



# Chase Terrace Academy Centre Assessment Policy

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FOR THE AWARD OF A LEVEL AND GCSE GRADES: SUMMER 2021



# Centre Policy for determining teacher assessed grades in Summer 2021

## Statement of intent

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

### **Statement of Intent**

*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 for Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*
- *To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.*

## Roles and responsibilities

### **Roles and Responsibilities**

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

#### **Head of Centre**

- Our Head of Centre, Nicola Mason, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined, including the role of the Deputy Headteacher in managing and implementing this policy.
- 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.
- produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded; where appropriate, this will be recorded centrally.
- 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 quality assurance document is completed and stored following each assessment.
- 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.
- securely store and be able to retrieve sufficient evidence to justify their decisions.

Our Examinations Officer will:

- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.
- Monitor developments and releases from awarding bodies, JCQ and Ofqual and co-ordinate the implementation of these along with the Deputy Headteacher.

## Training, support and guidance

**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 centre-based training to help achieve consistency and fairness to all students.
- Specific training events will take place as follows:
  - **Monday 8<sup>th</sup> March** – Ofqual guidance summary and launch of Whole-school plan for final assessment
  - **Tuesday 9<sup>th</sup> March** – Detailed guidance sent to all staff to support planning process
  - **Friday 19<sup>th</sup> March** – Further guidance and information to support staff ahead of assessments beginning, including standardised slides to share with students pre-assessment
  - **Monday 22<sup>nd</sup> March** – Training materials and documentation provided to support HoDs with standardisation and comparison data from 2017 - 2019
  - **Wednesday 31<sup>st</sup> March** – Staff training session on JCQ guidance and required steps at departmental level, including completion of the Departmental Assessment Record
  - **w/b 19<sup>th</sup> April** – subject leader training on quality assurance and storage of assessment materials and other key documentation

- **w/b 3<sup>rd</sup> May** – moderation and standardisation training
  - **w/b 10<sup>th</sup> May** – Final grades entry, quality assurance and standardisation training
- Additional training events will be scheduled as necessary.
  - Members of the Leadership Team have engaged with external training run by Ofqual, ASCL, Pearson and SSAT to further support the process.
  - The school also subscribes to 'The Exams Office' and this will also be used as a training tool to support our Exams Officer.
  - Our Governing Body will also receive training from the Leadership Team on the process being applied. External training will be offered, where possible.
  - Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.

### Support for Newly Qualified Teachers and teachers less familiar with assessment

- We have two NQTs who have responsibility for an examination class in Year 11, three NQT+1 staff and three long-term supply staff.
- Additional training will be provided at departmental level for all of these teachers. Samples from each assessment completed will be co-marked with an experienced member of staff who is either an experienced practitioner and/or an examiner for the board.
- The department will also undertake joint moderation sessions to cross-reference against other staff assessment.
- We will put in place additional internal reviews of teacher assessed grades.
- For the staff working with us on long-term supply, we will apply a further layer of checks and joint marking exercises to ensure accuracy and consistency.
- Where possible, we will seek an additional layer of external validation of judgments for supply staff assessing work in disciplines which have a specific practical focus.

## Use of appropriate evidence

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

### Use of evidence

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

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All evidence which is to be used in consideration towards a student's final grade will be detailed on each department's individual assessment record.

- All necessary 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.
- Assessment evidence prior to March 2021 will at least be available in the form of departmental mark sheets and tracking sheets.
- Assessment evidence from March 2021 onwards will be available in the form of departmental mark sheets/tracking sheets and student work in all cases.
- We will be using student work produced in response to assessment materials developed by each of our departments.
- In all cases, assessments completed will use awarding organisation questions and past papers, or similar materials, such as practice or sample papers. These may or may not be those produced specifically by awarding bodies to support this process.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed in appropriate subjects.
- 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 (high control).
- We will use substantial class or homework (including work that took place during remote learning) where appropriate. This will be detailed on the departmental assessment record.
- We will use internal tests taken by pupils.
- We will use mock exams where these were 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.

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**

- 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.*
- Clear guidance will be given on what assessments should be considered, how these assessments should take place and how the outcomes should be assessed, quality assured and recorded*
- This will enable our teachers to arrive at a fair and objective grade, which is free from bias*
- Each department will plan its own assessment schedule – this will be recorded on the departmental assessment record template. All schedules will be quality assured*
- Overview assessment documents will be shared with students and parents*
- Teachers will administer assessments set centrally by their Head of Department.*
- All students will sit identical assessments under the same conditions (at their tier of entry where appropriate).*
- As far as possible, assessments will take place on the same day, however, this may not always be possible due to timetabling constraints.*
- All students will be aware of the broad topic/paper material covered in each assessment however, they will not be aware of specific sections or questions. This will be consistent across all subjects.*
- Where NEA is continuing to take place, and will form part of the decision on the final grade, students will also be made aware of this. Dates for completion of NEA will also be shared more widely with students and parents through the assessment overview documents.*

- Only the assessments outlined on the departmental assessment record template will be used to inform the final grade.
- Where students are entitled to access arrangements, this will be made available within the classroom, except where a separate space would be more appropriate.
- Staff will record centrally where access arrangements were taken, where they were not made available and where students declined to use them.
- Information on students who have had special consideration applied will be recorded centrally and at department level with a clear process for each individual affected outlined.
- Following each assessment, there will be moderation at department level and further layers of quality assurance beyond this (see next section).
- All teachers and Heads of Department will record the outcomes of assessments and moderation work that has taken place.
- All assessments will be stored centrally using storage provided. This will also include records of outcomes, access arrangements, provision for students requiring specific consideration and records of moderation.
- All assessments will be accessible by members of the Senior Leadership Team, should they be needed for the purposes of quality assurance or appeal.

## 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**

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
  - Planning and administering assessments
  - Ensuring provision for students requiring access arrangements
  - Arriving at teacher assessed grades
  - Marking and storage of evidence
  - Reaching a holistic grading decision
  - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades both at Middle and Senior Leadership level.
- All 'normal' department meeting time will be disaggregated to enable staff to spend time reviewing and quality assuring the outcomes from assessments.
- 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.

- For every assessment completed, each subject area will complete a quality assurance checklist.
- 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 assessment 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.
  - 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**

- We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
- We will consider the size of our cohort from year to year.
- We will consider the stability of our centre's overall grade outcomes from year to year.
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.
- We will make existing internal data for current Year 11 and 13 cohorts available to staff, including the outcomes from mock examinations for Year 11.
- We will compile historical data giving appropriate regard to potential mixtures of A\*-G and 9-1 grades in GCSEs.
- We will compile historical data giving appropriate regard to progress measures such as Progress 8 and SISRA created 'Subject Progress Index'. This data provides further indication of the validity of our grading linked to student prior attainment and not just grades.
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.
- We will provide training for Heads of Department to enable them to use this information to support their own quality assurance work prior to the submission of final grades

## 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)**

- *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 will be obtained (unless the outcome of the assessment is in line with those completed with the correct allowances in place). Alternatively, staff could be given direction on how to make allowances for this in the assessment process.*
- *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 and keep an appropriate record.*
- *We will record, as part of our Access Arrangements and Special Considerations tracking sheet, 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.*
- *Staff will record centrally where access arrangements were taken, where they were not made available and where students declined to use them. This record will be stored on a central document which will be readily available should it be required for the purposes of quality assurance or appeal.*
- *To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

## Addressing disruption/differential lost learning (DLL)

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

### **Addressing Disruption/Differentiated Lost Learning (DLL)**

- *Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.*
- *Each subject area will design a medium-term curriculum plan to outline what will be taught during the final weeks of the course.*
- *This document will sit alongside the assessment overview document made available to parents and students.*

- Where a student has been absent through 'normal' illness, any missed assessments will not be used to support the final grade process for them as an individual.
- Where students are absent due to having to isolate or other legitimate ongoing medical conditions, arrangements will be made, as far as practicable, for them to complete their assessments at home under conditions as close to those as the rest of the cohort as possible.

## Objectivity

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

### **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*

*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 for recording decisions and retaining evidence and data.

### **Recording Decisions and Retention of Evidence and Data**

- *We will outline systems and provide resources required to support their implementation in all subject areas.*

- We will ensure that teachers and Heads of Department 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.
- Assessment objectives covered by each assessment will be mapped on the Departmental Assessment Record – this will also be stored centrally.
- 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).
- Where copies of actual student work is not available for assessments undertaken prior to March 2021, a copy of the paper/assessment completed will be available along with a central record of individual students' outcomes.
- For assessments undertaken after March 2021, all of the above will be stored centrally, along with copies of each individual students' work.

## 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.

### Authenticating evidence

- Robust mechanisms will be in place, which will include:
  - Assessments taking place under test conditions
  - Inclusion of evidence which is verified as the candidates' own work (for example, because it has been complete under direct supervision of the teacher or in a mock examination)
  - Adherence to centre guidance on the conditions for assessments
  - A process for reporting suspected malpractice
  - Teacher authentication following each assessment and completion of a quality assurance record
- Procedures 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.
- Prior to completing the Head of Centre declaration, all appropriate checks will have been made at individual teacher, subject leader and senior leadership level to confirm the authenticity of work.
- Where students are absent for an assessment due to a legitimate ongoing medical issues and/or having to shield or self-isolate, arrangements will be made for them to be able to complete their assessments at home.

- *As part of this process, expectations for administering the assessment will be outlined to a parent or guardian and a declaration will be completed and stored by the centre to confirm that the appropriate conditions have been adhered to.*
- *In some circumstances, it may be possible to arrange remote invigilation.*
- *Teachers and subject leaders will review the work against that submitted previously by individual students to ensure that it represents that 'typically' produced.*
- *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.

#### **Confidentiality**

- *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.*
- *Arrangements have been made for an overview of all medium term curriculum and assessment planning to be shared with students and parents via the school website.*
- *There have been online events and recordings for students and parents to further explain this and students are receiving consistent communications in their lessons regarding the process for awarding their final grades.*
- *The parental event took place on Wednesday 10<sup>th</sup> March and the student one on Friday 12<sup>th</sup> March. Detailed written communication was sent home to support this.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians via written communication and online Q and A sessions.*

## 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.

### **Malpractice**

- *Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.*
- *All staff involved have been made aware of these policies, and have received training in them as necessary.*
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
  - *breaches of internal security;*
  - *deception;*
  - *improper assistance to students;*
  - *failure to appropriately authenticate a student's work;*
  - *over-direction of students in preparation for common assessments;*
  - *allegations that centres submit grades not supported by evidence that they know to be inaccurate;*
  - *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;*
  - *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and*
  - *failure to keep appropriate records of decisions made and teacher assessed grades.*
- *The consequences of malpractice or maladministration as published in the JCQ guidance: JCQ Suspected Malpractice: Policies and Procedures and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.*

## Conflicts of Interest

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

### **Conflicts of Interest**

- *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.*
- *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ*

documents - General Regulations for Approved Centres, 1 September 2020 to 31 August 2021.

- We will also carefully consider the need 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.

### **Private Candidates**

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

- We do not have any private candidates

## 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.

### **External Quality Assurance**

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades has been retained, for assessments completed after March 2021, 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.

### Results

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A-Level and GCSE results in the same week.
- Arrangements will be made to ensure the necessary staffing, including administrative and support staff, to enable the efficient receipt and release of results to our students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below).
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/guardians have been made aware of arrangements for results days.

## Appeals

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.

### Appeals

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners and parents 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.