



Teacher Assessed Grades: Centre Policy  
Aldridge Education Summer 2021

**Aldridge UTC@MediaCity**



# Centre Policy for determining teacher assessed grades – summer 2021:

**Aldridge UTC@MediaCity**

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## I. Context and authorship

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Due to the disruption in education caused by the Covid-19 pandemic and national lockdowns, the government decision was made that examinations cannot run in summer 2021 in a fair manner. As staff and leaders of our schools, we therefore have the responsibility to ensure that fair and accurate Teacher Assessed Grades (TAGs) are generated for all our students. It is essential that we do this in a way which prevents disadvantage, is robust and administered with integrity.

In line with the Joint Council of Qualifications (JCQ) and Awarding Organisation guidance, all centres are required to submit a Centre Policy for determining teacher assessed grades for the 2021 summer qualification series. Aldridge Education has created this policy using the JCQ template, guidance documentation and our previously agreed MAT guidance. The policy has been considered and agreed by the cross-school TAGs working party (school senior leaders, education team and data team) alongside all school Principals and the CEO. Our approach to BTECs and other vocational qualifications is included in this policy. School Principals have added school specific aspects, within the agreed framework based on local centre context. External and internal related documentation and guidance, used in generating this policy, are referenced in section 19.

## 2. Statement of intent

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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.

### 3. Roles and responsibilities

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This section outlines the personnel in our centre and Trust who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

#### A. CEO and National Team

Our CEO, Jane Fletcher, supported by the Aldridge Education National Education and Data teams:

- will be responsible for approving the Aldridge Education centre policy template for determining teacher assessed grades and quality assurance of finalised specific centre policies
- has overall accountability for Aldridge Education Multi – Academy Trust as a group of examination centres and will ensure that clear roles and responsibilities of all staff are defined.
- will provide Trust-wide guidance and alignment requirements, in line with JCQ and the Awarding organisation recommendations at key stages in the TAGs process
- will quality assure the Trust-agreed subject templates for Qualification Evidence Plans



- will liaise between the Aldridge Education national data team, Principals and school data links to ensure effective and robust checks and balances against prior centre outcomes in line with JCQ guidance.
- will carry out additional Trust-wide quality assurance to support Heads of Centre in confirming 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.
- will provide opportunity for collaboration, training and support for senior leaders in Aldridge schools through the TAGs working party and processes, to support rigorous and fair generation and quality assurance of student qualification grading.

## B. Head of Centre (School Principal)

Our Head of Centre: Colin Grand

- will be responsible for approving our centre specific policy for determining teacher assessed grades.
- has overall responsibility for Aldridge UTC@MediaCity as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- will read and use the relevant JCQ and Awarding Organisation guidance to ensure all centre practices are in line with the requirements
- will be responsible for the delivery of all assessment components within the centre, evidence collation and record keeping, in line with Aldridge Education agreed practices.
- 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.
- will ensure there is quality assurance of the Qualification Evidence Plans (QEPs) for all qualifications submitted in their centre
- will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.
- will liaise directly with the Aldridge Education national education team to ensure a robust Trust-wide quality assurance process.



- will work with the Aldridge Education national data team to ensure effective and robust checks and balances against prior centre outcomes in line with JCQ guidance.

## C. Senior Leadership Team and Subject Leads

Our Senior Leadership Team and Subject Leads will:

- provide training and support to our other staff.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- read and refer to the relevant JCQ and Awarding Organisation guidance and requirements for their area of responsibility
- ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.
- be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- ensure teachers have the information required to make accurate and fair judgments.
- ensure that a Qualification Evidence Plan (in line with JCQ Assessment record requirements) is completed for each qualification that they are submitting.
- ensure all student evidence records are recorded on SIMs or their agreed tracking system
- ensure that a Subject Leader Checklist is completed for each qualification that they are submitting.

## D. Teachers, Specialist Teachers and SENCo

Our teachers, specialist teachers and SENCo will:

- ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council



for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.

- ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- ensure all students with Access Arrangements or Special Considerations are provided where possible with the appropriate requirements and support, evidencing these in records for TAGs generation
- 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.
- in line with the centre subject Qualification Evidence Plan, record and evidence 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.
- record all student evidence grades in SIMs or the agreed tracking under the direction of the subject leader
- securely store and be able to retrieve sufficient evidence to justify their decisions.

## E. Examinations Officer

Our Examinations Officer (Karen Wainwright) will:

- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.
- oversee the post-result appeals, linked with agreed key college staff.
- support senior leaders and subjects leads in complying with Awarding Organisation requirements
- liaise with the national data team to support Heads of Centre in ensuring effective and robust checks and balances against prior centre outcomes are used, in line with JCQ guidance.



- read and refer to the JCQ and Awarding Organisation guidance and requirements to support the Head of Centre in ensuring centre processes are in line with the centre requirements

## 4. Training, support and guidance

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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.

### A. 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 will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- A TAGs working party will run throughout the process involving senior leaders from all schools and centres. This will enable regular review of training needs and resulting training and support will be delivered both at centre and Trust-wide levels, as required.
- The Education Team Trust Lead subject specialists in English, Mathematics, Science and Humanities will work alongside senior leaders and subject leaders throughout the process to offer guidance, subject specific support and training.
- Trust Lead subject specialists will provide standardisation training ahead of key assessment components and subsequent moderation of assessments.
- Subject specific Trust-wide meetings will be held for all subject leaders across all centres in advance of TAGs assessment, evidence and generation to provide guidance, sharing of best practice and co-ordinate the creation of Qualification Evidence Plans for each subject area.



## B. 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 support from subject leaders and internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.
- Trust Lead subject specialists will provide enhanced standardisation training ahead of key assessment components including individual support for NQTs and other teachers as required, including subsequent moderation of assessments.

## 5. Use of appropriate evidence

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

### A. Use of Evidence

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

- Teachers making judgements will have regard to 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.
- Evidence used may include student work produced in response to assessment materials provided by our awarding organisation(s), including prior mock examinations, groups of questions, past papers or similar materials such as practice or sample papers.



- Evidence used may include non-exam assessment work (often referred to as coursework) where appropriate, even if this has not been fully completed.
- Evidence used may include 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.
- Trust-wide subject working groups will be used to quality assure the choice of evidence used across centres and provide alignment and best practice where possible
- Subject Leads will create a Qualification Evidence Plan for each qualification (with support from the Education Team) which details the evidence to be used and associated reasoning or adaptations.
- Subject specific, agreed additional evidence, may also include:
  - substantial class or homework (including work that took place during remote learning).
  - internal tests taken by pupils.
  - records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.
- Qualification Evidence Plans will be reviewed and quality assured by senior leaders, Heads of Centre, the national team and CEO to ensure fair and robust evidence use.
- We will communicate with students and families what evidence will be used for individual qualifications to ensure transparency and clarity and contributing work.

## B. Additional Assessment Materials

Use of additional assessment materials beyond those stated in section 5.c will be set out in the subject level Qualification Evidence Plans and agreed by school senior leaders and Heads of Centre. Additional assessment materials will be used, if suitable:

- to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.
- to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.



- to support consistency of judgement between teachers or classes by giving everyone the same task to complete.

We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

## C. Evidence Balance

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. Determining teacher assessed grades

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This section outlines the approach our centre will take 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 subject leaders will produce a Qualification Evidence Plan for each subject cohort, and will share this with senior leaders, heads of centre and the education team. Any necessary variations for individual students will also be shared.
- The Qualification Evidence Plan will be shared with all staff contributing to the grade determination and provided with related training.
- Qualification Evidence Plans will cover full details of how evidence meets the awarding body requirement and how grades will be determined, as set out in section 3 of the Trust documentation: *Aldridge Education Guidance: Teacher Assessed Grades 2020-21*
- The quality assurance of Qualification Evidence Plans will include direct checking of subject assessment coverage against the awarding organisation guidance and an Assessment Record will be completed by subject leaders where current records do not succinctly demonstrate this coverage.
- Teachers, subject leaders and senior leaders will use the agreed Aldridge Education Trust-wide guiding principles set out below to determine final individual TAGs.

## 7. Internal quality assurance

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This section outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

- The Head of Centre will complete the JCQ Internal Quality Assurance and Declaration

Details of our approach to internal standardisation, within and across subject departments include:

- 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 Qualification Evidence Plan (and where needed 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.
  - This will be Colin Grand and Sharon Cross.
- 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.
- Subject leads and senior leaders will work in alignment with the CEO and national education team to enable Trust-wide quality assurance at key points including:
  - Creation of Quality Evidence Plans and Assessment Records
  - Recording of Evidence in centre trackers and SIMs
  - Marking and standardisation of evidence components and assessments
  - Centre processes to determine and quality assure Teacher Assessed Grades
  - Modelling and comparisons against prior school outcomes
  - Final review and sign-off of Teacher Assessed Grades with heads of centre
  - External QA of BTECs by SVs

## 8. Comparison of teacher assessed grades to results for previous cohorts

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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.

## A. Comparison to 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 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 consider comparisons of performance by Gender and Disadvantage and other contextual groups within the local context
- 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.
- The Aldridge national data team will provide prior outcomes modelling and centre specific support to senior leaders to ensure a robust and accurate use of the comparison data.

## B. Cohort specific considerations

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.
- Where subject cohort sizes are small we will remove comparisons that are statistically unstable
- We will use FFT and ALPs modelling based on the prior attainment of the current examination cohorts to compare TAGs with modelled outcomes.
- We will use raw marks from Trust-wide subject assessments to compare assessment outcomes with TAGs.



- The Aldridge national data team will provide prior outcomes modelling and centre specific support to senior leaders to ensure a robust and accurate use of the comparison data.
- The CEO, Principals and national data team will use the FFT and ALPs 2021 external modelling processes to complete a final quality assurance of grades ahead of submission to Awarding Organisations.

## C. Approach in cases of discrepancy

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 include grades from international GCSEs (for example, in mathematics) if we have previously offered these.
- We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.

We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.

## 9. Access Arrangement and Special Considerations

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This section outlines the approach our centre will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

- 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 obtain alternative evidence.
- 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.
  - Specifically we will seek evidence of any issues that may have caused a disadvantage to a student and use this objectively to help ascertain a fair centre assessed grade.
  - We will record, at student level for each subject, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance 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](#)

## 10. Addressing disruption and differential lost learning

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This section gives details of our approach to address disruption or differentiated lost teaching. All students have suffered disadvantage over the last two years of education. Some students are facing much higher disadvantage than others, particularly Pupil Premium and SEND students.

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- At each stage of the process, staff at all levels will consider the barriers faced by those with most disadvantage and implement actions to remove these barriers and source additional evidence.

## 11. Objectivity

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



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

Senior Leaders, Subject Leads and Heads of 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; and

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

## 12. Recording decision and retention or evidence and data

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

- We will ensure that teachers and Subject Leads 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.
  - These will be at Aldridge UTC@MediaCity:
- 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).
- The Aldridge national data team will support Heads of Centre to quality assure the recording and tracking systems used for evidence marking and SIMs TAGs grading through school specific meetings

### 13. Authenticating evidence

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This section 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/others.
  - These will be at Aldridge UTC@MediaCity:
  - Mock Exams and 2021 Assessment materials provided by the relevant exam boards will be conducted under assessment conditions
  - These will be marked in accordance with the mark schemes and exemplar materials provided by the relevant exam board
  - In timetabled qualifications, work will be moderated by a second member of staff
  - Each course will be accompanied by a witness statement from the student signed to confirm that the work is their own.
  - BTEC Internal Assessments will continue to use the Pearson documentation to confirm the work submitted is that of the students.
  - Internally assessed assignments will go through the Pearson External Subject Verification process as required.



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 (see section 19) to support these determinations of authenticity.

## 14. Confidentiality, malpractice and conflicts of interest

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This section 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.
- Students have awareness of their working at grades until the final assessments taking place in May.
- Staff have been advised that **no** grades or raw marks from the final May assessments can be shared with students.

### 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 submitted 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.

## 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 later process reviews and appeals.

## 15. Private Candidates

It has been necessary to utilise a different approach for these Private Candidates. The JCQ guidance on Private candidates has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate student documentation. Internal quality assurance checks will take place to ensure that all of the necessary documentation has been completed.

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.

## 16. External quality assurance

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This section 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.



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.

## 17. Results

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This section 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 A/AS and GCSE results in the same week.



- Arrangements will be made to ensure the availability of 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.

## 18. Appeals

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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.
- 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.

## 19. Referenced and associated guidance

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This section references the key documentation and guidance used to inform this policy.



## External Guidance

- JCQ: [Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021](#)
- Ofqual: [Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades: summer 2021, 24 March 2021](#)
- Ofqual: [Information for centres about making objective judgements in relation to awarding qualifications in 2021, February 2021](#)
- JCQ: [A guide to the special consideration process, with effect from 1 September 2020](#)
- JCQ: [JCQ Suspected Malpractice: Policies and Procedures](#)
- JCQ: [Guidance for students, parents and guardians: GCSEs and AS/A Levels in England Summer 2021](#)
- AQA: [www.aqa.org.uk/2021-exam-changes](http://www.aqa.org.uk/2021-exam-changes)
- WJEC/Eduqas: <https://www.eduqas.co.uk/home/summer-2021-information-and-updates/>
- OCR: [www.ocr.org.uk/everything-you-need-to-know-for-summer-2021/](http://www.ocr.org.uk/everything-you-need-to-know-for-summer-2021/)
- Pearson/Edexcel: [www.pearson.com/uk/educators/schools/update-for-schools.htm](http://www.pearson.com/uk/educators/schools/update-for-schools.htm)

## Internal Trust -Wide Guidance

- Aldridge Education Guidance: Teacher Assessed Grades 2020-21
- Qualification Evidence Plan – A/AS level and GCSE
- Qualification Evidence Plan – BTEC and Vocational
- Subject Lead checklist