



Centre Determined Grades Policy 2021

Approved by Governing Body:

Reviewed by SLT on: May 2021

Next Review due by: May 2022

Dissemination of the Policy: All staff and Governors, school website

History of policy changes

Date	Version	Change	Origin of change e.g. change in legislation, request by TU	Changed by

This version of the guidance sets out the school's approach to centre determined grades, as the information is available. Further versions will be published as more information is shared by the examination board; Ofqual and/or DfE.

1. Statement of Intent

- 1.1 This policy is designed to outline how Pittville School will apply the 'Guidance on Alternative Arrangements for Approved GCSEs, AS and A levels' provided by Ofqual, the examination regulator, to help determine grades in 2021.
- 1.2 This policy only applies to those qualifications GCSE, AS and A level, which are regulated in England.
- 1.3 In January 2021, the Secretary of State announced that there would be no summer examination series for students taking GCSEs, AS levels or A levels in 2021, and it was confirmed that these qualifications would be awarded using Centre Determined Grades. This means that individual examination centres, such as schools and colleges, would determine the actual grades awarded for each qualification.
- 1.4 By sharing its approach, Pittville School is seeking to offer clarity and confidence to students, staff and families. Furthermore, it provides an overview on the decisions teachers will make; how teachers will make these decisions; and identify the evidence teachers will be utilising to support the decision-making process.

2. Determining Centre Assessed Grades

- 2.1 A Centre Determined Grade is the grade awarded by the school, as an examination centre, on the basis of attainment which has been demonstrated in the areas of the qualification content that a student has covered.
- 2.2 For each qualification, teachers will make use of Assessment Frameworks provided by each of the Exam Boards which include descriptors for key grades to support the accurate distribution of awards. Each grade awarded by the school must be underpinned by robust evidence to demonstrate a student's attainment across key themes and skills. These will vary per qualification, as determined by the requirements of each Exam Board Qualification Assessment Frameworks.
- 2.3 It will not be possible or permitted for teachers, or the school, to attempt to issue a Centre Determined Grade based on professional prediction or the potential of a student. Teachers will be required to apply their professional judgement and decide whether the knowledge and skills demonstrated meet the usual standard for a specified grade.
- 2.4 In determining grades, the school will be required to make 'best-fit' judgements. This means that students are not required to demonstrate all aspects of a grade descriptor to be awarded the grade; students should be awarded a grade which supports evidence of attainment across sufficient breadth of content, within the specified qualification, as determined by exam boards; and may achieve the same grades by demonstrating different combinations of knowledge, skills and understanding. This ensures that strengths in some areas counterbalance shortcomings in others. As a result, the 'best-fit' grade may be awarded.
- 2.5 Where there is insufficient evidence, or where evidence suggest attainment is below that required of the lowest grade for a qualification (i.e. grade 1 at GCSE; E grade at AS/A level) then a student will be awarded a Centre Determined Grade of U.
- 2.6 The examination regulator has made clear that it "should not be any easier or more difficult for students to attain their grades in 2021, than in previous years". In practice this means the standard expected for any particular grade will not be lowered or increased in 2021, the use of Centre Determined Grades acknowledges that the volume of work completed by a student will be less than in previous years, owing to the ongoing impact

of the global health crisis. Therefore, the use of Centre Determined Grades seeks to ensure students are not unfairly disadvantaged by the process. At the same time, they are designed to enable all students to progress to the appropriate next stage of learning and/or employment.

3. The Use of Appropriate Evidence

- 3.1 For each qualification, the exam board will provide subject staff with a Qualification Assessment Framework, which will set out the requirements to support the evidence to inform a Centre Determined Grade. These frameworks, which will be released to schools and colleges by the end of March 2021, provide a degree of flexibility to support the school's local context. However, they will ensure there is a degree of consistency to maintain public confidence in the qualification system, and approach taken in 2021.
- 3.2 The Centre Determined Grade will be generated using evidence of work completed by a student, using the adapted specification content.
- 3.3 In determining a grade, a combination of the following types of evidence will be used in each qualification:

3.3.1 Whole past papers

Curriculum areas will make use of full past-papers, which have been externally quality assured, with a published mark scheme and grade boundary.

3.3.2 Additional Assessment Materials provided by exam boards

Curriculum areas will make use of exam board adapted past-papers when setting tasks to help determine a grade for each qualification. There are recognised benefits of using these materials. The adapted past-papers have already been externally quality assured; are fully supported by clear mark schemes; and are familiar to both students and staff.

3.3.3 Completed or incomplete Non-Examined Assessment (NEA's)

Where non-examination assessment remains part of an adapted qualification, teachers will use the performance of students in this element to help contribute towards the determination of a grade. However, teachers will need to consider the weighting of the element, in light of the qualification as a whole, to ensure that the grade awarded accurately reflects the overall standard. For example, in a qualification where the weighting of non-examination assessment is equivalent to 20% of the overall grade, teachers will take this into account against the other evidence provided when determining the grade.

3.3.4 Mock Examinations

Mock Examinations may only be used to help confirm a judgement. However, this evidence may not be used in isolation to determine grades since, at the time of completion, it is possible that students would not have been aware of the importance of these tasks. This is designed to ensure fairness and equity to all students.

- 3.4 The number of pieces of evidence required to determine a grade will vary per qualification. Teachers will ensure there is sufficient opportunity for students to provide clear evidence to demonstrate competency against the key themes and skills, as specified in each Exam Board Qualification Assessment Framework. It may be that relatively few pieces of clear evidence would be sufficient to demonstrate attainment across overarching key

themes for many qualifications. Teachers will ensure that the generation of evidence does not create unnecessary duplication of work.

- 3.5 The evidence generated will not be completed in the form of an examination. However, students will produce work within a specified timeframe, to reflect the volume of work. It is anticipated that the time to produce evidence would not exceed the length of the unseen examination in the qualification. However, unlike an unseen examination, evidence would be produced over a series of not more than three lessons.
- 3.6 Work will be completed independently by students, under similar 'control levels' to existing arrangements, which are supervised by teachers, for non-examination assessment. This is to ensure evidence produced is the student's own. Wherever possible, this work will be completed in class in place of standard work, which is then assessed.
- 3.7 Where external factors prevent this from happening, such as national lockdowns etc, then work will need to be completed at home. However, where this is the case, the school will introduce mechanisms to support authenticity of student's work by ensuring the student's camera is switched on during the live session; and work is immediately submitted at the end of the set timeframe. In addition, the school will consider work produced against previously assessed work to verify authenticity, where the evidence submitted is atypical of the usual standard by the student.
- 3.8 Curriculum leaders will develop individual assessment plans for the qualifications they are responsible for, which will be shared and approved by the Headteacher, as Head of Centre. These plans will identify which specific pieces of evidence will be used; the quality assurance measures undertaken to authenticate the work of students; and measures to ensure any and all appropriate needs are met.
- 3.9 Subject leaders will plan content and assessments factoring in the specification and assessment objective coverage across a range of assessments.
- 3.10 To ensure students understand how grades are determined and which work will be used as evidence, the school will publish a schedule that indicates when the production of evidence will take place. This also ensures the production of work is evenly distributed over the set timescale.

4. Roles and Responsibilities

- 4.1 The specific roles and responsibilities of staff, at a range of levels, in terms of qualifications remain largely unchanged from other examination series. However, for awards in 2021, the following roles and responsibilities apply in terms of the determination of grades:

- 4.1.1 The Headteacher,

The Headteacher, as Head of Centre, has overall responsibility for the qualifications offered at the school, as well as ensuring due care and regard is taken into account for the school's legislative and regulatory duties, as an examination centre. The Headteacher is responsible for ensuring the planning and management of centre determined grades, in line with existing policies and practices, are conducted efficiently and in the best interest of all students. The Headteacher is responsible for ensuring that publicised processes are followed by all staff. This includes internal quality assurance processes at subject level and school level. The Headteacher will ensure that appropriate training for all staff involved in the determination of grades is provided.

The Headteacher will work closely with the Deputy Headteacher and Assistant Headteacher (responsible for assessment), to ensure that quality assurance processes at school level are robustly followed. This includes ensuring that each qualification has successfully completed internal moderation of evidence, while all decisions are recorded in line with exam board protocols. The Headteacher will also be responsible for overseeing internal processes, where a

concern is raised by staff, regarding the authenticity of students' work provided and/or where a student wishes to review a Centre Determined Grade (see section 16).

4.1.2 The Examinations Officer

The Examinations Officer is responsible for managing the administration of qualifications. This includes coordinating the collation of entries of students to the appropriate qualifications and submission of the centre determined grade for each subject in which they are entered. In addition, the examinations officer will assist curriculum leaders and members of the leadership team, specifically those with responsibility for examinations and Headteacher to ensure agreed processes are followed.

4.1.3 The SENCO

The SENCO will ensure that all staff are aware of the necessary access arrangements in place for students, including reasonable adjustments for students who are entitled to these. In addition, they will coordinate the provision of additional support to help students achieve the course aims, as they would do in normal circumstances.

4.1.4 Curriculum leaders

Curriculum Leaders will be responsible for ensuring processes within the department they lead meet the requirements of the publicised Exam Board Qualification Assessment Framework. This includes setting appropriate assessment tasks (See section 3.3 above) to enable all students within the cohort, to demonstrate what they know and understand. This is designed to enable them to have the opportunity to achieve the highest possible grade.

Curriculum leaders will also ensure that internal moderation of work is undertaken to ensure standardisation across the team they are responsible for, which includes accurate records of internal processes. Curriculum leaders will also be responsible for managing the accurate recording of outcomes and associated decision-making for each qualification.

Curriculum leaders will work with the SENCO and / or Assistant SENCO to ensure that students entitled to access arrangements have these in place for the qualifications they are responsible for.

4.1.5 Teaching staff

Teaching staff will ensure that evidence is gathered within the published schedule (see Appendix 1) and that activities set, follow the expectations set by curriculum leaders and relevant Exam Board Qualification Assessment Frameworks.

Teaching staff must make students aware of the nature and criteria of the task set and ensure students understand when an activity will contribute towards the determination of a grade.

Teaching staff will collect and store submitted work securely. They will ensure that reasonable adjustments for identified students are met. Teachers will mark submitted work within the agreed timeframes, set by curriculum leaders.

Teaching staff will not provide students with an opportunity to improve their work, once submitted. Teachers will work with relevant curriculum leaders to ensure that students entitled to access arrangements, within their designated classes, have these in place.

5. Internal and external quality assurance

Internal

- 5.1 In line with usual practices, exam boards will require internal processes to be undertaken to promote consistency. The school will undertake quality assurance processes to ensure the grades determined are valid, reliable, equitable and fair, while seeking to avoid discrimination. The school will ensure training is provided to all staff to support this (see section 8).
- 5.2 Internal moderation processes are designed to verify standards and seek to ensure fairness and equity for all students. The school will apply the following approach to the assessment of evidence:
- a) The teacher will assess the students' work using exam board mark schemes to support the accurate award of grades. Subject staff will undertake moderation activities, to establish standardised approaches to assessments. These should take place as soon as is reasonable and practicable, once the evidence has been submitted;
 - b) Curriculum leaders will ensure that the sample of work to be moderated covers the full spectrum of grades and all teachers who have assessed work;
 - c) Moderation activities may involve a number of teachers. Therefore, where a piece of evidence is moderated, additional comments by a separate member of staff will be centrally documented;
 - d) Curriculum Leaders and Senior Leaders will review any discrepancies, with comments centrally documented;
 - e) At all stages, appropriate forms (either provided by the exam board or school developed) will be retained as evidence to support the final determined grade.
- 5.3 No one member of staff will be able to both assess and verify the evidence of a student. In departments where teachers work in isolation, the school will provide an opportunity for evidence to be moderated, through another centre. Similarly, any staff who have a conflict of interest (e.g. Teacher who is a relative of or known to a student), will need to be declared, and suitable mitigation put in place to ensure the process is not compromised (e.g. Teacher not involved in either assessment or verification of work).
- 5.4 The school will ensure that the work of all staff who assess evidence is moderated, as part of internal quality assurance. Where an examination cohort size is lower than 15 then the whole cohort will be moderated. For larger samples, the school will ensure that evidence is considered from a range of student profiles, from more able students to those with additional learning needs; and those students with protected characteristics.

External

- 5.5 All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the JCQ Guidance.
- 5.6 All necessary records of decision-making in relation to determining grades will be properly kept and can be made available for review as required.
- 5.7 All student evidence on which decisions regarding the determination of grades will be retained and can be made available for review as required.
- 5.8 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.

- 5.9 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.
- 5.10 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.

6. Training, support and guidance

- 6.1 Working with Ofqual and exam boards, the school will ensure that appropriate training is provided to staff at all levels in order to ensure that the assessment plan, and associated processes, are implemented fully.
- 6.2 In addition to providing training on the assessment plan and associated actions for staff at all levels including specific training for NQTs. The school will revise its existing training programme to help manage staff workload. Specific training on avoiding unconscious bias when assessing work will be provided for all staff involved in the marking of evidence.
- 6.3 Identified staff will also attend specific training on equalities issues, including public sector duties; managing conscious and unconscious bias; data processing and data protection, with particular reference to fair processing notices.
- 6.4 Mentoring from experienced teachers will be available to NQTs and teachers less familiar with assessment.
- 6.5 Additional internal reviews of teacher assessed grades for NQTs will be put in place alongside extra standardisation for teachers with less experience or who are unfamiliar with these processes.

7. Comparison of grades to results for previous cohorts

- 7.1 The school will consider the grades for this year's cohort compared to cohorts from previous years when exams have taken place, to make sure they have not been overly lenient or harsh in their assessment for 2021.
- 7.2 This approach is as far as we can go to take account of the disruption caused by the pandemic, but without breaking the link between students' attainment and the grade they receive. This link is important if grades issued in 2021 are to be meaningful for those who use them for selection.
- 7.3 We recognise that overall outcomes for 2021 are likely to be different to those of previous years given that exam boards will not be in a position to award against standards established through national examinations as in a normal year.
- 7.4 The determination of grades in 2021 focus on the use of criteria, but on less of the curriculum and more focused assessment, which takes account of lost learning.
- 7.5 This will be achieved because teaching and assessment will support performance on specific (seen) aspects of the curriculum in 2021; supporting improved performance that will then be comparable to the 2019 unseen examinations; counter balancing the lost learning time.
- 7.6 We will consider the grades for this year's cohort compared to 2017 to 2019 to make sure we have not been overly lenient or harsh but only after grading judgements have been made and reviewed.
- 7.7 We will consider the stability of our centre's overall grade outcomes from year to year.
- 7.8 Essentially students will be awarded grades somewhere between 2019 and 2020, realistically closer to 2020 or above.
- 7.9 We will prepare a narrative on the outcomes of the review against historic data which, in the event of divergence from the results attained in previous examined years, will address the reasons why. This commentary will be available for subsequent review during the QA process.
- 7.10 We will compile historical data giving appropriate regard to the mix of A*-G and 9-1 grades in GCSEs – utilising the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.
- 7.11 We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.

- 7.12 We will omit subjects that we no longer offer from the historical data.
- 7.13 We will review the grades awarded to students with protected characteristics.

8. Application of special consideration and access arrangements

- 8.1 The school will apply the exam board published special considerations document to those students who meet the specified criteria.
- 8.2 As is standard, the school may require evidence to demonstrate that the student meets the criteria.
- 8.3 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.
- 8.4 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 will be obtained.
- 8.5 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.
- 8.6 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.
- 8.7 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.

9. Addressing disruption / lost learning

- 9.1 While there is no set requirement for the minimum amount of content that students must have been taught, Heads of Centres will be required to confirm that students have been taught sufficient content to form the basis for a grade.
- 9.2 Grades will be based on teachers' assessments of the standard at which students are performing and will be based on the student's demonstrated knowledge and skills. As per the guidance students do not have to have completed a mandated amount of content or demonstrate skills, knowledge and understanding across every area of the specification as they would normally.
- 9.3 Teachers will grade each student on their performance in the subject content they have been taught and will base their assessment on the student's demonstrated knowledge and skills.
- 9.4 If the content for any of the pieces of evidence have not been taught, the teacher will remove that piece of evidence entirely or remove the questions that assess that specific content.
- 9.5 Where teachers need to remove any evidence at this point, they will consider whether they need to and can replace it with anything else.

10. Objectivity

- 10.1 Each teacher assessed grade should be a holistic professional judgement, balancing different sources of evidence and data (see section 3).
- 10.2 In order to achieve objectivity, Pittville school will only take account of existing records and available evidence of a student's knowledge, skills and abilities in relation to the subject.
- 10.3 This evidence will inform teachers' professional judgements about each student's performance. Other factors should not affect this judgement.
- 10.4 All staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

To ensure objectivity, all staff involved in the Centre Determined Grade process will be made aware that:

- a) unconscious bias can skew judgements;
- b) the evidence presented should be valued for its own merit as an indication of performance and attainment;
- c) Centre Determined Grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- d) unconscious bias is more likely to occur when quick opinions are formed;

Curriculum Leaders, Senior Leaders and the Head of Centre will consider:

- a) sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
- b) how to minimise bias in questions and marking and hidden forms of bias)

10.5 In order to address the effects of unconscious bias on objectivity, Pittville school will take the following steps:

- a) All assessments have been set by the curriculum leader and validated by the appropriate Senior Leader;
- b) Assessments are, where possible, marked by a range of subject specialists to avoid one teacher assessing the 'whole assessment portfolio' for an individual student;
- c) Assessed work is moderated internally at curriculum area level and subsequently by members of the Senior Leadership team
- d) A rank order is completed for each curriculum area once all work has been completed and assessed;
- e) Performance management targets for teachers have been removed to avoid the 'need' to achieve performance related targets for staff.

11. Recording Decisions and Retention of Evidence and Data

- 11.1 Curriculum leaders will maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades. This will include clarity of explanation which students and their parents/carers will understand.
- 11.2 Records will also be kept from internal moderation to standardise work, and verify performance, as described in section 5.
- 11.3 Evidence will be 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.
- 11.4 The school 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.
- 11.5 The school will record the reviews requested by students and the outcome of these, along with reasons for the decision.
- 11.6 On submission of a Centre Determined Grade, the school will be required to make an overall declaration in relation to the processes carried out.
- 11.7 The school will comply with our obligations regarding data protection legislation.
- 11.8 The school will ensure that the grades accurately reflect the evidence submitted.
- 11.9 The school 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).

12. Authenticating evidence

- 12.1 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.
- 12.2 Assessments will be completed in class under high control conditions. Access arrangements will be in place for students requiring additional support.
- 12.3 Where a student is self-isolating and physically able to, they will complete an assessment on-screen and will be supervised in the same way as students in class.
- 12.4 The school will investigate instances where it appears evidence is not authentic.
- 12.5 The school understands 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.

13. Confidentiality, Malpractice and Maladministration, and conflicts of interest

- 13.1 Pittville school will ensure students are made aware of the range of evidence that will be included in reaching the Centre Determined Grade (outlined in section 3).
- 13.2 Students will have the opportunity to raise any concerns they have regarding this work, particularly focusing on any notable factors which may have adversely affected performance, allowing the school to apply special consideration or withdraw the evidence. Factors may include family bereavement, poor health or Covid19 related absence.
- 13.3 Section 11 outlines processes the school will take to ensure objectivity and authenticity of the determination and awarding of grades.
- 13.4 All selected assessments will have been completed under high control conditions standardisation between the procedures.
- 13.5 Where a student has produced work for which there is a suggestion of plagiarism this shall be discounted as evidence towards the final grade.
- 13.6 The school will put measures in place to prevent malpractice and, where that proves impossible, will handle cases of malpractice in accordance with awarding organisation requirements. This includes ensuring that all staff involved in the process are made aware of the specific types of malpractice which may affect the Summer 2021 series.
- 13.7 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.
- 13.8 All staff involved have been made aware of these policies, and have received training in them as necessary.
- 13.9 All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
 - a) breaches of internal security;
 - b) deception;
 - c) improper assistance to students;
 - d) failure to appropriately authenticate a student's work;
 - e) over direction of students in preparation for common assessments;
 - f) allegations that centres submit grades not supported by evidence that they know to be inaccurate;
 - g) centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;

- h) failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
- i) failure to keep appropriate records of decisions made and teacher assessed grades.

13.10 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.

13.11 To protect the integrity of assessments, any staff who have a conflict of interest (e.g. Teacher who is a relative of or known to the student) will need to be declared, and suitable mitigation put in place to ensure the process is not compromised (e.g. Teacher not involved in either assessment or verification of work). No one member of staff will be able to both assess and verify the evidence of a student. In departments where teachers work in isolation, the school will provide an opportunity for evidence to be moderated, through another centre. Similarly, any staff who have a conflict of interest (e.g. Teacher who is a relative of or known to a student), will need to be declared, and suitable mitigation put in place to ensure the process is not compromised (e.g. Teacher not involved in either assessment or verification of work).

14. Results

14.1 The results will not be despatched until after 0800 hours on the appropriate date for the publication of results. Candidates will not receive results by e-mail, post or otherwise prior to 0800 hours.

14.2 Results, or information derived from results, will not be divulged to or discussed with:

- a) other teachers;
- b) candidates or parents;
- c) educational institutions and Local Authorities;
- d) the media;
- e) any other persons.

14.3 Additionally, the results, or information derived from results, will not be divulged or discussed on social media such as Facebook or Twitter.

14.4 The school will not release results data to Local Authorities until after 9.30am on the appropriate date for the publication of results.

14.5 Similarly, the school will not issue press releases or statements to the media under any circumstances until after 9.30am on the appropriate date for the publication of results.

14.6 Results data will not be shared more widely until after the candidates have received their results.

14.7 Pittville school is aware that results are issued on a provisional basis and may be subject to amendment through the published post-results services.

15. Review of Centre Determined Grades and Appeals Processes

15.1 At the time of writing, the process of reviewing centre grades and the appeals processes has not been finalised. However:

- 15.1.1 The school will be required to submit Centre Determined Grades to exam boards by the specified date. Where a student is satisfied with the grades determined by the school, there is no further action;

15.1.2 There will be an opportunity for students to request a review of the centre's judgement of their grade and/or correct any factual errors. The process undertaken by the school will be similar to the internal moderation process, described in section 5.2. Where a review has been requested, it will be considered by a member of staff who was not the original assessor. The Headteacher will also review that the school's processes have been followed, in terms of associated decision-making records etc. Where a review has been upheld, the Centre Determined Grade will be amended.

- 15.2 The exam board, as the awarding body, will implement a process to permit students to appeal a Centre Determined Grade on the grounds of procedural error only, where a review of grade has been unsuccessful.
- 15.3 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.
- 15.4 Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- 15.5 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.
- 15.6 Learners have been appropriately guided as to the necessary stages of appeal.
- 15.7 Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which post 16 course enrolment is dependent.
- 15.8 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.
- 15.9 Appropriate information on the appeals process will be provided to parents/carers.

16. Equalities and Data Protection

- 16.1 In line with existing policies in relation to Public Examinations and Controlled Assessment, the school will ensure it is compliant with its Public Sector Equality Duty. Specifically, legislation in relation to Equality Act, Special Educational Needs and Access Arrangements.
- 16.2 The school will ensure that it is compliant with data protection and data processing regulations. This may result in modifications to existing policies in place.