

St Mary Magdalene C of E Secondary Phase Centre Policy

FOR AWARDING GRADES FOR GCSES FOR SUMMER 2021



Centre Policy for determining teacher assessed grades in summer 2021: St Mary Magdalene C of E Secondary Phase

Background

JCQ has determined that every centre is required to create a Centre Policy that reflects its individual circumstances. In the main, St Mary Magdalene C of E Secondary Phase has adopted the pre-populated template, although there have been some changes, additions and deletions to reflect our own practices and ensure clarity. These ensure we go beyond the expectations of JCQ's pre-populated Centre Policy.

This policy takes account of the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021* along with other JCQ guidance published in early-2021. Pearson's Centre Policy for Q-TAGs has been added to this document as an appendix.

It is the responsibility of all staff involved in setting grades this summer to understand and actively implement this Centre Policy, and the responsibility of the school's leadership to ensure staff are supported in doing so.

Centre Policy for determining teacher assessed grades in summer 2021: St Mary Magdalene C of E Secondary Phase

Statement of intent

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

Statement of Intent
<p>This section provides details of the purpose of this document, as appropriate to our centre:</p> <p><i>The purpose of this policy is:</i></p> <ul style="list-style-type: none">• <i>To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.</i>• <i>To ensure the operation of effective processes with clear guidelines and support for staff.</i>• <i>To ensure that all staff involved in the processes clearly understand their roles and responsibilities.</i>• <i>To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.</i>• <i>To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.</i>• <i>To support a high standard of internal quality assurance in the allocation of teacher assessed grades.</i>• <i>To support our centre in meeting its obligations in relation to equality legislation.</i>• <i>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.</i>• <i>To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.</i>

Roles and responsibilities

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

Roles and Responsibilities

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

Head of Centre

- *Our Head of Centre, Razwan Hussain, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.*
- *Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*

Senior Leadership Team and 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.*
- *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 Head of Department Checklist is completed for each qualification that they are submitting.*
- *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.*

Teachers / Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo will:

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

- *ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.*
- *make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

Examinations Officer

Our Examinations Officer will:

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

Training, support and guidance

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining teacher assessed grades this year.

Training

This section provides details of the approach our centre will take to *training, support and guidance in determining teacher assessed grades this year*

- *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.*

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 (typically through the existing mentors) and teachers less familiar with assessment (typically through the subject lead or a member of the Leadership team).*
- *We will put in place additional training for NQTs and other less experienced teachers.*
- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other less experienced teachers as appropriate.*

Use of appropriate evidence

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

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.*
- *The greatest priority in the awarding of Teacher Assessed Grades will be given to those assessments carried out under a high level of control; that is, work completed in school under the scrutiny of teachers and/or invigilators.*
- *We will be using student work produced in response to assessment materials provided by our awarding organisations, including groups of questions, past papers or similar materials such as practice or sample papers.*
- *We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
- *We will use mock exams taken in December 2020.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We will use internal tests taken by pupils.*
- *We will use substantial class work or homework (including work that took place during remote learning).*
- *We will use records of a student's capability and performance over the course of study in performance-based subjects such as drama.*

Additional assessment materials

- *Each awarding organisation will provide additional assessment materials for use in Summer 2021. These materials are not exams but can be used to generate evidence to help determine a grade for each student. Use of these materials is optional and the extent to which these materials are relied upon to inform decision-making may vary across centres. They are intended to provide evidence of knowledge or to validate a previous assessment.*
- *We will use additional assessment materials 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.*
- *We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *We will use additional assessment materials 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.*
- *In some cases, we have decided not to use the materials provided, for instance: because they were provided after teachers wished to set assessments; because they were not deemed sufficiently controlled to provide a level playing field for all students; and because they replicated previously used assessment material. In these cases, internally-produced alternatives to additional assessment material will be used in their place.*

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 assessments completed.*
- *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*
- *We will, wherever appropriate and possible, use a range of pieces of evidence to arrive at grades, and prioritise those assessments which have been completed under a high level of control and which are either assessment materials provided by our awarding organisations or centre-devised tasks that replicate these.*
- *We will consider whether the assessment was completed at a time when the student was well-prepared and was aware that the result of the assessment would be used as part of their grade; typically, this means work produced in Year 11 will be prioritised.*
- *We will ensure that all teachers receive training on the appropriateness and balance of evidence, and on fairness and consistency, including the use of 'blind marking' and issues around subjectivity and unconscious bias.*
- *We will ensure that internal quality assurance processes review the appropriateness and balance of evidence prior to grades being submitted.*

Determining teacher assessed grades

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

Awarding teacher assessed grades based on evidence
<p>We give details here of our centre's approach to awarding teacher assessed grades.</p> <ul style="list-style-type: none">• <i>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.</i>• <i>Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.</i>• <i>Our subject leads, with teachers in their subject teams, will produce an Assessment Record for each subject cohort. Any necessary variations for individual students will also be shared.</i>

Internal quality assurance

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

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

This section gives details of our approach to internal quality assurance, within and across subject departments.

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.*
- *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*
- *Internal quality assurance will be carried out in all subjects and classes, and involve all teachers of the subject, the subject lead and at least one member of the leadership team. Where there is one teacher and/or class, we will ensure that our centre carries out an adapted internal quality assurance process involving colleagues from other subjects.*
- *We will ensure that the Assessment Record will form the basis of internal quality assurance and discussions across teachers to agree the awarding of teacher assessed grades.*

Standardisation

- *Standardisation is the process of ensuring the team has the same approach to applying a mark-scheme and ensuring that everyone is marking at the same standard. It will typically be carried out before any work is marked.*
- *This will be led by subject leads, and be carried out prior to all Summer assessments. Steps taken might include reading the exam paper and mark scheme together and marking exemplar responses together. Standardisation may be differentiated so members of staff with less experience get more support.*
- *If there is only one set or class, or if there is one teacher teaching the subject, then teachers and subject leads will also work together to standardise.*

Moderation

- *Moderation is the process of checking teachers' grading of students' work and is done regularly throughout the year, as assessments are completed by students.*
- *Moderation of the current Year 11s' work has already happened in each subject area over the last few years and will continue to be done.*
- *Moderation should be done 'blind' i.e. without knowing students' names, to avoid unconscious bias and teacher preconceptions.*
- *Moderation should allow any issues with marking and questions over the grading of pupils' responses to arise.*

- *Subject leads, with the support of the Vice Principal for Outcomes, have identified colleagues in other schools with whom to cooperate in order to add another external layer of moderation, and to check their own moderation.*
- *If there is only one set or class, or if there is one teacher teaching the subject, then teachers and subject leads will also work together to carry out moderation.*
- *Additional attention will be given to the moderation of work by less experienced teachers.*
- *Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisations.*
- *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisations.*
- *In all cases, regardless of the number of teachers involved in marking assessments and determining grades, the output of this activity will be reviewed by a member of leadership within the centre: the Principal, Vice Principals, Assistant Principals and/or Directors of Faculty.*
- *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.*

Further internal quality assurance

- *Members of the school leadership team will be paired with subject leads to carry out quality assurance during the process leading up to the submission of grades to ensure consistency and fairness. This will include quality assurance of the following: standardisation; moderation; record-keeping; the appropriateness and balance of evidence; the marking and grading of randomly-selected students across the attainment range; and the process of arriving at a judgement in the allocation of teacher assessed grades.*
- *The Vice Principal for Outcomes will provide additional support and checks on the processes followed where there is only one set or class to ensure consistency, fairness and that appropriate support is provided by other colleagues within and outside the school.*
- *Members of the school leadership team will carry out additional support for, and internal reviews of teacher assessed grades set by, NQTs and other less experienced teachers as appropriate.*
- *Further quality assurance of the data will be carried out by members of leadership and subject leads. Leaders will compare the outcomes for different sets and classes, and also (in respect of equality legislation) compare the outcomes and evidence used for different genders, ethnicities and other protected characteristics. This may then lead to further sampling and marking.*
- *Members of leadership will regularly refer to and provide quality assurance of the Assessment Record Forms and Head of Department Checklists.*

Comparison of teacher assessed grades to results for previous cohorts

This year is the first year St Mary Magdalene has a cohort of students entered for external examinations. This section of our Centre Policy outlines the approach we will take as a result of being unable to compare our teacher assessed grades in 2021 with results from previous cohorts.

Comparison of Teacher Assessed Grades to results for previous cohorts
<p>Because we have no previous cohorts or historic external examination results, we will not have an 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.</p> <p><i>To mitigate this:</i></p> <ul style="list-style-type: none"><i>We have ensured that all subject leads work with colleagues from other schools on the process of moderation.</i><i>We have increased the role of leadership in monitoring the process of moderation.</i><i>Once the internal quality assurance measures explained earlier in this document are completed, senior leadership will compare the outcomes with other measures such as past performance and predictions. Whilst these are not necessarily determinants of the final grade, this may prompt further reviews of the evidence of work and/or quality of marking to provide guarantees it is accurate.</i><i>We will prepare a succinct narrative on the outcomes of the review against past performance along with any actions taken as a result. This commentary will be available for subsequent review during the QA process.</i>

Access Arrangements and Special Considerations

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

Reasonable adjustments and mitigating circumstances (special consideration)

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *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.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.*
- *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*
- *To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)
<p>This section gives details of our approach to address disruption or differentiated lost teaching.</p> <ul style="list-style-type: none">• <i>Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.</i>• <i>Where students have missed considerable learning relative to their peers, this will be taken into account on the Assessment Record</i>

Objectivity

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

Objectivity

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

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

Senior Leaders, Heads of Department and Centre will consider:

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

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

- *unconscious bias can skew judgements;*
- *the evidence presented should be valued for its own merit as an indication of performance and attainment;*
- *teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;*
- *unconscious bias is more likely to occur when quick opinions are formed;*
- *all students will use 'candidate numbers' on all assessments to ensure that all marking is 'blind marking';*
- *in subjects where practical skills are assessed, or otherwise where work cannot be dissociated from a specific student through the use of a candidate number, other teachers are used to assess and/or moderate wherever possible;*
- *external specialist teachers will be used to support quality assurance, and internal quality assurance will focus specifically on considering any bias in these grades.*

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

Recording decisions and retention of evidence and data

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

C. Recording Decisions and Retention of Evidence and Data

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

- *We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.*
- *We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.*
- *We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.*
- *We will comply with our obligations regarding data protection legislation.*
- *We will ensure that the grades accurately reflect the evidence submitted.*
- *We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisations.*

Authenticating evidence

D. Authenticating evidence

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

- *Robust mechanisms will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.*
- *Most notably, the work most highly prioritised in terms of awarding Teacher Assessed Grades will all be completed in school under the scrutiny of teachers and/or invigilators. This includes: student work produced in response to assessment materials provided by our awarding organisations; student work produced in centre-devised tasks that reflect the specification, following the same format as awarding organisation materials; past mock exam results; and non-exam assessment work.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.*

Confidentiality, malpractice and conflicts of interest

Confidentiality

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

A. Confidentiality

This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- *All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.*
- *All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.*

Malpractice

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

B. Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- *Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.*
- *All staff involved have been made aware of these policies, and have received training in them as necessary.*
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
 - *breaches of internal security;*
 - *deception;*
 - *improper assistance to students;*
 - *failure to appropriately authenticate a student's work;*
 - *over direction of students in preparation for common assessments;*

- *allegations that centres submit grades not supported by evidence that they know to be inaccurate;*
- *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;*
- *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and*
- *failure to keep appropriate records of decisions made and teacher assessed grades.*
- *The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures 2020-2021](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.*

Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

C. Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.*
- *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).*
- *We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.*

External Quality Assurance

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

A. External Quality Assurance

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- *All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the [JCQ Guidance](#).*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.*
- *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.*

Results

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

A. Results

This section details our approach to the issue of results to students and the provision of advice and guidance.

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

Appeals

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

A. Appeals

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

- *All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.*
- *Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.*
- *All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.*
- *Students 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 Sixth Form 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.*

Appendix A: Centre Policy for Q-TAGs

This section of our Centre Policy confirms our adherence to, and is taken verbatim from, Pearson's document [BTEC qualifications: Awarding Results in 2021 - Guidance for certificating and non-certificating learners](#). Adherence to the guidance in this document will also be confirmed through the Q-TAG submission and Head of Centre Declaration process. This policy complements our plans to follow the existing BTEC policies for Quality Assurance.

A. Aims of this Policy
<p><i>1. To make it clear the steps all centres must take to ensure that the Q-TAGs they determine for their learners are sufficiently valid and reliable a centre must:</i></p> <ul style="list-style-type: none"> <i>• Review the specification grading information ie. unit-level assessment criteria and grade descriptors with the subject teaching team</i> <i>• Consider what evidence you will have from the content you have taught</i> <i>• Collect the evidence</i> <i>• Evaluate the quality of the evidence</i> <i>• Assign a Qualification-Level Teacher Assessed Grade (Q-TAG)</i> <i>• Reflect on your judgement before submission</i> <p><i>Further detail in relation to the above steps must be referred to and is available in our guidance, here, with supporting information on our webpage: quals.pearson.com/BTEC2021assessment</i></p> <p><i>2. To ensure that learners can feel confident in the process their centres have taken to determine their Q-TAG.</i></p> <p><i>3. To summarise the existing BTEC policies, and confirm that they now also apply in the context of Q-TAG judgements.</i></p> <p><i>4. To reflect and incorporate Ofqual's Vocational Contingency Regulatory Framework (VCRF) and Guidance that any Q-TAG is based on appropriate sources of evidence and has gone through an internal quality assurance process (which includes final sense check of outcomes against historical centre outcomes).</i></p> <p><i>5. To ensure that the methodology used to determine the Q-TAG is consistent across centres and sufficiently valid, reliable and does not advantage or disadvantage any group of, or individual, learners.</i></p>

B. Responsibilities of the Centre
<i>In order to do this the centre will, for each qualification and learner, submit a Q-TAG and Head of Centre Declaration confirming that they have:</i>

1. Ensured that all relevant teaching staff (i.e. Assessors, Internal Verifiers, Heads of Department and Heads of Centre) will use the guidance provided by Pearson to confirm the Q-TAG, and refer to supplementary guidance from JCQ and Ofqual where required.

2. Ensured that the evidence that has been used for each Q-TAG judgement is sufficiently documented to ensure that it can be explained to the learner or Parent or Carer in the case of Appeals, and to Pearson. Centres must take into account previous years' results, if there is a material difference in the results profile expected in 2021, a Centre must be able to explain why its results are significantly out of line with past performance (be that higher or lower).

3. Ensured that all assessment evidence is retained in line with Ofqual's Vocational Contingency Regulatory Framework (evidence which is used to support the Qualification-Level Teacher Assessed Grade should be retained until 6 months after the date of the issue of the result, or the conclusion of any appeal in relation to that result, whichever is later). In some cases, evidence may no longer be available, JCQ has released guidance on [the retention of evidence](#) in these circumstances. Evidence must be made available for the purposes of further external quality assurance or an Appeal. This will include documentation that demonstrates the above process for the Q-TAG judgement has been followed, i.e.:

- Records of Standardisation of Assessors and Internal Verifiers and other relevant members of staff, in relation to the Q-TAG process and holistic judgements
- Evidence sheets for learners (Existing BTEC templates for actual assessment and Pearson will provide a template for documenting alternative evidence)
- The alternative sources of evidence that have been considered
- Any additional Assessment and Internal Verification materials
- Any assessed learner work assessment records
- Records of performance data used for sense check, with explanation for any deviation in the 2021 Q-TAG judgements (if there is a material difference in the profiles expected in 2021).

4. Ensured they follow all other policies as set out in our Pearson Annual Centre Declaration signed in 2021, including Pearson Terms and Conditions. You can find more information on our Quality Assurance [webpages](#). This includes:

- Equality and Diversity
- Safeguarding
- Health and Safety (including any arrangements for employer Involvement)
- Special Consideration and Reasonable Adjustment
- Recognition of Prior Learning
- Registration and Certification of Learners
- Assessment
- Internal verification
- Plagiarism and Assessment Malpractice
- Appeals & Complaints