examination Board tests) may be used to inform the final School-Submitted Qualification Grade and Q-TAGs
  - the time frame for new assessments from 12<sup>th</sup> April 2021 onwards
- Between **12<sup>th</sup> and 21<sup>st</sup> April 2021**, all Subject Leads across Trust schools and the Trust QA Support Team will participate in remote training focused upon Trust and school process and the materials that have been received from the Examination Boards. This will be facilitated across Trust schools by the Senior Leaders on the Trust QA Support Team.
- By **21<sup>st</sup> April 2021**, and following gap analysis at school level and discussion with Senior Leaders on the Trust QA Support Team, schools will decide which Examination Board Tests their students will sit. The Trust QA Support Team will be informed of these in order that they might fully prepare for Trust sampling
- Between **21<sup>st</sup> April and 28<sup>th</sup> May 2021**, alongside all portfolio composition:
  - a. students across all Trust schools will sit pre-identified Examination Board Tests outlined above

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b. subject specialists will mark these questions. Standardisation will take place from the outset for all staff marking at school-level with a rigorous subject moderation process against exam board guidance material undertaken at school level

In making decisions around which grades will be awarded:

- 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 communicate all subject performance for each subject cohort to their Head of Subject, who will be responsible for recording data centrally by candidate number. Any necessary variations for individual students will also be shared.

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## Internal Quality Assurance

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

### Head of Centre Internal Quality Assurance and Declaration

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

- We will ensure that all teachers involved in deriving school-submitted qualification 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 school-submitted qualification 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 school-submitted qualification 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).
- Members of SLT and the Trust QA SLT Support Team will carry out moderation of student portfolios and school-submitted qualification grades.
- 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.
  - For ESA, this will be the Head of Faculty for the Faculty within which the subject falls. Where the single teacher is the Head of Faculty, this will be an experienced subject lead within the Faculty or a teacher of the subject but without responsibility for the assessed group.
- 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.

- Students will only enter candidate numbers on work to be assessed during the assessment window (12<sup>th</sup> April to 28<sup>th</sup> May) in order that all marking is impartial and uninfluenced by prior knowledge of the student who has completed the work.

### Trust-wide sampling

Between 3<sup>rd</sup> and 8<sup>th</sup> March 2021 all subject entries for Key Stage 4 and Key Stage 5 students across the Trust were submitted to the Trust Executive Team. From 21<sup>st</sup> April 2021 sampling of evidence will be completed across Trust schools by the Trust QA Support Team. The evidence that has been sampled will be noted at Trust level and schools advised of any discussions that might need to take place

By 28<sup>th</sup> May 2021, the Trust QA Support Team will have completed all sampling (excepting in very specific circumstances and in keeping with requests from individual schools) and, across Trust schools, portfolios are closed. At any point from 15<sup>th</sup> March 2021, schools may request support for assessment from members of the Trust QA Support Team.

Between 7<sup>th</sup> and 18<sup>th</sup> June 2021:

- a. ESA will finalise School-Submitted Qualification Grades and Q-TAGs
- b. The school's Data Manager will update SISRA or equivalent with all School-Submitted Qualification Grades and Q-TAGs
- c. As guided by the DfE / Ofqual the percentage of grades allocated in each subject at each grade per school will be compared with the percentages allocated between 2017 – 2019. These will be carefully considered by Senior Leaders on the Trust QA Support Team (Please see section on Comparison of school-submitted qualification grades below)
- d. Trust school Headteachers will sign and submit a declaration, confirming that the requirements for internal quality assurance have been met.

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## Comparison of school-submitted qualification grades to results for previous cohorts

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This section of our centre policy outlines the approach we will take to compare our school-submitted qualification grades in 2021 with results from previous cohorts.

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

On submission of student portfolios and initial identification of school-submitted qualification grades:

- We will refer to information on the grades awarded to our students in the 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.
- A succinct narrative on the outcomes will be available 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 school-submitted qualification grades for a qualification are viewed as over lenient or harsh compared to results in previous years.

If our initial school-submitted qualification 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 the legacy grades into the new 9 to 1 scale.
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.
- We will draw upon expertise within Danes Educational Trust to moderate and validate the suggested awarded grades (as per point c in Trust-wide sampling section above).

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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.

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## Access Arrangements and Special Considerations

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

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 access arrangement is in place, this will be documented each time with the student involved asked to confirm provision of the arrangement.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, and it has had a detrimental effect on the quality of work a student may have produced with the adjustment applied, we will remove that assessment from the portfolio of evidence and alternative evidence will be obtained.
- Where illness or other personal circumstances might have affected attendance or 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.
- In exceptional circumstances, any portfolio of work where special consideration may be applied will be subject to Trust level moderation to guarantee equality of opportunity.
- To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCO – A guide to the special consideration process, with effect from 1 September 2020](#)

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## Addressing disruption/ differential lost learning (DLL)

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

- School-submitted qualification grades will be determined based on evidence of the content that has been taught and assessed for each student.
- In subjects where there is typically a significant element to be examined at the end of the course, the overwhelming majority of evidence for the student portfolio will be generated in an assessment window between 12<sup>th</sup> April and 28<sup>th</sup> May 2021.



## Objectivity

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This section of our centre policy outlines the arrangements in place to ensure objectivity of decisions.

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 Head of 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 school-submitted qualification grades.

To ensure objectivity, all staff involved in determining school-submitted qualification 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;
- school-submitted qualification 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.

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## Recording decisions and retention of evidence and data

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This section of our Centre Policy outlines our arrangements to record decisions and to retain 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 school-submitted qualification 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 the decisions.
- We will ensure all marked work is recorded centrally to ensure consistency of experience.
- All teacher assessed marks will be retained centrally and subject to checking throughout the assessment window to ensure accuracy and transparency of data.
- 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 in a secure centre-based system that can be readily shared with our awarding organisation(s).

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## Authenticating evidence

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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 Trust-wide front-loaded moderation of portfolio composition, completion of assessment within school only and an assessment timetable 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 to support these determinations of authenticity.

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## Confidentiality, malpractice and conflicts of interest

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### 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 were based.

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 school-submitted qualification 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.

### 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.

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;

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- o allegations that centres submit grades not supported by evidence that they know to be inaccurate;
  - o centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
  - o failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
  - o failure to keep appropriate records of decisions made and school-submitted qualification 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 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, in conjunction with the Examinations Officer, 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](#).
- In keeping with guidance received at Trust Level, relevant Examination Boards will also be contacted in any circumstance where any potential conflict of interest has been identified and recorded according to due process
- We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.

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## Private Candidates

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This section of our centre policy outlines our approach to working with private candidates to arrive at appropriate grades.

### Private Candidates

This section details our approach to working with Private Candidates to arrive at appropriate grades.

- 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.

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## External Quality Assurance

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This section of our centre policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of school-submitted qualification grades in a timely and effective way.

- 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 will be properly kept and made available for review as required.
- All student evidence on which decisions regarding the determination of grades will be retained and can be made available for review as required.
- Instances where student evidence used to decide school-submitted qualification 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 will be able to 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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## Results

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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.

- 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.



## Appeals

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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.

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**.

Students will be able to appeal their grade. A student who is unhappy with their grade will first ask their centre to check whether an administrative or procedural error has been made. Where a centre does identify an error in the grade submitted to the exam board, it can submit a revised grade and a rationale for the board to consider. If the exam board is satisfied with the rationale, it will issue a revised grade. Where a centre does not believe an error has been made, a student can, through submission of written consent, ask the centre to appeal to the exam board on their behalf. The written consent will acknowledge that grades reviewed by examination boards may go down as well as up. The centre will submit the student's appeal to the exam board and provide the evidence on which its judgement had been made; the exam board will consider whether, in its view, the grade reflected an appropriate exercise of academic judgement. If the exam board judges that it did not, the exam board will determine the grade that the evidence would support. The exam board will also check that the centre had followed its own process.

Appropriate information on the appeals process will be provided to parents/carers ahead of the results days.

### Key Dates

#### **10<sup>th</sup> August to 7<sup>th</sup> September: priority appeals window**

- 10<sup>th</sup> August to 16<sup>th</sup> August: student requests centre review
- 10<sup>th</sup> August to 20<sup>th</sup> August: centre conducts centre review
- 11<sup>th</sup> August to 23<sup>rd</sup> August: centre submits appeal to awarding organisation

#### **10<sup>th</sup> August to end October: majority of non-priority appeals take place**

- 10<sup>th</sup> August to 3<sup>rd</sup> September: student requests centre review
- 10<sup>th</sup> August to 10<sup>th</sup> September: centre conducts centre review
- 11<sup>th</sup> August to 17<sup>th</sup> September: centre submits appeal to awarding organisation