

Centre Policy – CEDARS Short Stay School Centre number 30345

FOR GCSES AND VOCATIONAL QUALIFICATIONS FOR SUMMER
2021



Centre Policy for determining Teacher Assessed Grades – summer 2021: CEDARS Short Stay 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, 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.*

School Context

School Context

CEDARS Short Stay School is a Local Authority mainstream Pupil Referral Unit (PRU) provides a co-educational day setting for pupils of Secondary School age who have encountered difficulties within their existing educational placement. Provision aims to cater for the pathways and educational needs of the individual pupils referred whilst taking account of their emotional, behavioural, social and psychiatric difficulties. CEDARS is a small school and the number of pupils entered for exams this year is lower than previous exam seasons. The characteristics of the cohort, their reasons for referral to CEDARS and their individual difficulties both in terms of education and SEMH needs differs year on year. Most subjects are single teacher subjects and measures have been put in place to ensure support from the Senior Leadership Team as detailed in this Centre Policy.

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, Pam Clulow, along with the Management Committee, 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.*
- *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.*
- *Our Head of Centre will ensure the Exam Officer and teachers receive training regarding Teacher Assessed Grades.*
- *Our Head of Centre will sign a declaration of accuracy.*
- *Our Head of Centre will read, understand, and implement this policy and any other relevant documentation from the JCQ and/or Ofqual.*

Senior Leadership Team

Our Senior Leadership Team will:

- *will read, understand, and implement this policy and any other relevant documentation from the JCQ and/or Ofqual.*
- *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 across departments and authenticating the preliminary outcome from single teacher subjects, applicable to most subjects at CEDARS.*
- *be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.*
- *support single teacher subject in making 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.*

Teaching Staff and SENCo

Our teachers, specialist teachers and SENCo will:

- *ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide Teacher Assessed Grades for each student they have entered for a qualification.*

- ensure that the Teacher Assessed Grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.
- produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final Teacher Assessed Grades. Any necessary variations for individual students will also be recorded.
- ensure that a Subject Checklist is completed for each qualification that they are submitting.
- be clear with students what evidence will be used.
- collect evidence to inform Teacher Assessed Grades.
- read, understand, and implement this policy and any other relevant documentation from the JCQ and/or Ofqual.
- ensure access arrangements are implemented where applicable, in accordance with the **JCQ Access Arrangements and Reasonable Adjustments 2020-21** regulations.
- securely store any student evidence until that evidence is passed to the Examinations Officer for secure storage and retention.

Examinations Officer

Our Examinations Officer will:

- read, understand, and implement any policies or guidance from Ofqual, the DfE and/or JCQ.
- share relevant information and updates from the Joint Council for Qualifications, Ofqual, DfE and/or awarding bodies with staff, parents and students.
- communicate regularly with parents via email, letter, Intouch messages and telephone discussions, including information on results day and appeals.
- communicate relevant information and guidance with students via individual letters, which are then explained to them by the Home Liaison staff, including information on results day and appeals.
- be clear and attend training regarding the process required for submitting Teacher Assessed Grades before the deadline of 18th June 2021.
- be responsible for the administration of our final Teacher Assessed Grades and for managing the post-results services.
- securely store and be able to retrieve sufficient evidence to justify subject staff decisions.
- ensure subject staff have access to the relevant awarding body secure portals.
- Prepare results for release to students on 12th August 2021.

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*

- *All staff involved in the awarding, standardisation and processing of Teacher Assessed Grades will complete the JCQ online training module on Maintaining Objectivity.*
- *Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.*
- *Our teaching staff will complete relevant training and/or online standardisation with awarding bodies to support the awarding of Teacher Assessed Grades.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*

Support for Newly Qualified Teachers and teachers less familiar with assessment

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

- *There are currently no NQTs at CEDARS.*
- *We will provide mentoring from experienced teachers to teachers less familiar with assessment.*
- *We will put in place additional internal reviews of Teacher Assessed Grades for teachers as appropriate.*

Support for Single Teacher Departments

This section provides details of our approach to *support single subject departments*

- *All GCSE subjects are taught by experienced single subject staff.*
- *Members of the Senior Leadership team and/or the Head of Centre will support individual subject staff through regular meetings to validate outcomes and grading, as well as comparing outcomes and grading in associated subject areas where applicable.*
- *Our teaching staff will be encouraged to sign up for subject specific updates from their awarding bodies.*

Use of appropriate evidence

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

A. Use of evidence

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

- *Teachers making judgements will have regard to Ofqual's **Information for heads of centre, heads of department and teachers on the submission of Teacher Assessed Grades: summer 2021** guidance and the **JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021** 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.*

Evidence will be determined on a subject by subject basis including:

- *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.*
- *non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We will use substantial class or homework (which may include work that took place during remote learning).*
- *internal tests taken by students.*
- *where available, mock exams taken over the course of study.*
- *records of a student's performance in practical activities over the course of study in GCSE Biology and Level 1/2 Hospitality and Catering.*

We provide further detail in the following areas:

We may use Additional Assessment Materials (AAMs) on a subject by subject basis 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.*
- *give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *support grading for students who have been referred to CEDARS late in Year 11 and where there is little evidence available from the previous school.*

Where AAMs are used, 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.*
- *Teachers awarding grades will have regard to Ofqual's **Information for heads of centre, heads of department and teachers on the submission of Teacher Assessed Grades: summer 2021** guidance and the **JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021**.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias, taking into consideration Ofqual's **Information for centres about making objective judgements**.*
- *Our teachers will produce an Assessment Record for each subject cohort and will share this with their Line Manager. Any necessary variations for individual students will also be shared. Subject teaching staff will ensure that the evidence collected is linked to the awarding body Assessment Objectives within the Assessment Record*
- *Our teachers will ensure that students are made aware when work completed will be used as evidence.*
- *Regular meetings will take place with the Senior Leadership Team to determine progress towards awarding Teacher Assessed Grades both on a departmental level and for individual students.*
- *Our teachers will use mapping grids, marking guidance, grade descriptors and other subject-specific guidance from the relevant awarding bodies to assist in awarding Teacher Assessed Grades.*

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.

- *We will ensure that all teachers involved in deriving Teacher Assessed Grades read and understand this Centre Policy document.*
- *We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
 - *Arriving at Teacher Assessed Grades*
 - *Marking of evidence*
 - *Reaching a holistic grading decision*
 - *Applying the use of grading support and documentation*
- *We will conduct internal standardisation across all grades.*
- *We will ensure that the Assessment Record will form the basis of internal standardisation and discussions 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:*
 - *Pam Clulow, Head of Centre*
 - *Kelly Wainwright, Deputy Headteacher and SENCo*
 - *Ian Snead, Assistant Headteacher*
- *Where available, other subject-specialist staff with relevant GCSE experience either within our centre, at our Darwin base, or at other local centres, will support in the internal standardisation process.*
- *Grading decisions will be made by teaching staff collaboratively and based on evidence of completed work.*
- *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, 2017-2019, in which exams took place. However, this data will only be considered and used in comparison with current grades once the final Teacher Assessed Grades have been recorded.*
- *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, including data from a student's previous school where available such as predicted grades, qualifications and evidence, that will help to quality assure the grades we intend to award in 2021.*

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

- *We will omit subjects that we no longer offer from the historical data.*
- *The number of entries for each subject is small at CEDARS, with a maximum of eight entries per individual subject.*
- *The cohort this year is much smaller in some subjects than previous years, particularly in English and Maths.*
- *Due to the small cohort and number of entries, the protected characteristics, gender or disadvantage of a single student could have a significant impact when comparing current grading against historical data. We will therefore compare data on a whole school qualification level where appropriate.*
- *Where there are significant discrepancies between the current grades and historical data, a succinct narrative will address the potential of differences at both subject and centre level due to the smaller cohort and entries.*
- *we recognise that results differ year on year as a result of the characteristics of each cohort in terms of behaviour, academic achievement and SEMH needs.*

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](#)*

Addressing disruption/differentiated lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

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

- Teacher Assessed Grades will be determined based on evidence of the content that has been taught and assessed for each student.
- Disruption and differentiated lost teaching has affected students at CEDARS due to Covid National Lockdowns and one centre specific lockdown. In both circumstances, students have been expected to engage with live remote learning lessons in line with the normal timetable in school. Therefore, any differentiated lost teaching in these circumstances would be due to non-engagement by students and should be taken into account when awarding grades and selecting evidence. Where appropriate, our teachers will use *Additional Assessment Materials* from the awarding bodies to replace the work missed to enable grading against relevant assessment objectives.

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.

*All staff involved in the awarding process this year have confirmed they have read Ofqual's **Information for centres about making objective judgements**.*

All staff involved in the awarding process this year will complete the JCQ Maintaining Objectivity online training and a record of completion will be kept.

The Head of Centre and Senior Leaders 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 to recording decisions and to retaining evidence and data.

C. Recording Decisions and Retention of Evidence and Data

This section outlines our approach to recording decisions and retaining evidence and data.

- *We will ensure that teachers 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).*
- *Our teachers will store evidence, including student's work and marking records, securely either electronically or locked in their classrooms until it is given to the Exams Officer for secure centre storage.*

Authenticating evidence

D. Authenticating evidence

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- *Robust mechanisms 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. This may include:*
 - *checking of work against internet search engines and other frequently used subject-specific websites*
 - *staff awareness of and comparison against key texts and websites used*
 - *checks against current student work, for example to highlight improvements in quality*
 - *comparison of candidate's work against other pupils in centre*
 - *written confirmation from parents for work completed at home*
 - *drop in's from SLT when NEA and coursework is being undertaken during a high level of control*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.*

Confidentiality, malpractice and conflicts of interest

Confidentiality

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

A. Confidentiality

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

- *All staff involved have been made aware of the need to maintain the confidentiality of Teacher Assessed Grades.*
- *All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.*

Malpractice

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

B. Malpractice

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

- *Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.*
- *All staff involved have been made aware of these policies, and have received training in them as necessary.*
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
 - *breaches of internal security;*
 - *deception;*
 - *improper assistance to students;*
 - *failure to appropriately authenticate a student's work;*
 - *over direction of students in preparation for common assessments;*
 - *allegations that centres submit grades not supported by evidence that they know to be inaccurate;*
 - *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;*

- *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and*
- *failure to keep appropriate records of decisions made and Teacher Assessed Grades.*

- *The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.*

Conflicts of Interest

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

C. Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- *To protect the integrity of assessments, 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.*
- *All staff in the centre have completed a declaration of conflict of interest and a record of this is held by the Exams Officer.*
- *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).*
- *We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.*

Private candidates

CEDARS does not accept 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.

A. External Quality Assurance

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- *All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *Instances where student evidence used to decide Teacher Assessed Grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation. Teachers will provide evidence of past papers and/or mark schemes that have been used in awarding grades in this instance.*
- *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.*
- *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.*
- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*

Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

A. Results

This section details our approach to the issue of results to students and the provision of advice and guidance.

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

Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

A. Appeals

This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- *All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.*
- *Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.*
- *All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.*
- *Leaners have been appropriately guided as to the necessary stages of appeal.*
- *Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals in accordance with the appeals guidance and our updated appeals policy:*
 - *Students and parents have been made aware of the appeals process in writing.*
 - *Students will have the right to request an appeal on results day or within the deadlines provided by the JCQ and awarding bodies.*
 - *The Centre will check first if an administrative error has been made and then to appeal if this is found to be the case*
 - *The student can ask the centre to appeal on their behalf to the exam board and provide the evidence used to determine the grade.*
 - *CEDARS' complaints policy is available on the school website.*
- *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. A form will be given to students on results day or emailed to student/parents to consent to an appeal. Appeals will not be processed until this form has been received.*
- *Appropriate information on the appeals process will be provided to parents/carers.*