

Centre Policy The Becket School

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021



Centre Policy for determining teacher assessed grades in Summer 2021

Background

This Centre policy outlines the Becket Schools approach to awarding GCSEs, AS and A-Levels grades in Summer 2021. The policy takes into account the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*

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Centre Policy for determining teacher assessed grades – summer 2021: The Becket School

Statement of intent

Statement of Intent

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

The purpose of this policy is:

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

Roles and responsibilities

Roles and Responsibilities

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

Head of Centre

- Our Head of Centre, Mr Paul Greig, will be responsible for approving our policy for determining teacher-assessed grades.
- Our Head of Centre has overall responsibility for The Becket 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.

Senior Leadership Team and Leaders of Learning

Our Senior Leadership Team and Leaders of Learning will:

- provide training and support to our other staff, including training on bias
- Will record details of the training completed, including training and support for those less used to assessment, including NQTs
- 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.
- Provide support, guidance and complete moderation so 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 Leader of Learning 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. Where a teacher/SENCo has a concern that a student does not have sufficient evidence to provide a teacher assessed grade the member of staff must inform their Leader of Learning who will then seek advice from a member of the Senior Leadership team.
- ensure that the teacher-assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.

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

Examinations Officer

Our Examinations Officer will:

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

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 any centre-based training to help achieve consistency and fairness to all students.
- Teachers or Leaders of Learning will attend any exam board training if needed or deemed appropriate
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- All teachers will be provided training on bias, as outlined by the JCQ guidance
- All teachers will attend departmental training to support the marking of May assessments

Support for Newly Qualified Teachers and teachers less familiar with assessment

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

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

Use of appropriate evidence

A. Use of evidence

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

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence (from March 2021 onwards) used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- Where candidate evidence was produced to the 24th March 2021 and is not available to be physically retained, detailed assessment records must be centrally retained.
- We will be using student work produced in response to assessment materials provided by our awarding organisation(s), 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 awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We will use internal tests taken by pupils.
- We will use mock exams taken over the course of study. If a mock examination is being used, we will record specific details of that mock examination.
- For performance-based subject only we may use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE. Any details in relation to this will be recorded on the assessment record template.

We provide further detail in the following areas:

Additional Assessment Materials

- We may use additional assessment tasks to give students the opportunity to show what they know, understand or can do in areas of content that has been taught where additional assessment opportunities are required.
- Subject departments will use additional assessment materials or 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 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 has not been taught.

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

- We have selected evidence that has high control measures, providing secure indicators of a pupils own performance. However, when evidence used has been produced at home we will consider this lower level of control under which the assessment has been completed.
- 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 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

Awarding teacher assessed grades based on evidence

We give details here of our centre's approach to awarding teacher assessed grades.

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Our Leaders of Learning will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our Leaders of Learning will produce an Assessment Record providing an overview of what has been assessed, a rationale for omission of any subject content and a rationale of choice of evidence. This will be shared with the Senior line manager.
- Leaders of Learning will identify any necessary variations for individual students; these will be shared and considered.

Internal quality assurance

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.
- 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 teacher assessed grades
 - Marking of evidence
 - Reaching a holistic grading decision
 - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades.
- We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.
- Where possible the school will seek external moderation with another 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

Comparison of Teacher Assessed Grades to results for previous cohorts

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2018 - 2019).
- We will compare teacher assessed grades with FFT
- 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 - addresses the reasons for this divergence. This commentary will be available for subsequent review during the QA process.

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

- We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021. This will include: cohort subject level tracking for any specification where additional quality assurance is required.
- As an additional quality assurance measure, we may consider the accuracy of subject level tracking within previous cohorts of students (2017-19).

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

Trends/patterns that the school needs to take into account:

- We will omit any subjects that we now do not offer when looking at trends
- Progress scores have increased year on year since 2016 so we might expect that trend to have continued i.e. students to have exceeded their expected grades based on their prior attainment.
- The cohort in 2019 had significantly lower prior attainment compared to the 2018 cohort; this is illustrated by the fact that they had lower grade GCSE grade outcomes (as measured by Attainment 8 and % 4+ on English and Maths) but far better progress figures than 2018.
- FFT analysis of prior attainment and targets for the 2021 cohort is included on the next page:

	FFT50	FFT20	FFT5
Expected A8	5.4	5.8	6.2
Expected %4+ English and Maths	79%	85%	89%

- Based on FFT analysis of the prior attainment of the 2021 cohort, if The Becket continues to achieve top 11% national progress, we would expect the Attainment 8/English and Maths figure to be between the FFT20 (top 20% nationally) and FFT5 (top 5% nationally) predictors.
- As such, whilst we will use the 2018 and 2019 historical data to analyse the allocation of 2021 grades, we would expect the profile of grades to be more in line with the 2018 cohort - and potentially exceed it (due to the improved progress scores trends).

Access Arrangements and Special Considerations

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 the agreed reasonable adjustment or access arrangement, the impact of this in terms of the teacher assessed grade will be considered and taken into account when making the final judgment
- Students will be reminded to raise any mitigating circumstances which warrant special consideration. It is important that students raise these issues as soon as possible, ideally at the time of the assessment and prior to the submission of the teacher assessed grade.
- 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 Senior leaders and Leaders of Learning have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

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

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- May assessments will only be on content that has been taught and students will be directed to what topics/specification will be assessed.
- There will be an opportunity for all parents/students to complete a context student form, where they can describe any extenuating circumstance that may have impacted on performance. The information in these forms will be considered when awarding grades.

Objectivity

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

Objectivity

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Leaders of Learning 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

To ensure objectivity

- All May assessments will have student names removed from their papers to facilitate anonymity when marking
- All May assessments will undergo a rigorous standardisation and moderation process.
- Whenever possible all in - class assessments that have taken place since March have been marked not by their class teacher
- The evidence used to determine teacher assessed grade will be consistent across the subject
- 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 and Leaders of Learning maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).

Authenticating evidence

D. Authenticating evidence

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

- Robust mechanisms, 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. These mechanisms include:
 - Selected evidence used to inform teacher assessed grades has been produced in high controlled supervised contexts
 - Take into consideration the low control measures of any evidence which has been produced at home/remotely
 - If a student is unable to sit an assessment at the centre, the Centre will ensure processes are in place to authenticate the work completed
 - In class assessments that are being used as evidence are completed individually and in test conditions
 - May assessments that are being used as evidence are high control where students are doing them independently and in test conditions.
 - Non Examined Assessment has been carried out following the Awarding bodies guidance and students will sign a declaration of authenticity.
 - All students sign a declaration of authenticity for all evidence used to inform their teacher assessed grade for each qualification
- 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.
- 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 the 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.

A. Private Candidates

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

- Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.
- Where it has been necessary to utilise different approaches, the **JCQ Guidance on Private Candidates** has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.
- In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates have been excluded from our analysis.

External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

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.
- Relevant 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, including the issuing of A/AS and GCSE results in the same week.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below).
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/guardians have been made aware of arrangements for results days prior to the end of the summer term 2021 (Wednesday 28th July 2021).

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.
- Learners have been appropriately guided as to the necessary stages of appeal. Information regarding the process for appeals will be shared with learners prior to the end of term, July 28th 2021.
- 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.

