



## **Teacher Assessed Grades\* (i/GCSE, AS and A-Level) Policy**

Ratified by RAK Academy Board of Governors on 20 April 2021. Document No. POL41.190421.A

### **Note on International Baccalaureate Diploma Programme**

*Please note that this policy applies to the British curriculum exams and qualifications only (IGCSE, AS and A-Level). The IBDP uses a different mechanism whereby students submit Internal Assessments (IAs for every subject, in the event of cancelled exams, these are all marked externally by licenced IB examiners. The school submits its predicted grades as it does every year follow established process, based on student performance and trajectory. These are then moderated by the IB Organisation using IAs and they decide on the final grade. Therefore, there are no Teacher-Assessed Grades for the IBDP and this policy excludes IBDP students.*

### **1.0 RAK Academy Centre Numbers**

- Pearson - Centre Number: 97101
- CIE – Centre Number: AE034
- AQA – Centre Number: 96012

### **2.0 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\*(TAGs) 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 the Joint Council for Qualifications (JCQ) /AQA /Pearson and Exam Board Guidance from the Cambridge International Exams Centre (CIE).
- To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of the TAGs.
- To support a high standard of internal quality assurance in the allocation of TAGs.
- To support our centre in meeting its obligations in relation to equality guidance.
- To ensure our centre meets all requirements set out with guidance from JCQ/AQA/ Pearson and CIE.
- To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

### **3.0 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 TAGs this year.

#### **3.1 Head of School**

Our Head of School:

- Will be responsible for approving our policy for determining TAGs.
- Will ensure that clear roles and responsibilities of all staff are defined.
- Will confirm that TAGs decisions represent the academic judgment made by teachers and that the checks in place ensure these align with the guidance on standards provided by JCQ/AQA/Pearson and CIE.
- Will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

*\*also referred to as Centered Assessed Grades – CAG or School Assessed Grades - SAG*



### 3.2 Senior Leadership Team, Heads of Department and Coordinator

Our Senior Leadership Team and Heads of Departments will:

- Provide training and support to our staff.
- Support the Head of School in the quality assurance of the final TAGs.
- 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 judgments about student evidence in deriving a grade.
- Ensure that the evidence used to determine the TAGs are representative of the students' ability in the specified subject.
- Ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by from JCQ/AQA/ Pearson and CIE.
- Ensure that all students' work used as evidence is moderated, including the mark schemes.
- Ensure that the students' work used as evidence covers as much as the course as possible.
- 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.
- Ensure staff sign a declaration stating they have read and complied with this policy and that they will not disclose any information to the students regarding their TAGs.

### 3.3 Teachers/Special Education Needs Coordinator (SENCo)

Our 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 JCQ/AQA/ Pearson and CIE to provide TAGs for each student they have entered for a qualification.
- Collect and retain three pieces of evidence for the I/GCSE, AS and AL examination as part of the portfolio of evidence.
- Must meet all deadlines both internal and external regarding the submission of TAGs.
- Ensure the evidence selected covers as much of the course as possible and does not underrepresent or over represent the abilities and performance levels of the students.
- Ensure that the TAGs they assign to each student are a fair, valid and reliable reflection of the assessed evidence available for each student.
- Make judgments based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the JCQ/AQA/ Pearson and CIE guidance.
- Produce an Assessment Record/portfolio of evidence 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 TAGs Any necessary variations for individual students will also be recorded.
- Securely store and be able to retrieve sufficient evidence to justify their decisions.
- Will keep all evidence on their Google Classrooms and any physical copies of assignments they may have which are either used in evidence or could form part of an appeal process.
- **Will not disclose or discuss the TAGs with the students, other staff or parents.**
- **Will not engage in discussions with students, parents or staff who may wish to add undue pressure to alter the TAG awarded.**
- **Must report any incidents were other staff, students or parents have applied pressure to reveal information and/or share the TAGs to the Head of School and/or Deputy Headteacher. (All incidents must be reported in writing by the member of staff and retained in the event of an appeal).**
- **Send the evidence and information used for the TAGs of students whose parents work in the school directly to the Deputy Headteacher to ensure total confidentiality.**



- **Must not use their staff privileges to discuss matters or access information relating to their own children's grades with other staff and students or put undue pressure on staff to either alter or disclose information on the TAGs.**
- Inform students of the three pieces of evidence that are going to be used to determine the TAG, but they cannot reveal the final TAG.
- Must not discuss or disclose any information collected for the final TAG assessments in April – June 2021.
- Inform the Head and Deputy Headteacher of the school of all contact and conversations with parents if they are trying to find out any relevant information (a record will be kept).

### **3.4 Examinations Officer**

Our Examinations Officer will:

- Be responsible for the administration of our final TAG and for managing the post-results services.

### **4.0 Training, Support and Guidance**

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining TAGs this year.

#### **4.1 Support for Newer 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 newer and teachers less familiar with assessment. This will mostly take place within departments by Heads of Department and staff holding positions of responsibility (POR).
- We will put in place additional internal reviews of TAGs for newer and other teachers as appropriate.
- Line managers will raise any issues relating to TAGs with the Deputy Headteacher and the Head of School prior to the submission of the TAGs,
- Open lines of communication will be in force to ensure that any issues are communicated to the Head of School and that timely and appropriate action is taken prior to submission of the TAGs.

### **5.0 Use of Appropriate Evidence**

This section of our Centre Policy indicates how our centre and teacher will give due regard to the collection of evidence as outlined in JCQ/AQA/ Pearson and CIE guidance.

- It is the responsibility of the subject teacher to select the relevant information for the portfolio of evidence that is used to assess the TAGs.
- All candidate evidence used to determine TAGs, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- We will use students' work produced in response to assessment materials provided by the exam boards including 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 exam board materials, and have been marked in a way that reflects the exam board mark schemes.
- We will use substantial class or homework (including work that took place during remote learning).
- We will use internal tests taken by students.
- We will use mock exams taken over the course of study that have involved the students coming physically into school to take the examinations or being supervised online with their cameras on and tight submission time slots.



- For the in-school assessments which will take place between April – May 2021 students will be provided with further opportunities to contribute to their basket of evidence for their TAGS. These assessments will follow strict protocols and procedures.

### 5.1 Pearson Evidence for Teacher Assessed Grades

Use of evidence - Pearson Qualifications	
<i>Outline of assessment approach</i>	<i>Please select a minimum of one option (Yes/No)</i>
<i>We will use unseen materials provided by Pearson on the secure release date and will be marked by Pearson</i>	No
<i>We will use <b>some</b> unseen materials provided by Pearson on the secure release date and will be marked by our centre.</i>	Yes
<i>We will use unseen materials provided by Pearson (after the release date) taken and supervised in centre and marked in centre. Supplemented with at least two pieces of extra evidence – including for example the use of past papers, in class tests, homework, and, where relevant, non-examined assessment.</i>	Yes
<i>We will use unseen materials provided by Pearson (after the release date) taken in non-supervised conditions and marked in centre. Supplemented with at least two pieces of extra evidence – including for example the use of past papers, in class tests, homework, and, where relevant, non-examined assessment.</i>	No
<i>We will use other evidence – including for example the use of past papers, in class tests, homework, and, where relevant, non-examined assessment.</i>	Yes

### 5.2 Cambridge Evidence for Teacher Assessed Grades (CIE)

Staff must follow a two-step process to award the TAGs:

1. Allocate a grade to each of the three pieces of evidence.
2. Use these grades to inform their decision about what overall grade to award.

Staff will need to provide information in a Rationale Document about how they have completed these tasks.

For each student, three substantial pieces of work must be selected as part of a portfolio of evidence. Substantial means a piece of work that has taken a student at least one hour of concentrated work to complete or may combine some shorter tasks in order to create a single substantial piece of work that has taken the student at least one hour of concentrated work to complete. This constitutes one of the three pieces of evidence.

The types of work to be included among the three pieces of work can include one or more of any of the following:

- Complete past papers from the syllabus with a duration of an hour or more\*.
- Completed coursework prepared according to syllabus requirements.
- Work made up of questions selected from various past papers.
- Papers used as mock exams.
- Extended project work set by the school during the course of study.
- Tasks set by the centre, such as essays, assignments, problems, practical tasks.
- CIE board recommends that at least one of the pieces of work is a complete past paper dating back to before June 2020. Past papers from later than the June 2020 series may be used in addition, at the centre's discretion.

Students doing past papers, mock exams and work made up of questions from past papers should, as far as possible, be given the appropriate access arrangements.



Teaching staff should make sure that each student knows which three pieces of evidence will be used, and appropriately consider any feedback from the candidate about this choice.

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.

## 6.0 Determining Teacher Assessed Grades

This section of our Centre Policy outlines the approach our centre will take to awarding TAGs,

### 6.1 Awarding Teacher Assessed Grades Based on Evidence

Teachers must not allocate a candidate an overall grade which is higher or lower than any of the grades that have been allocated to the individual pieces of substantial evidence used to award the TAGs,

- Our teachers will determine grades based on evidence which is at 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/ portfolio of evidence for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.
- Grade descriptors and grading exemplification must be used to make holistic judgments about student performance. Grade descriptors will help identify how the range of evidence for a student aligns with the expected performance standards. Review the evidence. Read through the grade descriptors. Match the student's evidence to the suitable statements within the grade descriptors.
- Where an examination has a tiered grading system, students can only be awarded a TAG within the tier that they have been entered for.
- TAGs for students will be rank ordered so each department can overview the range of teacher grades awarded as an internal comparison.
- For IAL courses individual units will be awarded a grade.
- The Head of Department will have overall sight of all the evidence being submitted for each of the qualifications used for the students. The Head of Department and Line Manager will work together to ensure that the guidance from JCQ/AQA/ Pearson and CIE has been followed precisely when assessing the student evidence and awarding the TAG.
- The Line Managers and Senior Team will ensure that accountability at all levels takes place throughout the process.
- **The TAGs will be based on students' actual demonstrated achievement. Teachers must not speculate whether the student could have done better had there been no pandemic or no disruption to teaching and learning. The TAGs will be based on the three pieces of substantive evidence chosen (no more or less than three pieces of evidence).**
- **The final TAGs are derived solely based on performances produced by students, a grade derived based on a predicted trajectory from tracking data or target grade is not permitted.**
- Recent evidence will be more likely to represent the ability of the candidate.
- Evidence which had not yet been graded should not be discussed with the students.
- For CIE a Rational Document must also be submitted for each syllabus, explaining in detail how the TAGs have been determined.



- The Rationale document will include:
  - The rationale used to select pieces of work for each candidate.
  - Whether any assessment objectives are not included in the portfolios, and the reason why they were omitted.
  - The conditions in which the work was completed and how it has been authenticated.
  - How the work of private candidates has been obtained, selected and authenticated.
  - How marking was standardised and reviewed, in cases where more than one teacher has applied the same mark scheme.
  - How teachers ensured objectivity in marking and how any access arrangements were met.

## **6.2 Internal Quality Assurance**

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of TAGs, to ensure consistency, fairness and objectivity of decisions.

## **6.3 Head of School Internal Quality Assurance and Declaration**

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

We will ensure that all teachers involved in deriving TAGs read and understand this TAG Policy document.

In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.

We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:

- Arriving at TAGs.
- 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 TAGs.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by guidance from JCQ/AQA/ Pearson and CIE.
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by guidance from JCQ/AQA/ Pearson and CIE.
- 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 the Deputy Headteacher in respect of equality guidance we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

## **6.4 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 TAGs in 2021 with results from previous cohorts.

## **6.5 Comparison of Teacher Assessed Grades to results for previous cohorts**

This section gives details of our internal process to ensure a comparison of TAGS 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 series in which exams took place (e.g., 2017 – 2020).
- 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 organise data outturn meetings for all departments with the Head of Secondary, Deputy Headteacher



and Line managers to assess all the TAG for every student.

- We will collate all the exam results from 2017 – 2020 and review these in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, and then 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 TAGs for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.
- We will speak to each teacher where the subject's grades have been viewed as over lenient or too harsh and establish further details and evidence.
- We will ensure that the Head of Department is accountable for ensuring the school assesses grades have been quality assured.
- We will review our QA of the grades.

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.
- We will remove data for private candidates and past students who no longer attend the school.
- We will omit data for units whereby parents chose to enter the students when they were tutored outside the school, i.e., the specification has not been covered in lessons.



## **7.0 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.

### **7.1 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 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 judgments.
- We will record, as part of the collections of evidence/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.

### **7.2 Addressing Disruption/Differential Lost Learning (DLL)**

This section gives details of our approach to address disruption or differentiated lost teaching. As a school we will work with the best interests of our students to ensure they are fully supported.

TAGs will be determined based on evidence of the content that has been taught and assessed for each student.

There have been substantive periods where students had to learn through distant learning platforms due to school closure. Therefore, the students could not complete the practical coursework requirements; coursework; speaking and listening exercises and in lesson practicals which underpin their knowledge and skills.

Many students due to family and personal vulnerabilities had to participate in distant learning for 100% of their schooling.

### **7.3 Objectivity**

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

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 TAGs.

To ensure objectivity, all staff involved in determining TAGs will be made aware that:

- Unconscious bias can skew judgments.
- The evidence presented should be valued for its own merit as an indication of performance and attainment.
- TAGs 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.





## **8.0 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.

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 TAG 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 the examination boards as required.

### **8.1 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 plagiarism checking; staff marking and moderating other staff work; sharp online submission times; exams.net software for students working online 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, from any other sources or with external tutors.
- For the mock exams undertaken in November-December 2020 all students attended school in person to sit for their examinations.
- For the mini-mock examinations in February 2021 all students working online had to turn their cameras on and had strict submission times. Parents and students were informed of the requirements to turn on their cameras and late or plagiarised work was not accepted.
- For the TAGs which will take place in lessons throughout April to May, students will either attend in person or be required to turn on their cameras with strict protocols. The use of software to control access to the internet is being explored.
- It is understood that the exam boards will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by JCQ/AQA/ Pearson and CIE to support these determinations of authenticity.

## **9.0 Confidentiality, Malpractice and Conflicts of Interest**

### **9.1 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.

- All staff involved have been made aware of the need to maintain the confidentiality of the TAGs. This will be addressed through training and a signed staff confidentiality declaration form.
- Any staff found to be in breach of this policy will be subject to disciplinary action in line with this policy.
- Any staff found to be in breach of this policy will be subject to disciplinary action in line with this policy.
- 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.



## 9.2 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.

**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 assessments.
- Allegations that the centre submits grades not supported by evidence that they know to be inaccurate.
- Centre enters students who were not originally intending to certificate a grade in the Summer 2021 series.
- Failure to engage as requested with the examinations boards requests during the External Quality Assurance and appeal stages; and
- Failure to keep appropriate records of decisions made and TAGs.
- The consequences of malpractice or maladministration as published in the JCQ guidance and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status has been outlined to all relevant staff.

## 9.3 Conflicts of Interest

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

- To protect the integrity of assessments, all staff involved in the determination of TAGs must declare any conflict of interest such as relationships with students to our Head of School for further consideration.
- We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.
- We have taken steps in our whole school training to ensure that staff whose children will receive TAGs will have no access to the evidence used or the grades awarded.

## 9.4 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 exam board requirements for External Quality Assurance as set out in the guidance from JCQ/AQA/ Pearson and CIE.
- 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 TAGs 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 the examination boards 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 examination boards including the withholding of results. Failure to support the school in any matter relating to either internal or external quality assurance will result in disciplinary action within the school.

### **9.5 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.

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of international or otherwise A/AS and international 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 Pearson, 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.

### **9.6 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 from JCQ/AQA/ Pearson and CIE.

All staff involved will through training be made aware of the arrangements for, and the requirements of, appeals in summer 2021, as set out in the guidance from JCQ/AQA/ Pearson and CIE.

- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff will be briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to AQA/ Pearson and CIE., 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.