

Centre Policy

Greek School of Ayia Triada Birmingham

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021



Centre Policy for determining teacher assessed grades in Summer 2021

Background

On 4 January 2021, the Government announced that it was no longer fair for the Summer 2021 examination series for GCSE, A/AS Level examinations to go ahead due to the coronavirus (COVID-19) pandemic. The government set out its policy that centres will be submitting students' grades in a letter dated 25 February 2021 (*Direction from the Secretary of State for Education to Ofqual's Chief Regulator*). JCQ and the awarding organisations have been working together to prepare guidance and information to support the provision of grades to students this summer by centres.

In light of this developments which were enforced by government guidance and due to the ongoing restrictions we have developed our Examinations Policy for the Examinations Series of June 2021 , and we have:

- Adopted in full templates and guidance provided by JCQ
- taken into consideration the fairness, consistency and integrity in issuing the final grades for our students
- taken into consideration the needs of our centre and teachers;
- ensured compliance with Ofqual regulations and requirements;

Applies:

- to our Centre 20226 Greek School of Ayia Triada
- candidates of GCSE & GCE A level
- teachers who teach those subject
- Examinations Officer
- Head of centre

Important Documentation taken into consideration for drafting this policy:

This policy also takes account of a number of government publications and guidance as listed below:

- Direction from the Secretary of State for Education to Ofqual's Chief Regulator, Department for Education, 25 February 2021
- General Qualifications Alternative Awarding Framework, Ofqual, 24 March 2021
- Interim Guidance for Centres Accepting Private Candidate Entries for GCSE, AS and A level qualifications in Summer 2021 released on 15 March 2021 has been incorporated into the section on: Guidance for exam centres accepting Private Candidates
- Summer 2021 JCQ-Guidance on Centre Policy 24 March 2021 & Centre Policy Document provided

Centre Policy for determining teacher assessed grades – summer 2021:

[GREEK SCHOOL OF AYIA TRIADA BIRMINGHAM-20226]

Statement of intent

This section outlines the purpose of this document in relation to our centre. At the basis of our intention is the guidelines issued by Ofqual in January 2021:

“Grades must reflect what a student knows, understands and can do, and they must be widely understood and respected. In place of exams in summer 2021 we propose that a student’s grade in a subject will be based on their teacher’s assessment of the standard at which they are performing”

“Grades should be based on teachers’ assessments of the evidence of the standard at which their students are performing; it should indicate their demonstrated knowledge, understanding and skills. This is important given that the grades will be indistinguishable from grades issued by exam boards in other years. The exam boards that will issue the results need to be confident the grades are justifiable. Teachers should assess students on the areas of content they have covered and can demonstrate their ability, while ensuring sufficient breadth of content coverage so as not to limit progression...”

Statement of Intent

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

The purpose of this policy is:

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

Roles and responsibilities

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, DR S TRYFONOS, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for the Greek School of Ayia Triada 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.*

Management Board- Educational Advisory Team

The Greek School of Ayia Triada Management Board will:

- *provide training and support to our other staff.*
- *support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.*
- *be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.*
- *ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.*
- *ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*
- *ensure teachers have the information required to make accurate and fair judgments.*
- *ensure that a Head of Department Checklist is completed for each qualification that they are submitting.*

Teachers/ 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 teacher assessed grades for each student they have entered for a qualification.*
- *ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.*

- *make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.*
- *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

Examinations Officer

Our Examinations Officer MAGDA KOUFOMERITI will:

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

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*

- *Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*

Support for Newly Qualified Teachers and teachers less familiar with assessment

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

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

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 candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*
- *We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
- *We will use substantial class or homework (including work that took place during remote learning).*
- *We will use internal tests taken by pupils.*
- *We will use mock exams taken over the course of study.*

We 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 everyone the same task to complete.*
- *We will only include elements of questions which focus on an elements of the specification that they have been taught.*

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

- *We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.*
- *We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school.*
- *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.*

Types of Evidence

1. *Student work produced in response to assessment materials normally provided by the exam board including past papers, and the groups of questions being provided to support evidence gathering this summer, or similar materials such as practice or sample papers.*
2. *Non-exam assessment (NEA) work (often referred to as coursework), even if this has not been fully completed.*
3. *Student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. This can include substantial class or homework (including those that took place during remote learning), internal tests taken by pupils and mock exams taken over the course of study.*
4. *Records of each student's standard of work over the course of study.*

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

Examples of our centre's approach to awarding teacher assessed grades.

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

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.

For Example:

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.*
- *In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process. Examples of our standardised process:*
 - *All tutors/teachers work on the same material with their groups*
 - *Timed work across our centre*
 - *Standardised Marking Criteria for Written work*
 - *Working Portfolios for all work of our candidates is gathered from the work and assessments that set and gathered during this academic year and for the course that the students are assessed.*
 - *Second review of all portfolios by our members of teaching staff ensuring that all work and evidence required is included.*
- *We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
 - *Arriving at teacher assessed grades.*
 - *Marking of evidence*
 - *Reaching a holistic grading decision*
 - *Applying the use of grading support and documentation*
- *We will conduct internal standardisation across all grades.*
- *We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.*
- *Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.*
 - *This will be [M. Koufomeriti and V. Elia].*
- *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, where this applicable (e.g. 2019 - 2020).*
- *Progress Reports from Previous academic year (2019-2020) will be also used to compare teacher assessed grades where applicable*
- *We will consider the size of our cohort from year to year.*
- *We will consider the stability of our centre's overall grade outcomes from year to year.*
- *We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.*
- *We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.*

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

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

We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.

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

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

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).

During Mocks or during delivering any standardised or non-standardised assessment throughout the duration of the courses we will take into consideration and take all necessary steps to accommodate the needs of our students:

- *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.*
- *The use of technology where possible to support the learning and the assessments of our students will be utilised in order to ensure that our candidates will reach their full potential and assessed based on what their HECP or Individual learning plans advice for access arrangements.*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.*
- *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*
- *To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

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. In accordance with the JCQ guidance for addressing disruption, March 2021 the following are noted:

Grades will be based on teachers' assessments of the standard at which students are performing and will be based on the student's demonstrated knowledge and skills. It is important to remember that students do not have to have completed a mandated amount of content or demonstrate skills, knowledge and understanding across every area of the specification as they would normally.

Teachers will grade each student on their performance in the subject content they have been taught and will base their assessment on the student's demonstrated knowledge and skills.

While there is no set requirement for the minimum amount of content that students must have been taught, Heads of Centres will be required to confirm that students have been taught sufficient content to form the basis for a grade.

If the content for any of the pieces of evidence have not been taught, then the teacher should remove that piece of evidence entirely or remove the questions that assess that specific content. If teachers need to remove any evidence at this point, they should consider whether they need to and can replace it with anything else.

Due to the fact that the academic Year 2019-2020 and 2020-2021 have disrupted the normal progression of the taught curriculum for the GCSE in Modern Greek our school ensures the following:

- *We have recorded the elements of the Curriculum and Syllabus have been covered for the PRE-GCSE and during the preparation of our candidates for the examinations and based on the records we set and standardised the procedures for collecting and assessing the evidence.*
- *Taught and assessed the progress of candidates only on what they have been taught*
- *No pieces of evidence that candidates have not been taught will be included*

[Accessed online at: [Summer 2021 arrangements - JCQ Joint Council for Qualifications](#)]

Overall our Centre will be taking the following steps in order to address disruption:

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

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.

The Management Board, The Head of Centre, Examinations Officers and rest of staff of our Centre will consider:

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

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

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

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

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

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, which will include 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.*
 - Mechanisms in place to ensure authenticity of evidence:*
 - *Planner and step by step guidance to candidates for the submission of their work, including information about authenticity of their work*
 - *Standardized work across school direct access to support material*
 - *Set days with class teachers for feedback, support, and review of work*
 - *Supervised Online mocks*
 - *Supervised Assessments*
 - *Submission of work in timed conditions*
 - *Candidates Declaration signing for providing their personal work and for not receiving support*
 - *Written work checked for plagiarism*
 - *We 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 external tutors*

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 retained:

A. Confidentiality

For the purposes of teacher assessment-based grades 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.*
 - *All recorded evidence and data are kept securely on a double encrypted account*
 - *All members of staff involved with the examinations series Summer 2021 are bound by confidentiality agreement which they signed and returned to school, this involves their committed to deal with all evidence and personal information of our candidates as confidential.*
 - *Cross-sharing of candidates' information and work with third parties and anyone outside the school which is not directly involved with the teaching and assessment of candidates' work is not permitted.*
 - *All candidate hard copied portfolios will be kept in a secure place in school, and will be kept securely in accordance with our general Examinations policy*

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

The following are examples are 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

Our approach to addressing conflicts of interest as well as our response to such allegations are as follows:

- *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.*
- *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).*
- *We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.*

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 available 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.

The dates for the publication of results are being brought forward this Summer. This will see GCE AS, A-level and GCSE results being published in the same week.

GCE AS and A-level qualifications

AS and A-level results will be released to centres on **Monday 9 August 2021**.
AS and A-level students will receive their results on **Tuesday 10 August 2021**.

GCSE qualifications

GCSE results will be released to centres on **Wednesday 11 August 2021**.

GCSE students will receive their results on **Thursday 12 August 2021.**

A. Results

Our approach to the issue of results to students and the provision of advice and guidance.

For Example:

- *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.*
- *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.

For Example:

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

Centre reviews and appeals to awarding organisation

The arrangements for awarding grades to students in summer 2021 include internal and external quality assurance measures which aim to ensure that on results day students are issued with fair and consistent grades that have been objectively reached. Sharing information with students about the evidence being used as part of a centre's grade determination process is important and should help to avoid issues that may otherwise arise when results are issued.

Post results, the need for appeals should be limited as students should be confident in their grades because of the following:

- An effective Centre Policy which is adhered to by all centre staff involved in the determination of teacher assessed grades, and which has been reviewed by awarding organisations.
- A high standard of internal quality assurance both in determining teacher assessed grades based only on student evidence and ensuring that there are no administrative or procedural errors.
- Effective provision of access arrangements for all eligible students.
- Effective arrangements for students that may have been disadvantaged during an assessment that contributes to their grade either by taking the circumstances into account in determining grades or by using alternative evidence that was unaffected by the adverse circumstances.
- Effective communication with students and parents/guardians so that they understand the centre's approach to determining their grades before grades are submitted to the awarding organisations, including the evidence used and a realistic understanding of the standard at which they are performing. Centres should make students aware of the sources of evidence that will be used to determine their grade in advance of that grade being submitted to awarding organisations. This transparency should enable students to raise any errors or circumstances relating to particular pieces of evidence to be taken into account in advance of the grade submission and should reduce the number of instances in which students need to appeal.
- Accurate recording and effective checking of information on the assessment record for the student to avoid errors in submitting teacher assessed grades.
- Effective oversight and clear professional accountability from the Head of Centre who will complete the Head of Centre Declaration.

Appeals on the basis of :

Awarding bodies accept appeals in relation to three areas of their work.

- Appeals against results
- Appeals against malpractice decisions
- Appeals against decisions made in respect of access arrangements, reasonable adjustments and special consideration

How to appeal

The head of centre or a private candidate (the appellant) will submit a written request for an appeal to the relevant awarding body once this is forwarded to the head of centre in written.

There is also a form (JCQ/App1) that may be used

Appeals must be made within 30 calendar days of the awarding body issuing the outcome of the clerical re-check, review of marking or review of moderation (“the Outcome”). If the reasons for the Outcome and/or a copy of the script(s) have been provided within 15 calendar days of the awarding body issuing the Outcome, an application for an appeal must still be submitted within 30 calendar days of receiving the Outcome. If the reasons for the Outcome and/or a copy of the script(s) have been provided beyond 15 calendar days of the awarding body issuing the Outcome, an application for an appeal must be submitted within 15 calendar days of receiving these.

The appellant must set out clearly and concisely the grounds for the appeal using Form JCQ/App1.

When an application for an appeal is received, the awarding body will decide whether it will be accepted or not.

- The decision whether to accept the application for an appeal is based on:
- the validity of the grounds for the appeal as put forward by the appellant;
- whether a clerical re-check, a review of marking or a review of moderation has been completed;
- the timescale of the application. If an application for an appeal is not accepted, the reason(s) for this will be given

Reference: The GSAT complies fully with the Appeals guidance provided by JCQ and all appeals will be made in accordance with the provisions of the JCQ document on Appeals: Reference: [JCQ-Appeals-Booklet-2020.pdf](#)