

North Bridge House

Senior Canonbury



Summer Assessment Policy

2020-2021

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1. Background

This policy aligns with the guidance provided in the document: JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021 – link here <https://www.jcq.org.uk/wp-content/uploads/2021/04/JCQ-Guidance-on-the-Determination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021.pdf>

Other JCQ documents relating to Summer 2021 assessments found on this page. <https://www.jcq.org.uk/summer-2021-arrangements/>

This policy should be read in conjunction with North Bridge House Canonbury Assessment, Reporting and Recording Policy.

2. Statement of intent

This section outlines the purpose of this document concerning our centre, North Bridge House Canonbury.

The purpose of this policy is:

- To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across faculties.
- 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 make 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 regarding 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 with 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 transparent, to give confidence.

3. Key Dates

30 March	Additional assessment materials published by exam boards.
12 April	Example answers and commentaries published by exam boards.
19 April	Grading exemplification published by exam boards and additional sets of questions available on public exam board websites
19 April to 28 May	Working at Grade (WAG) assessments 2 and 3. Teachers submit Working at Grades on SIMS marksheet.
By 28 May	Teachers enter Teacher Assessed Grades (TAGs) on SIMS marksheet.
5 to 16 June	TAG grades to be reviewed by Faculties and SLT and compared grades from previous cohorts as part of Internal Quality Assurance process.
5 to 9 June	Work at Grade (WAG) assessment 4.
By 18 June	Teacher Assessed Grades submission on exam board portals.
18 June to 16 July	Awarding organisations conduct sample checks of evidence as part of External Quality Assurance process.
10 August	A/AS Levels results day.
12 August	GCSE results day.

4. Roles and responsibilities

Head of Centre

- Our Head of Centre, Brendan Pavey will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for North Bridge House Canonbury as an examinations centre and will ensure that all staff have clear roles and responsibilities defined.
- Our Head of Centre will confirm teacher assessed grade decisions represent the academic judgement made by teachers and that there are checks in place to ensure grades awarded align with the guidance on the 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 Assessment Coordinator

- Produce a schedule of Working at Grades (WAG) Assessments for Year 11 and Year 13 students.
- Support the Head of Centre in the quality assurance of the final teacher assessed grades.
- Lead on cross-subject and faculty moderation to ensure an effective approach across departments.
- Organise school-wide training and regular briefings to facilitate the process of setting, marking and moderating WAG assessments.
- Is responsible for ensuring all staff have a clear understanding of the internal and external quality assurance processes and their role.
- Ensure all staff conduct assessments under the appropriate levels of control, referencing guidance provided by the Joint Council for Qualifications.
- Review Teacher Assessed Grades against historical data and work with Heads of Faculty to explain and justify differences.
- Lead on in school appeals after results are issued in August.

Heads of Faculty

- Ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.
- Provide subject-specific training and support to teachers in faculty meetings.
- Ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- Ensure teachers have the information required to make accurate and fair judgments.
- Organise and oversee in-Faculty standardisation/moderation of samples of work from each WAG assessment.
- Where required, review and re-mark a whole cohort's WAG assessment as part of the standardisation process.
- Ensure record sheets for moderation and re-marking of a WAG assessment are complete.
- Ensure that a Head of Department Checklist is completed for each qualification that they are submitting.
- Support with any in school appeals of grades in August.

Teachers and SENDCo

- Review exam board materials and prepare WAG assessments and mark schemes.
- Ensure they conduct assessments under our centre's appropriate levels of control.
- Possess sufficient evidence, in line with guidance from the JCQ and exam boards, 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 used, the level of control for assessments considered, and any other evidence that explains the final teacher's determination 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.
- Provide appropriate access arrangements for students with additional needs.
- Coordinate the preparation of WAG assessments with other teachers in the faculty to ensure consistency across subject and subject area.
- Communicate with students and parents to ensure that they have information on the content and timing of assessments.
- Ensure that students are aware of evidence used to determine grades.

Examinations Officer

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

5. 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

- The Assessment Coordinator will lead teacher training on the awarding of teacher assessed grades.
- Heads of Faculty will use faculty meeting time for training on consistent and reliable assessments.
- Teachers involved in determining grades in our centre will attend school-based training to help students achieve consistency and fairness.
- Teachers will engage fully with all training and support that the Joint Council has provided for Qualifications and the awarding organisations.
- The Assessment Coordinator and Senior Leadership Team will work with other Cognita schools to share effective practices and cross-moderate teacher assessed grades.

Support for Unqualified, Newly Qualified and Recently Qualified Teachers

- Heads of Faculty will be responsible for providing mentoring of less experienced teachers and NQTs, less familiar with assessment, at a faculty level.
- The Assessment Coordinator will put additional internal reviews of teacher assessed grades for NQTs and other teachers, as appropriate.

6. Use of Evidence to Support Grading

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.

- Evidence for final Teachers Assessed Grades (TAGs) will be drawn from the following sources:
 - Year 10 / 12 End of Year Assessments.
 - Preliminary mock examination results from November 2020.
 - Online Mock Examinations from March 2021.
 - In-class Work at Grade (WAG) Assessments taken from March to June 2021.
 - Non-exam Assessments (NEA) e.g., coursework.
 - Records of students' capability in performance-based subjects.

Details of types of evidence given below:

- Teachers making judgements will regard the Ofqual Head of Centre guidance on recommended evidence and further guidance provided by awarding organisations.
- In class Working at Grade (WAG) Assessments will be based on the following resources
 - Assessment materials provided by our awarding organisation(s) can be used , including groups of questions, past papers or similar materials such as practice or sample papers.
 - In these assessment materials, elements of questions may be removed or combined where, for example, a multi-part question includes a part that focuses on an element of the specification that has not been taught.
 - 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, follow the same format as awarding organisation materials, and have been marked to reflect awarding organisation mark schemes.

- We will use records of a student's capability and performance over studying performance-based subjects such as music, drama, and physical education.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for external quality assurance and appeals.
- We will ensure that we can authenticate the work as the student's own, especially where that work was not completed within the school.
- Assessments aim to cover all assessment objectives as set out in specifications but need not cover the full content of a course.
- Assessments will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher-order skills within individual assessments.

Note the following about evidence:

- Preliminary exams taken in November 2020 were taken with a high level of control in the school hall.
- Online Mock assessments carried out in March 2021 were supervised remotely by members of staff through Microsoft Teams.
- WAG assessments will be undertaken in class under a high level of control, e.g. exam conditions.
- NEA (coursework) is carried out with an appropriate level of control in line with exam board guidance.

7. 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 commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding, and skills across the course content they have been taught.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers will produce an Assessment Record for each subject cohort and share this with their Head of Faculty. Any necessary variations for individual students will also be shared.
- Where possible, evidence from later in the 2020-21 academic year will be used.
- The awarding of teacher assessed grade is based on a holistic judgement of a student's performance on a range of evidence.
- Teachers are expected to have reviewed the grade descriptors and exemplification material provided by the exam boards when awarding grades.
- It is worth noting that the basis of assigning grades in 2021 is different to 2020. In 2020, teachers were asked to provide the grade they considered a student would most likely have achieved if they took place. In 2021, grades must be based on the evidence produced by students.
- For A-Level studies, we will need to consider our cohorts' small size; however, we recognise with our small student numbers, the distribution of grades for a particular subject in 2021 may be different to grades in previous years. For example, if no student achieved an A* in previous years, it will not be a barrier to students achieving an A* in 2021.
- Grades awarded will not be based on predicted student trajectory, aspirational target grade or baseline YELLIS and ALIS grade.

- No later than 28 May, if a student is deemed to have insufficient evidence to award a grade, the final WAG assessment should be used to provide additional evidence.

Objectivity

Senior Leaders and Heads of Faculty 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)
- Bias in teacher assessed grades.

For objectivity, all staff involved in determining teacher assessed grades will be made aware that:

- Unconscious bias can skew judgements.
- The evidence presented should be valued for its own merit as an indication of performance and attainment.
- **Teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics.**
- Unconscious bias is more likely to occur when quick opinions are formed.
- Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

Authenticating evidence

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

- All teachers are required to report and suspected cases of suspected intentional and unintentional plagiarism or cheating to the Head of Faculty, Senior Leadership Team, Assessment Coordinator, and Exams Officer. A teacher panel will form to determine the gravity of the situation and if an assessment should be removed from the basket of evidence for that student or if the student should be offered an alternative re-sit opportunity.
- Robust mechanisms, which will include a sampling of student work, will 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.

8. Internal quality assurance

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

- All teachers involved in deriving teacher assessed grades will read and understand this Centre Policy document.

- As part of the standardisation and moderation process, consideration will be given to authenticity and originality of work, level of control (was it taken in timed / exam conditions), and opportunity for redrafting.
- A record will be produced of the standardisation process outlining which students work have been reviewed.
- If an assessment of work is deemed outside of tolerance, the whole cohort's work will be remarked as part of the standardisation process. Training will be provided to the relevant teacher to support subsequent assessments and marking.
- Teachers will be provided with training and support to ensure they take a consistent approach to arrive at teacher assessed grades, marking of evidence, reaching a holistic grading decision, and applying the use of grading support and documentation.
- Review and reflect on individual grading decisions to ensure alignment with the standards 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).

At NHBC we will do the following – refer to Appendix I for details for NBHC Quality Assurance forms.

- Before each WAG assessment, faculties will review the structure of assessments to ensure consistency and level of rigour.
- Faculties will undergo an internal standardisation / moderation process for all classes and subjects, based on a sampling of at least 20% of the cohort, but no less than three work submitted for each assessment. These should be pieces of work that cover a range of abilities and attainments.
- Moderation Tips - Have the moderator re-mark the script in a different coloured pen, if possible , Moderator should make brief notes in the margins of discrepancies , Moderated scripts should be kept in the students assessment folder
- Where there is only one teacher involved in marking assessments and determining grades, then the Head of Faculty and Assessment Co-ordinator will be responsible for undertaking the quality assurance process.
- Samples of WAG assessments for each faculty area will be shared and discussed at Heads of Faculty meeting to ensure consistency across faculties.

Comparison of Grades to Results 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.

- The Assessment Coordinator will compile information on the grades awarded to our students in the previous June series in which exams took place (e.g., 2017 - 2019) and distribute these to Heads of Faculty.
- To ensure that grade judgements are driven by student attainment and not historical data, comparison with historical data should only be made after teachers have submitted final grade judgements on SIMS.
- After teachers have made grade judgements (i.e., after 28 May 2021), Heads of Faculty will compare these judgements to the historical data. Historical data should not include data from 2020 where students did not sit externally assessed exams.
- 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 historical 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 our centre's approach 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.
- Where there is significant divergence from the qualification level, i.e., AS / A Level and GCSE profiles attained in previous examined years, Heads of Faculty should prepare a succinct commentary that addresses this disparity and highlights its reasons. This commentary should use evidence to show if a cohort is more or less able than in previous years. Such evidence may include tracking data, prior assessment data, or YELLIS / ALIS data.
- A review of the reasons for a disparity between the 2021 grade judgements and historical data indicates may ultimately indicate that students have been marked too harshly or leniently. In this case, changes to grades should be applied consistently across the whole cohort for a particular subject.
- Consideration will be given to different groups of students when looking at historical data, particularly students on the SEND register, due to our small cohort sizes; any comparison will be a considered process.
- In the event of a concern with grade judgements across a range of subjects, the Senior Leadership Team will review the whole cohort's results with evidence supplied by faculties and historical data.

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

- Our cohort sizes are small, resulting in minimal numbers of students in some subjects. As such, standardising these subjects against historical data may be statistically invalid. In these instances, Heads of Faculty will ensure a range of robust assessments are utilised to determine final teacher assessed grades.

9. Access Arrangements and Special Considerations

Reasonable Adjustments and Mitigating Circumstances (Special Consideration)

Refer to forms in the Appendix I.

- 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 undertaken.
- 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 consider this when making judgements.

- As part of the Assessment Record, we will record how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.
- To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

Addressing Disruption/Differential Lost Learning

- Teacher assessed grades will be determined based on evidence of the content taught and assessed for each student.
- Teachers will need to consider the level of disruption to students' learning during the remote online learning period when planning assessments.

10. Recording Decisions and Retention of Evidence and Data

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

- For each student, teachers will create an assessment folder with the evidence used for determining the teacher assessed grade. The file may include printed or scanned completed assessment materials.
- The file should include any records of discussions with the student about their evidence.
- We will ensure that teachers and Heads of Faculties maintain records that show how the teacher assessed grades process operated, including the rationale for decisions concerning individual marks/grades. Records will be included as notes in the assessment folders.
- All faculties must keep a securely stored binder/folder with all administrative documents. The binder/folder must be kept on site and may be requested by SLT, exam boards, and JCQ at short notice and over the summer. The binder must contain:
 - Faculty Record Assessment Forms attached to assessments.
 - Head of Faculty Checklist.
 - Variation for Individual Students Forms.
 - Faculty Moderation Forms (Documentation).
 - Faculty Moderation Form (Assessments).
- Copies of these forms are found in Appendix I to this policy.
- 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 evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).

Secure Storage

- All documentation needs to be immediately available for internal and external moderation at short notice and may be requested in the Summer holidays.
 - Ensure your SLT line manager is aware of where you are storing documentation.
 - Store both the faculty binder and student assessment folders together.
 - Shortly after 18 June 2021, the Exams Team will make an appointment with you to transfer all records to the Exams Room for storage until final grades are released and the appeals timeframe has exhausted - Art is the exception due to the nature of their work.

11. 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 make students aware of the range of evidence on which those grades will be based.

- **All staff involved have been made aware of the need to maintain the confidentiality of 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 the final grades' details 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 to prevent malpractice and other breaches of exam regulations and deal with such cases if they occur.

- Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific delivery challenges 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.
 - 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.

- **To protect the integrity of assessments, all staff involved in determining 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 to separate duties and personnel to ensure fairness in later process reviews and appeals.

12. 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.

- **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 about determining grades have been properly kept and can be made available for review as required.
- All student evidence used to determine grades has been retained and can be made available for review as required.
- Instances where student evidence used to decide teacher assessed grades are not available, for example where the material has previously been returned to students and cannot now be retrieved, will be 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 due to 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.

13. Results

This section of our Centre Policy outlines our approach to students' receipt and issue and provides necessary advice and guidance.

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including issuing 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 our students' results.
- Arrangements will be in place to provide 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.

14. 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.

- **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 students' written consent to the initiation of appeals and record their awareness that grades may go down or up on appeal.
- Appropriate information on the appeals process will be provided to parents/carers.

Appendix I – Documents and forms

See link-

https://cognitaschoolsuk.sharepoint.com/:f:/t/UKNBHCanonbury/EhUbKXCY_n5BhqB5Ohx6l9lBLz3zHUuczDhreeGE9Np6Ew?e=5hBF3d

Appendix II – Head of Faculty General Documentation/Process Guidance

Faculty Documentation Binder/Folder (hard copy only):

- All faculties must keep a securely stored binder/folder with all administrative documents. The binder/folder must be kept on site and may be requested by SLT, exam boards, and JCQ at short notice and over the summer. The binder must contain:
 - Faculty Record Assessment Forms attached to assessments.
 - Head of Faculty Checklist.
 - Variation for Individual Students Forms.
 - Faculty Moderation Forms (Documentation).
 - Faculty Moderation Form (Assessments).

Faculty Record Assessment Form:

- Outlines the assessed assessment objectives per assessment per course.
 - Forms are required to be attached to each of the following assessments:
 - Preliminary Examination.
 - Online Assessment.
 - WAG 1 → 4.

Head of Faculty Checklist and Declaration:

- Outlines correct processes and procedures have been followed. It is required for each GCSE/A-Level awarded in your faculty area.

Variations for Individual Students Form:

- Completed per candidate per GCSE/A-Level awarded and outlines any COVID Related Disruption, SEND access arrangements, or mitigating circumstances.

Faculty Moderation Form (Documentation):

- Moderates the variations for individual students forms to ensure all students who have had COVID related disruptions, SEND students, or mitigating circumstances have been fully considered.

Faculty Moderation Form (Assessments):

- Required for each assessment students have undertaken that is being used towards the teacher assessed grade.
- Moderates the Faculty Record Assessment Form and assessments themselves.
- Records moderation of student work.
 - Either 20% or three students, whatever is higher, must be moderated.
- Records remedial actions taken, as appropriate.

Student Assessment Folders (hard copies only)

- Each student must have an assessment folder that contains marked work being used toward the teacher assessed grade:
 - Preliminary examination(s).
 - Online assessments.
 - Wag 1→ 4.
- If an assessment is no longer available, not retained, lost, or damaged etc. Then a brief statement should be added to the students' folders.