**Eskdale School**

**Exams Policy**

2020/21

This policy is reviewed annually to ensure compliance with current regulations

|  |
| --- |
| Approved/reviewed by  |
|   |
| Date of next review  |  May 2021 |

# Key staff involved in the exams policy

|  |  |
| --- | --- |
| **Role**  | **Name(s)**  |
| Head of centre  | **Andy Fyfe**  |
| Exams officer line manager (Senior Leader)  | **Andy Fyfe**  |
| Exams officer  | **Zoe Hurworth**  |
| SENCo  | **Caroline Watson / Gill Locker**  |
| SLT member(s)  | **Paul Dixon DH**  |
|   | **Jo Parlby AAHT Teaching and Learning**  |
|   | **Zoe Hurworth AAHT Data**  |
|   | **Jane Bradley AAHT Pupil Premium**  |

**COVID UPDATE PAGE 19 (including centre policy)**

# Purpose of the policy

The centre is committed to ensuring that the exams management and administration process is run effectively and efficiently and in compliance with the published JCQ regulations and awarding body requirements.

This exam policy will ensure that:

* all aspects of the centre’s exam process is documented, supporting the exams contingency plan, and other relevant exams-related policies, procedures and plans are signposted to
* the workforce is well informed and supported
* all centre staff involved in the exams process clearly understand their roles and responsibilities
* all exams and assessments are conducted according to JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the exam/assessment system at all times
* exam candidates understand the exams process and what is expected of them

This policy is reviewed annually to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.

This policy will be communicated to all relevant centre staff via and email link to the centre’s network policy folder. The policy is also published on the School website and brought to the attention of candidates via pre exam series assemblies and communications with home.

# Roles and responsibilities overview

#### Head of centre

* Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
	+ [General regulations for approved centres](http://www.jcq.org.uk/exams-office/general-regulations) (GR) o [Instructions for conducting examinations](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations) (ICE) o [Access Arrangements and Reasonable Adjustments](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance) (AA) o [Suspected Malpractice in Examinations and Assessments](http://www.jcq.org.uk/exams-office/malpractice) (SMEA)
	+ [Instructions for conducting non-examination assessments](http://www.jcq.org.uk/exams-office/non-examination-assessments) (NEA) (and the instructions for conducting coursework)
	+ [A guide to the special consideration process](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance) (SC)
* Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements for exams and assessments
* Takes responsibility for responding to the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR [ocr.org.uk/administration/stage-1-preparation/ncn-annual-update/)](https://ocr.org.uk/administration/stage-1-preparation/ncn-annual-update/) by the end of October each year confirming they are both aware of and adhering to the latest version of the JCQ regulations and signs and returns the head of centre’s declaration which is then kept on file for inspection purposes. See Appendix 1 – Head of Centre Declaration
* Enables the relevant senior leader(s), the examinations officer and the SENCo to receive appropriate training and support in order to facilitate the effective delivery of examinations and assessments within the centre, and ensure compliance with the published JCQ regulations
* Ensures a named member of staff acts as the Special Educational Needs Coordinator (SENCo) who will determine appropriate arrangements for candidates with learning difficulties and disabilities
* Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
* Ensures “that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall for the subject department and/or preparing the candidates for the examination, is not an invigilator during the

timetabled written examination or on-screen test…”

[[ICE 1](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations)2]

* Ensures confidentiality and security within the examination process is compliant with and managed according to JCQ and awarding body regulations, guidance and instructions including
	+ the location of the centre’s secure storage facility in a secure room solely assigned to examinations for the purpose of administering secure examination materials
	+ appropriate arrangements are in place to ensure that confidential materials are only delivered to authorised members of centre staff
	+ access to the secure room and secure storage facility is restricted to the authorised 2-4 keyholders
	+ the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
	+ that arrangements are in place to check that the correct question paper packets are opened by authorised members of centre staff
* Through taking an ethical approach and working proactively to avoid malpractice among students and staff takes all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during the course of and after examinations have taken place
* Ensures irregularities are investigated and informs the awarding bodies of any cases of alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, are reported to the awarding body immediately
* Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow the senior leadership team to act immediately in the event of an emergency or staff absence).
* Ensures required internal appeals procedures are in place and drawn to the attention of candidates and (where relevant) their parents/carers.
* Ensures the centre’s disability policy demonstrating the centre’s compliance with relevant legislation is in place and details the processes followed in respect of identifying the need for, requesting and implementing access arrangements.
* Ensures a *complaints and appeals procedure* covering general complaints regarding the centre’s delivery or administration of a qualification is in place and drawn to the attention of candidates and their parents/carers.
* Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements.
* Ensures the centre has a data protection policy in place that complies with General Data Protection Regulation and Data Protection Act 2018 regulations.
* Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments.
* Ensures staff are only entered for qualifications through the centre as a last resort where the member of centre staff is unable to find another centre
* Ensures the relevant awarding bodies are informed of any declaration/conflict of interest where a candidate is being taught, prepared, entered or sitting exams where a relevant member of centre staff has a personal connection to the candidate
* Ensures other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials.
* Ensures members of centre staff do **not** advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with addresses/email addresses of awarding body examining/assessment or JCQ personnel

#### Exams officer

* Understands the contents of annually updated JCQ publications including:
* [General regulations for approved centres](http://www.jcq.org.uk/exams-office/general-regulations)
* [Instructions for conducting examinations](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations)
* [Suspected Malpractice in Examinations and Assessments](http://www.jcq.org.uk/exams-office/malpractice)
* [Post-results services](http://www.jcq.org.uk/exams-office/post-results-services) (PRS)
* Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
* Ensures key tasks are undertaken and key dates and deadlines met
* Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required and keeps a record of the content of training provided to invigilators for the required period
* Works with the SENCo to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room
* Supports the head of centre in ensuring that awarding bodies are informed of any Conflict of Interest declared by members of centre staff and in maintaining records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries
* Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the exam materials

#### Senior leaders (SLT)

* Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
* [General regulations for approved centres](http://www.jcq.org.uk/exams-office/general-regulations)
* [Instructions for conducting examinations](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations)
* [Access Arrangements and Reasonable Adjustments](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)
* [Suspected Malpractice in Examinations and Assessments](http://www.jcq.org.uk/exams-office/malpractice)
* [Instructions for conducting non-examination assessments](http://www.jcq.org.uk/exams-office/non-examination-assessments) (and the instructions for conducting coursework)
* [A guide to the special consideration process](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

#### Special educational needs co-ordinator (SENCo)

* Is familiar with the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
* [Access Arrangements and Reasonable Adjustments](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)
* Leads on the access arrangements and reasonable adjustments process (referred to in this policy as ‘access arrangements’)
* If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
* Presents when requested by a JCQ Centre Inspector, evidence of the assessor’s qualification

#### Head of department (HoD)

* Ensures teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENCo
* Ensures teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
* Ensures teaching staff attend relevant awarding body training and update events

#### Teaching staff

* Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SENCo
* Keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
* Attend relevant awarding body training and update events **Invigilators**
* Attend/undertake training, update, briefing and review sessions as required
* Provide information as requested on their availability to invigilate
* Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them

#### Reception staff

* Support the EO in the receipt and dispatch of confidential exam materials and follow the centres Exam Materials Receipt Procedure in order to maintain the integrity and confidentiality of the exam materials

**Site staff**

* Support the EO in relevant matters relating to exam rooms and resources

#### Candidates

Where applicable in this policy, the term ‘candidates’ refers to candidates and/or their parents/carers.

# Data protection

The centre has employed Veritau Ltd to act as their Data Protection Officer.

The centre has an Information Policy and Privacy Notice which describes the procedures for

* Informing students and parents/carers of information held
* Dealing with data breaches
* Protection measures
* Data retention periods
* Access to information requests

There is a requirement for the exams office(r) to hold exams-related information on candidates taking external examinations.

Candidates’ exams-related data may be shared with the following organisations:

* Awarding bodies
* Joint Council for Qualifications

This data may be shared via one or more of the following methods:

* hard copy
* email
* secure extranet site(s) –eAQA; OCR Interchange; Pearson Edexcel Online; WJEC Secure services
* Management Information System (MIS) provided by Capita SIMS
* sending/receiving information via electronic data interchange (EDI) using A2C

[(https://www.jcq.org.uk/about-a2c)](https://www.jcq.org.uk/about-a2c) to/from awarding body processing systems

This data may relate to exam entries, access arrangements, the conduct of exams and nonexamination assessments, special consideration requests and exam results/postresults/certificate information.

All candidates are:

* informed via upon enrolling at the centre
* given access to this policy as a printed copy during enrolment and via the centres website

# The exam cycle

The exams management and administration process that needs to be undertaken for each **exam series** is often referred to as the **exam cycle** and relevant tasks required within this grouped into the following stages:

* planning
* entries
* pre-exams
* exam time
* results and post-results

This policy identifies roles and responsibilities of centre staff within this cycle.

## Planning: roles and responsibilities

### Information sharing

##### Head of centre

 Directs relevant centre staff to annually updated JCQ publications including [GR,](http://www.jcq.org.uk/exams-office/general-regulations)

[ICE,](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations) [AA,](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration) [SMEA](http://www.jcq.org.uk/exams-office/malpractice) and [NEA](http://www.jcq.org.uk/exams-office/non-examination-assessments) (and the instructions for conducting coursework)

##### Exams officer

* Signposts relevant centre staff to JCQ publications and awarding body documentation relating to the exams process that has been updated
* Signposts relevant centre staff to JCQ information that should be provided to candidates
* As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites

### Information gathering

##### Exams officer

* Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
* Collates all information gathered into one central point of reference
* Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
* Produces an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines

##### Head of department

* Responds (or ensures teaching staff respond) to requests from the EO on information gathering

Meets the internal deadline for the return of information

Informs the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body

* Notes the internal deadlines in the annual exams plan and directs teaching staff to meet these

### Access arrangements

##### Head of centre

* Ensures there is appropriate accommodation for candidates requiring access arrangements in the centre for all examinations and assessments
* Ensures a writtenprocess is in place to not only check the qualification(s) of the appointed assessor(s) but that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments
* Ensures the SENCo is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

##### SENCo

* Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements requirements
* Gathers **evidence** to support the need for access arrangements for a candidate
* Liaises with teaching staff to gather evidence of **normal way of working** of an affected candidate
* Determines candidate eligibility for arrangements or adjustments that are centredelegated
* Gathers signed Personal data consent, Privacy Notice (AAO) and Data Protection confirmation forms (candidate personal data consent form) from candidates where required
* Applies for **approval** through *Access arrangements online* (AAO) via the Centre Admin Portal (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO
* Keeps a file for each candidate for JCQ inspection purposes containing all the required documentation (if any documentation is kept electronically, in the event of IT failure at the time of an inspection is able to access this documentation in an alternative format)
* Employs good practice in relation to the Equality Act 2010
* Liaises with the EO regarding exam time arrangements for access arrangement candidates
* Ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period
* Works with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the exam room

Provides and annually reviews a centre policy on the **use of word processors** in exams and assessments.

Ensures criteria for candidates granted **separate invigilation within the centre** is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms.

##### Senior Leaders, Head of department, Teaching staff

* Support the SENCo in determining and implementing appropriate access arrangements
* Provide a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations

### Internal assessment and endorsements

##### Head of centre

* Provides fully qualified teachers to mark non-examination assessments
* Ensures an **internal appeals procedure** relating to internal assessment decisions is in place for a candidate to appeal against and request a review of the centre’s marking (see Roles and responsibilities overview)
* Ensures a **non-examination assessment policy** is in place for GCSE qualifications which include components of non-examination assessment.
* Ensures any irregularities relating to the production of work by candidates are investigated and dealt with internally if discovered prior to a candidate signing the authentication statement (where required) or reported to the awarding body if a candidate has signed the authentication statement
* Senior leaders
* Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates’ work (including where relevant, private candidates)
* Ensure appropriate internal moderation, standardisation and verification processes are in place

##### Head of department

* Ensures teaching staff delivering any remaining OCR Cambridge Nationals or Entry Level Certificate follow JCQ Instructions for conducting coursework and the specification provided by the awarding body
* Ensures teaching staff delivering GCSE specifications (which include components of non-examination assessment) follow JCQ [Instructions for conducting non-examination assessments](http://www.jcq.org.uk/exams-office/non-examination-assessments) and the specification provided by the awarding body
* For other qualifications, ensures teaching staff follow appropriate instructions issued by the awarding body
* Ensures teaching staff inform candidates of their centre assessed marks as a candidate may request a review of the centre’s marking before marks are submitted to the awarding body **Teaching staff**

Ensure appropriate instructions for conducting internal assessment are followed

Ensure candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed (coursework, non-examination assessments, social media) prior to assessments taking place

* Ensure candidates are informed of their centre assessed marks as a candidate may request a review of the centre’s marking before marks are submitted to the awarding body

##### Exams officer

* Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment
* Signposts teaching staff to relevant JCQ *information for candidates* documents that are annually updated

### Invigilation

##### Head of centre

* Ensures relevant support is provided to the EO in recruiting, training and deploying a team of invigilators
* Ensures, if contracting supply staff to act as invigilators that such persons are competent and fully trained, understanding what is and what is not permissible
* Determines if additional invigilators will be deployed in timed Art exams in addition to the subject teacher to ensure the supervision of candidates is maintained at all times

##### Exams officer

* Recruits additional invigilators where required to effectively cover all exam periods/series’ throughout the academic year
* Collects information on new recruits to identify if they have invigilated previously and if any current maladministration/malpractice sanctions are applied to them
* Provides training for new invigilators on the instructions for conducting exams and an annual update for the existing invigilation team so that they are aware of any changes in a new academic year before they are allocated to invigilate an exam
* Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)
* Ensures invigilators are briefed on the access arrangement candidates in their exam room (and that these candidates are identified on the seating plan) and confirms invigilators understand what is and what is not permissible

## Entries: roles and responsibilities

### Estimated entries

##### Exams officer

* Requests estimated or early entry information, where this may be required by awarding bodies, from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met
* Makes candidates aware of the JCQ Information for candidates – Privacy Notice at the start of a vocational qualification or when entries are being processed for a general qualification

##### Head of department

* Provides entry information requested by the EO to the internal deadline
* Informs the EO immediately of any subsequent changes to entry information

### Final entries

##### Exams officer

* Requests final entry information from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met
* Informs HoDs of subsequent deadlines for making changes to final entry information without charge
* Confirms with HoDs final entry information that has been submitted to awarding bodies
* Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies

##### Head of department

* Provides information requested by the EO to the internal deadline
* Informs the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes
	+ changes to candidate personal details
	+ amendments to existing entries
	+ withdrawals of existing entries
* Checks final entry submission information provided by the EO and confirms information is correct

### Entry fees

* The centre will pay all normal exam fees on behalf of candidates
* Late entry or amendment fees are paid by centre at the discretion of the Head of Centre
* Candidates will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies
* Various post result services are available. The school will pay for services it deems necessary. Candidates may request any of these services and will be asked to meet any expenses involved
* Late/Very Late entries are authorised by the Head of Centre

**Exams officer**

* Has clear entry procedures in place to minimise the risk of late entries

##### Head of department

 Minimises the risk of late entries by

* following procedures identified by the EO in relation to making final entries on time
* meeting internal deadlines identified by the EO for making final entries

### Private candidates

* The Centre accepts entries from private candidates.
* Candidates are required to pay the relevant entry fee.

## Pre-exams: roles and responsibilities

### Access arrangements

##### SENCo

* Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams/assessments for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
* Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her
* Ensures exam information (JCQ information for candidates information, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
* Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the particular access arrangement)
* Where relevant, ensures the necessary and appropriate steps are undertaken to gather an appropriate picture of need and demonstrate normal way of working for a private candidate (including distance learners and home educated candidates) and that the candidate is assessed by the centre’s appointed assessor

### Briefing candidates

##### Exams officer

* Issues individual exam timetable information to candidates and informs candidates of any contingency day awarding bodies may identify in the event of national or local disruption to exams
* Prior to exams issues relevant JCQ information for candidates documents  Where relevant, issues relevant awarding body information to candidates  Issues centre exam information to candidates including information on:
	+ exam timetable clashes
	+ arriving late for an exam
	+ absence or illness during exams
	+ what equipment is/is not provided by the centre
	+ food and drink in exam rooms
	+ wrist watches in exam rooms
	+ when results will be issued and the staff that will be available
	+ the post-results services and how the centre deals with requests from candidates
	+ when and how certificates will be issued
	+ when, where and with whom they will have the opportunity to discuss their results
	+ the post-results services that will be made available to them by awarding bodies
	+ how they request a service
	+ the deadlines that have to be met
	+ the fees that will be charged
	+ how they are informed of the outcome of their request
	+ the internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a review of results or an appeal

### Dispatch of exam scripts

##### Exams officer

 Identifies and confirms arrangements for the dispatch of candidate exam scripts with the DfE (STA) ‘yellow label service’ or the awarding body where qualifications sit outside the scope of the service

### Estimated grades

##### Head of department

 Ensures teaching staff provide estimated grade information to the EO by the internal deadline (where this still may be required by the awarding body)

##### Exams officer

* Submits estimated grade information to awarding bodies to meet the external deadline (where this may still be required by the awarding body)
* Keeps a record to track what has been sent

### Internal assessment and endorsements

##### Head of centre

 Ensures procedures are in place for candidates to appeal internal assessment decisions and make requests for reviews of marking

##### SENCo

 Liaises with teaching staff to implement appropriate access arrangements for candidates undertaking internal assessments and practical endorsements

##### Teaching staff

* Support the SENCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements
* Assess and authenticate candidates’ work
* Assess endorsed components
* Ensure candidates are informed of centre assessed marks prior to marks being submitted to awarding bodies

##### Head of department

* Ensures teaching staff assess and authenticate candidates’ work to the awarding body requirements
* Ensures teaching staff assess endorsed components according to awarding body requirements
* Ensures teaching staff provide marks for internally assessed components and grades for endorsements of qualifications to the EO to the internal deadline
* Ensures teaching staff provide required samples of work for moderation and sample recordings for monitoring to the EO to the internal deadline

##### Exams officer

* Submits marks, endorsement grades and samples to awarding bodies/moderators/monitors to meet the external deadline
* Keeps a record to track what has been sent
* Logs moderated samples returned to the centre
* Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates’ work

**Candidates**

* Authenticate their work as required by the awarding body

### Invigilation

##### Exams officer

* Provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators on appointment and updates experienced invigilators annually
* Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator where a candidate and invigilator [acting as a practical assistant, reader or scribe] are accommodated on a 1:1 basis to enter the room at regular intervals in order to observe the conducting of the exam, ensuring all relevant rules are being adhered to and supporting the practical assistant/reader and/or scribe in maintaining the integrity of the exam)
* Allocates invigilators to exam rooms (or where supervising candidates due to a timetable clash) according to the required ratios
* Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates

##### SENCo

 Liaises with the EO regarding facilitation and invigilation of access arrangement candidates

##### Invigilators

 Provide information as requested on their availability to invigilate throughout an exam series

### JCQ inspection visit

##### Exams officer or Senior leader

* Will accompany the Inspector throughout a visit

**SENCo** or relevant **Senior leader** (in the absence of the SENCo)

* Will meet with the inspector when requested to provide documentary evidence regarding access arrangement candidates and address any questions, the inspector may raise
* Ensures that information is readily available for inspection at the venue where the candidate is taking the exam(s)

### Seating and identifying candidates in exam rooms

##### Exams officer

 Ensures a procedure is in place to verify candidate identity including private candidates

## Verifying candidate identity procedure

* Exam Officer / Head of Centre / SLT
* Call a register, and visually identify each candidate before the candidates enter the exam room.
* External candidates must bring photographic identification to each examination (e.g. passport/driving licence) to enable centre staff to verify their identity.
* Individual exam cards are populated with a Students UPN, photograph, exam entry details and if appropriate, access arrangements to be placed on each exam table.
* EO Provides seating plans for exam rooms according to JCQ and awarding body requirements (and ensures candidates with access arrangements are identified on the seating plan)
* EO Ensures all invigilators are aware of the above procedure.
* Invigilators
* Follow the procedure for verifying candidate identity provided by the EO
* Seat candidates in exam rooms as instructed by the EO on the seating plan

### Security of exam materials

##### Exams officer

* Confirms appropriate arrangements are in place to ensure that confidential materials are only delivered to those authorised by the head of centre.
* Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre
* Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within the centre and that appropriate arrangements are in place for confidential materials to be immediately transferred to the secure storage facility until they can be removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order
* Ensures the secure storage facility contains only current and live confidential material (including live confidential exam stationery provided by the awarding body for the use of candidates in their assessment)
* Ensures that examination stationery, e.g. answer booklets and formula booklets are stored in the secure room (attempting to store this material in the secure storage facility, when sufficient space allows)

##### Reception staff

 Follow the process to log confidential materials delivered to/received by the centre to the point materials are issued to authorised staff for trasnferal to the secure storage facility

##### Teaching staff

 Adhere to the process to record the secure movement of confidential materials taken from or returned to secure storage throughout the time the material is confidential

### Timetabling and rooming

##### Exams officer

* Produces a master centre exam timetable for each exam series
* Identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhauset and according to centre policy)
* Identifies exam rooms and specialist equipment requirements
* Allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) according to required ratios
* Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
* Liaises with the SENCo regarding rooming of access arrangement candidates **SENCo**
* Liaises with the EO regarding rooming of access arrangement candidates
* Liaises with other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

##### Site staff

 Liaise with the EO to ensure exam rooms are set up according to JCQ and awarding body requirements

### Alternative site arrangements

##### Exams officer

* Ensures question papers will only be taken to an alternative site where the published criteria for an alternative site arrangement has been met
* Will inform the JCQ Centre Inspection Service to timescale by submitting a JCQ *Alternative Site arrangement* notification through CAP (or through the awarding body where a qualification may sit outside the scope of CAP) of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations

### Internal exams

##### Exams officer

* Prepares for the conduct of internal exams under external conditions
* Provides a centre exam timetable of subjects and rooms
* Provides seating plans for exam rooms
* Requests internal exam papers from teaching staff
* Arranges invigilation

##### SENCo

* Liaises with teaching staff to make appropriate arrangements for access arrangement candidates **Teaching staff**
* Provide exam papers and materials to the EO
* Support the SENCo in making appropriate arrangements for access arrangement candidates

## Exam time: roles and responsibilities

### Access arrangements

##### Exams officer

* Provides cover sheets for access arrangement candidates’ scripts where required for particular arrangements
* Has a process in place to deal with emergency access arrangements as they arise at the time of exams

 applies for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO

### Candidate absence

##### Exams officer

* Identifies absent candidates from pre-exam or exam room registers and liaises with office attendance staff to find out if we have received any information from candidates or their parents/carers.
* Persistent absence will be dealt with by a member of the centres SLT **Invigilators**
* Are informed of the policy/process for dealing with absent candidates through training
* Ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan

### Candidate late arrival

##### Exams officer

* Responsible for determining if the candidate is late or very late in accordance with [ICE](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations) 21.3
* Ensures late candidates are identified (as per policy) and escorted into the exam room
* Ensures appropriate start and finish times are calculated and shared with invigilators
* Ensures that candidates who arrive very late for an exam are reported to the awarding body by submitting a report on candidate admitted very late to examination room through CAP to timescale
* Warns candidates that their script may not be accepted by the awarding body

##### Invigilators

* Are informed of the policy/process for dealing with late/very late arrival candidates through training
* Ensure that relevant information is recorded on the exam room incident log

### Conducting exams

##### Head of centre

 Ensures venues used for conducting exams meet the requirements of JCQ and awarding bodies

##### Exams officer

* Ensures exams are conducted according to JCQ and awarding body instructions
* Uses an *exam day checklist* to ensure each exam session is fully prepared for, unplanned events can be dealt with and associated follow-up is completed

### Dispatch of exam scripts

##### Exams officer

* Dispatches scripts as instructed by JCQ and awarding bodies
* Keeps appropriate records to track dispatch

### Exam papers and materials

##### Exams officer

* Organises exam question papers and associated confidential resources in date order in the secure storage facility
* Attaches erratum notices received to relevant exam question paper packets
* Collates attendance registers and examiner details in date order
* Regularly checks mail or email inbox for updates from awarding bodies
* In order to avoid potential breaches of security, ensures prior to question paper packets being opened that another member of staff or an invigilator checks the day, date, time, subject, unit/component and tier of entry if appropriate, immediately before a question paper packet is opened
* Ensures the additional/second check (which takes place in the secure room if a question paper packet has to be split or in the designated exam room if not) is recorded
* Where allowed by the awarding body, only releases exam papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the exam, or until any timetable clash candidates have completed the exam

## Exam rooms

##### Head of centre

* Ensures that internal tests, mock exams, revision or coaching sessions are not conducted in a room ‘designated’ as an exam room during the exam season
* Ensures that when a room is ‘designated’ as an exam room it is not used for any purpose other than conducting external exams during an exam season
* Ensures only authorised centre staff are present in exam rooms
* Ensures the centre’s policy on candidates leaving the exam room temporarily is clearly communicated to candidates
* Ensures the centre’s policy relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates

# Food and drink in exam rooms

* Water only is allowed in the exam room. It must be in a transparent uncoloured bottle with no markings or labels attached.
* Food, isn’t allowed in the exam room. However there is an exception for students with medical conditions such as diabetes. These students will be allowed to bring agreed items of food. The food will be placed in a transparent plastic food bag.

##### Exams officer

* Ensures exam rooms are set up and conducted as required in the regulations
* Provides invigilators with appropriate resources to effectively conduct exams
* Briefs invigilators on exams to be conducted on a session by session basis (including the arrangements in place for any transferred candidates and access arrangement candidates )
* Ensures sole invigilators have an appropriate means of summoning assistance (if this is a mobile phone, instructs the invigilator that this must be on silent mode)
* Ensures invigilators understand they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates who may be in distress, recording any incidents or issues on the exam room incident log
* Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily and how this should be recorded on the exam room incident log
* Provides authorised exam materials which candidates are not expected to provide themselves
* Ensures invigilators and candidates are aware of the emergency evacuation procedure
* Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated

##### Senior leaders

* Ensure a documented emergency evacuation procedure for exam rooms is in place
* Ensure arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated

# Emergency evacuation procedure

* Upon hearing the school alarm system the whole school, including pupils and staff in examinations will evacuate following the schools emergency evacuation procedure
* Stop the candidates from writing.
* Collect the attendance register (in order to ensure all candidates are present).
* Evacuate the examination room in line with the instructions given by the appropriate authority. Exam candidates will be accompanied by their exam

room invigilators and kept separate from the rest of the school

* Advise candidates to leave all question papers and scripts in the examination room.
* Candidates should leave the room in silence.
* Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
* Make a note of the time of the interruption and how long it lasted.
* Allow the candidates the full working time set for the examination.
* If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
* The exam room incident log will be completed with the details of the interruption and a full report of the incident and of the action taken will be sent to the relevant awarding body.

##### Site staff

* Ensure exam rooms are available and set up as requested by the EO
* Ensure grounds or centre maintenance work does not disturb exam candidates in exam rooms
* Ensure fire alarm testing does not take place during exam sessions **Invigilators**
* Conduct exams in every exam room according to JCQ Instructions for conducting examinations and/or awarding body requirements and as instructed in training/update events and briefing sessions

##### Candidates

* Are required to follow the instructions given to them in exam rooms by authorised centre staff and invigilators
* Are required to remain in the exam room for the full duration of the exam

## Irregularities

##### Head of centre

 Ensures any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body **immediately**, by completing the appropriate documentation

##### Senior leaders

* Ensure support is provided for the EO and invigilators when dealing with disruptive candidates in exam rooms
* Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

##### Exams officer

* Provides an exam room incident log in all exam rooms for recording any incidents or irregularities
* Actions any required follow-up and reports to awarding bodies as soon as practically possible after the exam has taken place

##### Invigilators

* Record any incidents or irregularities on the exam room incident log (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness or needing to leave the exam room temporarily, disruption or disturbance in the exam room, emergency evacuation)
* Lead invigilator to bring to attention of the EO or HOC suspected malpractice as soon as practicably possible.

# Managing behaviour procedure

* Candidates will be informed of the behaviour expectations in the exam room before the start of the exam season.
* The expectation is that candidates do not engage in any form of communication once. they have entered the exam room and this expectation will remain until they exit the exam room.
* The head of centre has the right to remove a candidate from the exam room who is causing a disruption to others. This authority will be strictly enforced.
* Awarding bodies will be informed immediately of any removals and the disruption noted on the exam room incident log.

## Malpractice

See *Irregularities* above.

## Special consideration

##### Exams officer

* Processes appropriate requests for special consideration to awarding bodies
* Gathers evidence which may need to be provided by other staff in centre or candidates
* Submits requests to awarding bodies to the external deadline

##### Candidates

 Provide appropriate evidence to support special consideration requests, where required

## Unauthorised materials

##### Exams Officer

* Ensures all Centre Staff and Invigilators are aware of all items that are allowed into the exam room
* Ensures candidates are aware of all items that are allowed into the exam room
* Ensures that unauthorised materials are collected from exam room / invigilators as soon as practicably possible and reports to awarding bodies any suspected malpractice as above.

##### Invigilators

* Are informed of the arrangements through training
* Confiscate immediately any unauthorised items from candidates and makes records the event on the exam room incident log and where appropriate calls for support from the EO/HOC
* Hands confiscated items over to the EO as soon as practically possible

## Internal exams

##### Exams officer

* Briefs invigilators on conducting internal exams
* Returns candidate scripts to teaching staff for marking

##### Invigilators

 Conduct internal exams as briefed by the EO

# Results and post-results: roles and responsibilities

## Internal assessment

##### Head of department

* Ensures teaching staff keep candidates’ work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
* Ensures work is returned to candidates or disposed of according to the requirements

## Managing results day(s)

##### Senior leaders

* Identify centre staff who will be involved in the main summer results day(s) and their role
* Ensures senior members of staff are accessible to candidates after the publication of results so that results may be discussed and decisions made on the submission of any requests for post-results services and ensures candidates are informed of the periods during which centre staff will be available so that they may plan accordingly

##### Exams officer

 Works with senior leaders to ensure procedures for managing the main summer results day(s) (a results day programme) are in place

##### Site staff

 Ensure the centre is open and accessible to centre staff and candidates, as required for the collection of results

## Accessing results

##### Head of centre

 Ensures results are kept entirely confidential and restricted to key members of staff until the official dates and times of release of results to candidates

##### Exams officer

* Informs candidates in advance of when and how results will be released to them for each exam series
* Accesses results from awarding bodies under restricted release of results, where this is provided by the awarding body
* Resolves any missing or incomplete results with awarding bodies
* Issues statements of results to candidates on issue of results date
* Provides summaries of results for relevant centre staff on issue of results date

## Post-results services

##### Head of centre

* Ensures an **internal appeals procedure** is available where candidates disagree with any centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal
* Understands that if the centre has concerns about one of its component/subject cohorts, then requests for reviews of marking should be submitted for all candidates believed to be affected (candidate consent is required as marks and subject grades may be lowered, confirmed or raised)

##### Exams officer

* Provides information to candidates (including private candidates) and staff on the services provided by awarding bodies and the fees charged (see also above *Briefing candidates* and *Access to scripts, enquiries about results and appeals procedures*)
* Publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met
* Provides a process to record requests for services and to collect candidate informed consent (**after** the publication of results) and fees where relevant
* Submits requests to awarding bodies to meet the external deadline for the particular service
* Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes
* Updates centre results information, where applicable

##### Teaching staff

* Meet internal deadlines to request the services and gain relevant candidate informed consent
* Identify the budget to which fees should be charged

##### Candidates

* Meet internal deadlines to request the services
* Provide informed consent and fees, where relevant

## Analysis of results

##### Data Manager

* Provides analysis of results to appropriate centre staff
* Provides results information to external organisations where required
* Undertakes the *secondary school and college (key stage 4/16-18) performance tables*

*June and September checking exercise*

## Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed.

# Issue of certificates procedure

* The certificates will be organised and managed by the EO, HOC and the SLT at Eskdale School
* The certificates will be securely stored in the exams office upon receipt and will remain there until the schools awards and certificates ceremony.
* Certificates will be distributed to students by the HOC or SLT as appropriate during an award ceremony. Identification of internal candidates will be visually made by the member of staff awarding the certificates.
* External candidates will need to provide photographic identification prior to their certificates being issued.
* Where students are not present certificates will be returned to the exams office for secure storage.
* Certificates will be retained for a period of 12 months from the date of issue. After this date certificates will be securely destroyed and a record of destruction will be kept for a period of not less than 4 years. This record will be securely stored in the exams office
* Candidatesmay arrange for certificates to be collected on their behalf by providing the EO with written or email permission/authorisation; authorised persons must provide ID evidence on collection of certificates

# Exams review: roles and responsibilities

##### Exams officer

* Provides SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle
* Collects and evaluates feedback from staff, candidates and invigilators to inform an exams review

##### Senior leaders

 Work with the EO to produce a plan to action any required improvements identified in the review

# Retention of records: roles and responsibilities

##### Exams officer

* Keeps records as required by JCQ and awarding bodies for the required period
* Keeps records as required by the centre’s records management policy
* Archives exam records and ensures a record is kept that identifies the information held, its retention period and method of destruction

**April 2021**

**Covid exam update**

On 4 January 2021, the Government announced that it was no longer fair for the Summer 2021 examination series for GCSE, A/AS Level, Project Qualifications and Advanced Extension Award in maths 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.

As a result the school produced and submitted a school centre policy which was submitted to the JCQ.

Terminology For clarity the terminology used in this guidance document has been standardised. The terminology used is as follows:

• Awarding organisations: this encompasses, ‘exam boards’ and ‘awarding bodies’.

• Additional assessment materials: qualification-specific sets of questions covering key knowledge, understanding and skills, provided with mark schemes and mapping grids. • Centres: these are exam centres approved in the National Centre Number register (NCNR).

• Centre Policy: the policy sets out the processes centres will follow for determining grades, in an appropriate, consistent and fair way – only one will needed to be submitted for all awarding organisations7

• Centre Policy Summary (Form): this is an online webform to be completed on the JCQ Centre Admin Portal (CAP) summarising Centre Policy, which should also be uploaded when the form is completed – this needs to be completed only once for all awarding organisations unless information is missing or needs to be clarified.

• Private Candidates: are students who have not studied with the exam centre that makes their entry.

• SENCOs: (Special Educational Needs Co-ordinators) this encompasses SEND (Special Educational Needs and Disability) leads in colleges and other relevant experts and assessors.

• Students: this means students entered for qualifications in 2021 within the scope of this guidance as outlined above and encompasses ‘candidates’ and ‘students’.

• Support materials: to assist in the determination and submission of grades, for example guidance, training, exemplar responses, performance data and grade descriptors.

**What will awarding organisations do?**

Awarding organisations will provide centres with a package of support materials to assist in the determination and submission of grades, provide contacts and answer queries. This will include questions, mark schemes, exemplar materials and grade descriptors. Awarding organisations will provide training, support and guidance in a format to be defined; details will be provided by awarding organisations. JCQ will provide a specific learning resource module on Objectivity and Awarding. Awarding organisations will, in addition to the guidance on Centre Policies in this document, provide a template and guidance on how to submit them. Following submission, awarding organisations will review all Centre Policies and may contact centres if they have any concerns about the approach proposed in relation to any aspect of the process. Awarding organisations may arrange a virtual visit (via Zoom, Microsoft Teams or an alternative) with centres to provide further support and guidance where questions remain about a Centre Policy. After the submission of grades, awarding organisations will work together to conduct a quality assurance exercise that will have elements of both targeted and random sampling of centres so that the grades awarded across the system command confidence. Further information can be found in the quality assurance process. Awarding organisations may have further contact with centres if, following any sampled quality assurance activity, they have concerns in relation to the teacher assessed grades submitted. Awarding organisations are responsible for determining final grades and awarding qualifications. They will also manage the second stage of appeals.

***Update from AFY – No centres since the submission of the centre policy in April 2021 have contacted the school to raise any concerns on the processes we are employing.***

**What will centres do?**

Centres will create and submit a Centre Policy – a pre-populated template option is available here. This will:

• outline the roles and responsibilities of individuals in the centre;

• detail what training and support will be provided to centre staff involved with the process, including any training around bias and objectivity in assessment and grading decisions;

• confirm the approach to be taken when determining teacher assessed grades, including consideration of evidence and how that evidence informs students’ grades;

• detail the internal quality assurance processes that are in place;

• detail any provision for Private Candidates, if applicable.

Centres will collaborate with awarding organisations if any concerns are raised following the submission of a Centre Policy. This may include participating in a virtual visit. Centres will review grades determined by teachers in line with the Centre Policy. Centres must ensure that students are aware of the evidence used to determine their grade. Although teachers may share results associated with individual pieces of evidence, they must not share with students the grades submitted to awarding organisations before results are released. Centres must submit teacher assessed grades to the awarding organisations with a Head of Centre Declaration that confirms that the centre complied with its Centre Policy. A declaration form and guidance on how to submit them will be provided by awarding organisations along with information on grade submission. Centres will collaborate with the awarding organisations where external quality assurance sampling is required, which will include participating in a virtual visit. Centres will release results to students for qualifications as required by the Department for Education on 10 August for A/AS levels (Level 3 qualifications) and 12 August for GCSE (Level 2 qualifications). Centres will, on request, conduct the first stage of the appeals process, to check if an administrative or procedural error has occurred. Centres will also be required to submit second stage appeals to the awarding organisation on a student’s behalf, if the student continues to believe that an error persists or the grade awarded was an unreasonable exercise of academic judgement

Timelines and key dates The overall process for awarding in 2021 is illustrated on the next page. The key dates to be aware of are:

• 22 March to 22 April: Entry amendments window open for centres

• 31 March: Additional Assessment Materials (sets of questions, mark schemes and mapping)

• 12 April: Additional support materials (marking exemplification)

• 12 April to 30 April: Window for Centre Policy submission via proforma on CAP (Centre Admin Portal)

• 19 April: Additional sets of questions publicly available. Additional support materials (grading exemplification) securely available to centres

• 19 April to 11 June: Awarding organisations review Centre Policies and conduct virtual visits where needed

• 26 April: Entry deadline for Private Candidates

• 26 May to 18 June: Window for Teacher Assessed Grades submission opens via awarding organisations’ respective portals

• 18 June to 16 July: Awarding organisations conduct sample checks of evidence (\* in exceptional circumstances, sample checks may take place until 23rd July)

• 10 August: A/AS Levels and relevant other Level 3 results day

• 12 August: GCSE and relevant other Level 2 results day

• 10 August to 7 September: priority appeals window » 10 August to 16 August: student requests centre review » 10 August to 20 August:

centre conducts centre review » 11 August to 23 August: centre submits appeal to awarding organisation

• 10 August to end October: majority of non-priority appeals take place » 10 August to 3 September: student requests centre review » 10 August to 10 September: centre conducts centre review » 11 August to 17 September: centre submits appeal to awarding organisation

**Internal quality assurance process**

Every centre must produce a Centre Policy; this can simply be done by choosing to adopt or adapt the pre-populated template. Centres will only be expected to produce one full Centre Policy document and complete one Centre Policy Summary Form, even if they have entries with more than one awarding organisation.

The Centre Policy Summary Form must be uploaded to the Centre Administration Portal (CAP) by 30th April 2021 and must be signed by the Head of Centre. The full Centre Policy is to be uploaded to the CAP as an attachment. Awarding organisations will contact centres that haven’t returned these documents by 30th April 2021, or if they have missing/incomplete information.

The Centre Policy will:

• Outline the roles and responsibilities of individuals in the centre

• Detail the training and support provided for newly qualified teachers (NQTs) and training around objectivity in decision making

• Set out the approach for the determination of grades including how evidence will be used

• Describe the process that will be adopted where a potential conflict of interest has been identified, such as where a teacher’s relative is a student

• Outline the internal quality assurance processes in place including arrangements to standardise judgements and consider teacher assessed grades against results from previous years when exams have taken place (2017 to 2019)

• Detail any provision for Private Candidates, if applicable. Exams officers will be provided with further details regarding submission of the policy summary, although the process will be similar to that used in usual exam years for the submission of requests for Reasonable Adjustments through Access Arrangements Online.

**External quality assurance process**

**STAGE 1** – Centre Policy review Following submission awarding organisations will carry out a review of all Centre Policy Summary Forms. This is to ensure the arrangements each centre has in place are appropriate. Awarding organisations may contact centres where they have questions or concerns. At this point, centres will only be contacted by one awarding organisation. It is possible a centre may be contacted by an awarding organisation with which they do not have any entries. All centres will receive email confirmation that their Centre Policy has been received. Centres do not need to wait for approval before beginning their grading processes. Centres will then receive an email confirming that their policy has been ’Accepted‘ or that there is a need for follow-up contact.

Centres may be contacted by an awarding organisation where there are gaps in the policy or if any clarification is required. An update to the Centre Policy may be requested at this time. Some centres may not receive any further follow up from awarding organisations. However, quality checks of the full Centre Policy may still be performed at random.

**STAGE 2** – Virtual centre visits Where the Centre Policy suggests that further support and guidance may be required, centres will be contacted to arrange a virtual centre visit by the awarding organisation. These visits will take place in May and June. Virtual centre visits are to be supportive with the aim of assisting centres to provide valid teacher assessed grades and to ensure the best possible systems are in place. The visits will be conducted virtually. They are likely to be held via Microsoft Teams or Zoom, and details will be confirmed at a later date. Awarding organisations will work with centres to find an alternative if the use of these platforms is not suitable. Visits will be attended by trained representatives from awarding organisations and senior leaders at centres. Awarding organisations will work with centres to find a suitable time and date. Visits will take the form of a professional conversation and will focus on the process of providing teacher assessed grades. Normally, centres will participate in one visit with a single awarding organisation. The purpose of this is to have a single point of contact and to ease the burden on centres. This may mean a centre’s visit is hosted by an awarding organisation with which they do not have summer 2021 entries. If an awarding organisiation has significant concerns about a specific element of evidence the centre may be asked to remove the evidence and reconsider the grade. In rare cases, where it is not possible to resolve issues arising from a virtual centre visit, results may be withheld pending further investigation.

**STAGE 3** – Post-submission sampling The final stage of the quality assurance process is to confirm that centres have implemented what was in their submitted policies and that their submitted grades reflect this. The sampling process will provide confidence that the grades awarded by awarding organisations across the system command assurance. 14 The sampling process will take place following the submission of grades by centres.

Targeted sampling will be informed by:

• the outcomes of Stage 1

• Stage 2 policy review checks, where a centre’s overall results profile for this year’s cohort appears to diverge significantly compared to the profiles for cohorts from previous years when exams have taken place; and

• centres where awarding organisations had concerns about their policy.

In addition, random sampling will ensure appropriate subject/qualification, geographical and centre-type coverage by the awarding organisations. Sampling after the submission of grades will involve a review of evidence at qualification and subject level by subject specialists. The sampling process will help ensure that Centre Policies for determination of grades were followed without placing an unreasonable administrative burden on the centre being sampled. Awarding organisations will decide whether to accept the grades submitted by centres or undertake further review. This may lead to the withholding of results. Centres are expected to work with the awarding organisations at all stages of the quality assurance process. Failure to engage may jeopardise the timely issue of results to students, and may lead to awarding organisations undertaking further investigation (see Malpractice section)

This policy is reviewed annually to ensure compliance with current regulations

# Centre Policy for determining teacher assessed grades in Summer 2021

## Background

Every centre is required to create a Centre Policy that reflects its individual circumstances. It is anticipated that you may choose to adopt this pre-populated template in full. Or you may choose to make amendments – adding or deleting material – to reflect your own practices. In any case, centres must understand and actively implement the centre policy adopted, although this template is provided for information and does not constitute legal advice.

The template is written with a minimal amount of content in [brackets] that can be deleted, and material in CAPITAL LETTERS that should be added, if the content is retained as part of your policy.

Your policy must take account of the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*

# Centre Policy for determining teacher assessed grades – summer 2021:ESKDALE SCHOOL

## Statement of intent

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

|  |
| --- |
| **Statement of Intent** |
| This section provides details of the purpose of this document, as appropriate to our centre:*The purpose of this policy is:** *To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.*
* *To ensure the operation of effective processes with clear 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, and 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, MR ANDY FYFE, will be responsible for approving our policy for determining teacher assessed grades.*
* *Our Head of Centre has overall responsibility for the [school/college] as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
* *Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.*
* *Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*

***Senior Leadership Team and Heads of Department*** *Our Senior Leadership Team and Heads of Departments 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, which includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.*
* *Securely store and be able to retrieve sufficient evidence to justify their decisions.*

***Examinations Officer****Our Examinations Officer will:** *Be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*
 |

## Training, 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.*
* *Teachers will follow the guidance set out by the school when quality assuring assessment 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 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 JCQguidance entitled: *Guidance on grading for teachers*.

|  |
| --- |
| 1. **Use of evidence**
 |
| This section gives details in relation to our use of evidence. * *Teachers making judgements will have regard to guidance on recommended evidence, and further guidance provided by awarding organisations.*
* *All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*
* *We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.*
* *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
* *We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
* *We will use substantial class or homework (including work that took place during remote learning).*
* *We will use internal tests taken by pupils.*
* *We will use mock exams taken over the course of study.*
* *We will use records of a student’s capability and performance over the course of study in performance-based subjects such as music, drama and PE.*
 |
| *We provide further detail in the following areas:**Additional Assessment Materials** *We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.*
* *We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
* *We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
* *We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn’t been taught.*
 |
| *Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:** *We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.*
* *We will ensure that we are able to authenticate the work as the student’s own, especially where that work was not completed within the school or college.*
* *We will consider the limitations of assessing a student’s performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.*
* *We will consider the specification and assessment objective coverage of the assessment.*
* *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*
 |

## Determining teacher assessed grades

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

|  |
| --- |
| **Awarding teacher assessed grades based on evidence** |
| We give details here of our centre’s approach to awarding teacher assessed grades*.** *Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
* *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. * *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 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 AN ASSIGNED SENIOR LEADER..*
* *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 (2019).*
* *We will consider the size of our cohort from year to year.*
* *We will consider the stability of our centre’s overall grade outcomes from year to year.*
* *We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.*
* *We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.*
 |
| *This section gives details of the approach our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.** *We will compile historical data giving appropriate regard to potential mixtures of A\*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.*
* *We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.*
 |
|  |

## Access Arrangements and Special Considerations

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

|  |
| --- |
| **Reasonable adjustments and mitigating circumstances (special consideration)** |
| This section gives details of our approach to access arrangements and mitigating circumstances (special consideration). * *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
* *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained.*
* *Where illness or other personal circumstances might have affected performance in assessments used in determining a student’s standard of performance, we will take account of this when making judgements.*
* *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*
* *To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document:* [*JCQ – A guide to the special consideration process, with effect from 1 September 2020*](https://www.jcq.org.uk/wp-content/uploads/2020/08/A-guide-to-the-spec-con-process-202021-Website-version.pdf)
 |

## Addressing disruption/differential lost learning (DLL)

|  |
| --- |
| 1. **Addressing Disruption/Differentiated Lost Learning (DLL)**
 |
| This section gives details of our approach to address disruption or differentiated lost teaching.* Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
* Assessment grade information collected over the academic year will assist the final awarded certification.
 |

## Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

|  |
| --- |
| **Objectivity**  |
| This section gives a summary of the arrangements in place within our centre in relation to objectivity.*Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.**Senior Leaders, Heads of Department and Centre will 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.

|  |
| --- |
| 1. **Recording Decisions and Retention of Evidence and Data**
 |
| This section outlines our approach to recording decisions and retaining evidence and data.* *We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for 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

|  |
| --- |
| 1. **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 (QUALITY ASSURANCE), 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.*
 |

## 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.

|  |
| --- |
| 1. **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, will be 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.

|  |
| --- |
| 1. **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*](https://www.jcq.org.uk/exams-office/malpractice/jcq-suspected-malpractice-policies-and-procedures-2019-2020) *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.

|  |
| --- |
| 1. **Conflicts of Interest**
 |
| *This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.* *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.** *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents -* [*General Regulations for Approved Centres, 1 September 2020 to 31 August 2021.*](https://www.jcq.org.uk/wp-content/uploads/2020/09/Gen_regs_approved_centres_20-21_FINAL.pdf)
* *We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.*
 |

## Private candidates

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

|  |
| --- |
| 1. **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.

|  |
| --- |
| 1. **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 are aware of the awarding organisation requirements for External Quality Assurance within their subjects area 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.

|  |
| --- |
| 1. **Results**
 |
| *This section details our approach to the issue of results to students and the provision of advice and guidance.* * *All staff involved (senior leaders) 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 will be 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.

|  |
| --- |
| 1. **Appeals**
 |
| *This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.* * *All staff involved (senior leaders) 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*.
 |