



CENTRE POLICY FOR DETERMINING GRADES IN SUMMER 2021

DATE CREATED: APRIL 2021

THE JOHN WARNER SCHOOL
STANSTEAD ROAD, HODDESDON, EN11 0QF



Date of Review: April 2022

CENTRE POLICY FOR DETERMINING GRADES IN SUMMER 2021 2021

Contents

Background.....	3
Statement of intent	3
Roles and responsibilities	3
Training, support and guidance	5
Use of appropriate evidence	5
Determining teacher assessed grades.....	7
Internal quality assurance	7
Head of Centre Internal Quality Assurance and Declaration.....	7
Comparison of teacher assessed grades to results for previous cohorts.....	8
Access Arrangements and Special Considerations	9
Addressing disruption/differential lost learning (DLL)	10
Objectivity.....	10
Recording decisions and retention of evidence and data	11
Authenticating evidence.....	11
Confidentiality, malpractice and conflicts of interest.....	11
Confidentiality	11
Malpractice.....	12
Conflicts of Interest	13
Private candidates	13
External quality assurance.....	13
Results.....	14
Appeals	15
Appendix 1: Subject Assessment Record Form	18
The John Warner School - TAGs 2021 Assessment Record Form	18
Appendix 2: Subject Declaration	20

The John Warner School – Subject declaration - TAGs 2021.....	20
Appendix 3: Candidate Declaration.....	22
The John Warner School – Candidate declaration - TAGs 2021	22
Appendix 4: Variations for Individual Student.....	23
Variations for Individual Student Form	23

Background

Every centre is required to create a Centre Policy for determining teacher assessed grades in summer 2021 owing to the cancellation of this examination series. The policy reflects the school's individual circumstances with regard to how the curriculum has been covered and assessed as well as taking a broad view of how best to follow the JCQ guidance in the school.

Statement of intent

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

Statement of Intent
<p>This section provides details of the purpose of this document, as appropriate to our centre:</p> <p>The purpose of this policy is:</p> <ul style="list-style-type: none"> • 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 (JCQ) 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

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
<p>This section gives details of the roles and responsibilities within our centre:</p> <p>Head of Centre</p> <ul style="list-style-type: none"> • Our Head of Centre, Jeremy Scott (Headteacher), will be responsible for approving our policy for determining teacher assessed grades. • Our Head of Centre has overall responsibility for The John Warner School as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.

Roles and Responsibilities

- Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

Senior Leadership Team and Heads of Faculty/Subject Leaders

Our Senior Leadership Team and Heads of Faculty/Subject Leaders will:

- provide the opportunity for training and support to staff.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- ensure an effective approach within and across subjects and authenticating the preliminary outcome from single teacher subjects.
- be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- ensure teachers have the information required to make accurate and fair judgments.
- ensure that a TAGs 2021 Assessment Record Form is completed for each qualification that they are submitting.

Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo will:

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

ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.

make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.

produce an Assessment Record for each subject cohort, 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. This information will be on the TAGs 2021 Assessment Record Form and on G4S.

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 in conjunction with SLT and pastoral staff.

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

- Twilight INSET time totalling eight hours to be used to support standardisation, marking, moderation, assessment training, working with data, etc.
- Teachers involved in determining grades in our centre will attend any training to help achieve consistency and fairness to all students.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.

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

Use of appropriate evidence

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

Use of evidence

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

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All 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.

Assessment evidence:

- Assessment evidence will be selected from appropriate sources that may include:
 - 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)

Use of evidence

- 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.
- substantial class or homework (including work that took place during remote learning).
- internal tests taken by pupils.
- mock exams taken over the course of study.
- records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.
- Decisions on what evidence is used will reflect the context and circumstances for each subject and a range of other factors, such as recency, conditions, issues with authentication, etc.

We provide further detail in the following areas:

Additional Assessment Materials

- In some circumstances, additional assessment material might be used to collect assessment evidence if needed considering the points above on assessment evidence and the general principles of the JCQ guidance.
- As with any appropriate assessment material, the following principles will be considered:
 - giving 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.
 - giving students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
 - supporting consistency of judgement between teachers or classes by giving everyone the same or similar a task to complete depending on, for example, when a task is completed if appropriate.
 - combining and/or removing 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 will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
- We will consider the specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

Determining teacher assessed grades

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

Awarding teacher assessed grades based on evidence

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

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers will contribute to producing Assessment Records Forms (see Appendix 1) for each subject cohort in conjunction with the Head of Faculty/Subject. Any necessary variations for individual students will also be shared.
- Each subject will also complete a Subject Declaration Form (see Appendix 2) confirming approaches taken have been fair, consistent and reasonable.

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.
- 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 have access to 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 relevant evidence will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.

Internal quality assurance

- Students will be asked to complete and sign a Candidate Declaration (see Appendix 3)
- Subjects will be asked to complete a Variation for Individual Students form (see Appendix 4) where appropriate
- 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 the Head of Faculty or other Subject Leader with in a faculty with feedback given to SLT on the process.
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

Comparison of teacher assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

Comparison of Teacher Assessed Grades to results for previous cohorts

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

- We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
- We will consider the size of our cohort and the prior attainment profile 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 use the FFT to provide the external analysis of our results as part of the comparison 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.

Comparison of Teacher Assessed Grades to results for previous cohorts

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 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 the historical data, unless there is some value in having the nearest subject for comparison if there is not an exact match. This may also be useful when analysing new subjects for which there is no historic data.

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. Head of Faculty/Subject Leaders to liaise with the Examinations Officer to arrange the provision of readers and scribes.
- 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](#)

Reasonable adjustments and mitigating circumstances (special consideration)

Addressing disruption/differential lost learning (DLL)

Addressing Disruption/Differentiated Lost Learning (DLL)
<p>This section gives details of our approach to address disruption or differentiated lost teaching.</p> <ul style="list-style-type: none"> • Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student. • Assessment material will be selected and adapted accordingly to address the issues raised by the disruption and lost learning caused by school closure.

Objectivity

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

Objectivity
<p>This section gives a summary of the arrangements in place within our centre in relation to objectivity.</p> <p>Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.</p> <p><i>Subject Leaders, Senior Leaders, Heads of Faculty and Centre will consider:</i></p> <ul style="list-style-type: none"> • 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. <p><i>To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:</i></p> <ul style="list-style-type: none"> • Maintaining a focus on evidence and criteria-led assessment is key to ensuring that students are awarded grades fairly; • unconscious bias can skew judgements; • the evidence presented should be valued for its own merit as an indication of performance and attainment; • teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics; • unconscious bias is more likely to occur when quick opinions are formed; and • Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data.

Recording Decisions and Retention of Evidence and Data

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

- We will ensure that teachers and Heads of Faculty/Subject Leaders 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

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 maintaining consistent conditions for the supervision of assessment, checks by other teachers on assessment conditions, comparison to previous work and, where appropriate, electronic authentication tools, will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.

Confidentiality, malpractice and conflicts of interest

Confidentiality

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

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.

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.

Conflicts of Interest
<p>This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.</p> <p>To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as family relationships or other connections with students to our Head of Centre for further consideration.</p> <ul style="list-style-type: none"> • 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

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

Private Candidates
<p>This section details our approach to providing and quality assuring grades to Private Candidates.</p> <ul style="list-style-type: none"> • 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.

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.
- 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.
- The school expects and is prepared for the following external quality assurance stages:
 - Stage 1: Centre policy
 - Stage 2: Virtual visits where there are questions or concerns about the centre policy
 - Stage 3: Sampling of centre judgements during week commencing 21st June 2021

Results

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

Results

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:
 - Sixth Form: Tuesday 10th August 2021
 - Y11: Thursday 12 August 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).

Results

- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/guardians have been made aware of arrangements for results days.

Appeals

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

Appeals

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

- Appeals can be applied for as follows:
 - Sixth Form: from Tuesday 10th August 2021
 - Y11: from Thursday 12 August 2021.
- Appeals can be made to the school who will review whether it:
 - Made an administrative error, e.g. submitted the wrong grade or used an incorrect assessment mark when determining the grade
 - Did not apply a procedure correctly, e.g. did not follow Centre Policy, did not undertake internal quality assurance, did not take account of access arrangements or mitigating factors, such as illness.
- KS5 appeals will be dealt with before KS4. 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, including:
 - Reference to Centre Policy
 - Sources of evidence used to determine grade and associated marks/grades
 - Details of any special circumstances such as access arrangements or mitigating factors)
- 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:
 - Stage 1: Centre review
 - Stage 2: Appeal to exam board
- Arrangements will be in place for the timely submission of appeals to awarding organisations (stage 2), including any priority appeals, for example those on which university places depend. Hence, KS5 appeals will be dealt with before KS4. It is anticipated that the KS4 process will begin in on our return to school in September 2021.
- 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.
- The school will appeal to the exam board, who will review whether:

Appeals

- The school made an unreasonable exercise of academic judgement in the choice of evidence from which it determined the grade and/or in the determination of the grade from the evidence;
- The school did not apply a procedure correctly, e.g. not following Centre Policy, did not undertake internal QA, did not take account of special considerations
- The exam board made an administrative error

Appeals Process

After results day

Results issued (10/12 August)

1. **Student** asks centre for review because they think there has been an error

Note: Grades can go up, down or stay the same

Centre review: Centre checks for errors and process issues. Centre wants to change grade?

No

Yes

Awarding Organisation checks and issues final grade; may require input from Centre

Centre informs student of outcome

2. If **Student** thinks the error has not been resolved they ask centre for Awarding Organisation appeal

Note: Grades can go up, down or stay the same

Centre submits Awarding Organisation appeal

Awarding Organisation appeal:
Have processes been followed, is the grade a reasonable exercise of academic judgement?

No

Yes

Awarding Organisation issues final grade; may require input from Centre

Awarding Organisation issues final grade

Centre informs student of outcome

3. If dissatisfied, applications may be made to Ofqual's EPRS (Exam Procedures Review Service)



Appendix 1: Subject Assessment Record Form

The John Warner School - TAGs 2021 Assessment Record Form

Centre number: 17243

Subject:

Qualification:

Subject Leader:

Coverage of the specification: % and AOs

Assessment / element of specification / AOs / Assessment materials used	% contributing to grade	When assessed? (put recent= April/May or specify dates, eg, Nov Mock)	Conditions (H/M/L*)
Assessment 1:			
Assessment 2:			
Assessment 3:			
Assessment 4:			
Assessment 5:			
Assessment 6: (please add rows where necessary)			

*H = High – in-class assessment, exam-style conditions, M = Mid – classroom-based activity (supervised), L = Low – independent/ home / remote learning (unsupervised).

Consistent sources of evidence for cohort: %

Adaptations/authentication for specific students: (Please complete Section 1 of the Variations for Individual Students Form for specific students.)

Names of students with access arrangements /special consideration (put Y/N or R - Y = used/applied, N = not used/not applied, R = refused):

Access arrangements/special consideration: (Please complete Section 2 and/or 3 of the Variations for Individual Students form for specific students.)

Marking:

Grading: (refer to awarding body guidance)

Moderation/standardisation/other QA processes:

Support for NQTs/those inexperienced with assessment:

Data analysis (refer to 2017-19 results/prior attainment data & VA/FFT, justification for significant variation, etc):

Storage of data from assessment and across the course:

Storage of evidence:



Appendix 2: Subject Declaration

The John Warner School – Subject declaration - TAGs 2021

Centre number: 17243

Subject:

Qualification/board:

Qualification code:

Subject Leader:

Header of Faculty:

Teachers involved in assessment:

Declaration	Y/N
1. Students' grades have been determined using only the evidence in the subject's TAGs 2021 Assessment Record form, including any variation for individual students.	
2. Where applicable, the students were given their approved access arrangements whilst producing the evidence contributing to the final grade and the access arrangements have been documented in the subject's TAGs 2021 Assessment Record form.	
3. Where applicable, mitigating circumstances (special consideration) that affected candidates in producing evidence that contributed to their grade was taken into account in determining candidates' grades according to the document <i>JCQ guidance on the determination of grades for A/S Levels and GCSE's for summer 2021</i> , and this has been documented in the subject's TAGs 2021 Assessment Record form.	
4. The evidence has been authenticated as the candidates' own work.	
5. Where applicable, evidence from other centres has been taken into account (e.g. when a student has moved school or is dual registered).	
6. The grades for this year's cohort have been compared to cohorts from previous years when exams have taken place. Significant deviations are explained on the subject's TAGs 2021 Assessment Record form.	
7. At subject level, we have determined which evidence will be considered and the relative merits of each to be consistently applied across all candidate, where appropriate, by all teachers.	
8. At subject level, the teaching team have considered the various sources of potential evidence against the criteria (including consistency of marking for historic assessments).	
9. A review has been completed in line with the school assessment and teacher assessed grades policies.	

Records have been retained detailing all staff involved in the process, work reviewed, judgements and any adjustments made at a subject level. These records are readily available.	
10. Consideration has been given to ensure decisions made are free from bias and aligned to appropriate equality and discrimination legislation.	
11. The teacher assessed grades for this subject have been signed off as being accurate by at two relevant teachers involved in the process (the Subject Leader/Head of Faculty/other subject teachers. Note: the Head of Centre may provide the second signature where there is a one teacher department.)	
Declaration of interests - please detail any conflicts of interest where teachers might have a family relationship or other connection that might be a potential source of bias and mitigating steps taken:	

Please sign to indicate that the policies and processes that have contributed to the production of teacher assessed grades have been followed appropriately.

Head of Faculty

Name:

Signature:

Date:

Teacher

Name:

Signature:

Date:

Subject Leader

Name:

Signature:

Date:

Teacher

Name:

Signature:

Date:



Appendix 3: Candidate Declaration

The John Warner School – Candidate declaration - TAGs 2021

Name:

Form:

Candidate number:

Centre number: 17243

Please confirm the following statements by ticking the relevant box and signing at the bottom of this form.	Yes	No
<input type="radio"/> I confirm that my statement of entry for my subjects is correct.		
<input type="radio"/> I confirm that the work that I have produced for evidence that will contribute towards my final grade is my work and that I have followed the direction of the teacher in producing this work.		
<input type="radio"/> I confirm that I am not entitled to access arrangements <i>Or</i> <input type="radio"/> I am entitled to access arrangements and that I have been able to access these when completing my assessments.		
<input type="radio"/> I confirm that I understand that my results will be available on the following day: - Sixth Form: Tuesday 10 th August 2021 - Y11: Thursday 12 August 2021		
<input type="radio"/> I confirm that I understand that any appeal can be applied for as follows: - Sixth Form: from Tuesday 10 th August 2021 - Y11: from Thursday 12 August 2021 KS5 appeals will be dealt with before KS4.		
<input type="radio"/> I confirm that I understand that I can appeal my grade in the following ways and that the grade could go down, up or stay the same: - Stage 1: Centre Review – a check for an administrative error, e.g. an incorrect grade was submitted; an incorrect assessment mark was used when determining the grade. - Stage 2: Appeal to the awarding organisation - If the student considers that the centre did not follow its procedure properly, the awarding organisation has made an administrative error, or the student considers that the grade awarded was an unreasonable exercise of academic judgement. The awarding body will not support a change in grade based on marginal differences of opinion.		

Signature:

Date:

If you have answered No to any of these questions, please give details below (use the back of this sheet if necessary):

Appendix 4: Variations for Individual Student

Variations for Individual Student Form



[To be completed for each student where a variation from the procedures outlined in the TAGs 2021 form has been required, or where Access Arrangements or Special Consideration have been taken into account.]

Candidate name:

Candidate Number:

Centre name: **The John Warner School**

Centre Number: **17243**

Qualification type: GCSE / A2 / AS / other:

Subject title:

Subject Code:

Section 1: COVID Related Disruption – Learner Context	Y/N/NA
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID 19, <u>in comparison to</u> their class peers?	
Was there any other specific disadvantage considered for this candidate when compared with other candidates in the year group?	
<p>If 'yes' please provide details of how the disadvantage has been considered (including <i>the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades.</i>)</p>	
Section 2: Access Arrangements/Reasonable Adjustments	Y/N/NA
Is the candidate entitled to Access Arrangements/Reasonable Adjustments?	
Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the candidate's grade?	
<p>If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:</p>	
Section 3: Mitigating circumstances (Special Consideration)	Y/N/NA

Has the candidate made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?	
Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence.	
Reason for mitigating circumstances: - Details held by the Examination Officer.	