

Information on Appeals

August 2021

Dear students and parents.

You will have now received your GCSE or A level results and we would like to offer our congratulations. It has been a difficult year and your grades are a reflection of all the hard work you have put in.

As you know, exams this year were cancelled by the government in January and replaced by a process of Teacher Assessed Grades (TAGs). The TAGs we submitted were in line with our Centre Policy, which was approved by the exam boards and can be read on our website or later in this booklet. As part of the quality assurance process, all grades were reviewed internally and then we were asked to submit a sample of our evidence and grading to the exam boards. Our awarded grades passed this external independent check.

In the unlikely event that you are unhappy with your grade, you should first speak to staff here at school. If you then wish to appeal your grade, you should speak to Mrs Vaughan and follow the appeals process set out in this booklet. Please make sure you have read all the information provided in this booklet and on the school website;

- Centre Policy
- Centre Information about Appeals
- Appendix B form for raising a Centre/ Awarding Organisation Appeal
- Ofqual and JCQ guides to Results 2021 (on website)

You should be clear about the consequences of raising an appeal.

The first stage of any appeal is a Centre Review, in which we will check if any administrative or procedural errors have occurred. Following this centre review, you can ask that we put forward an appeal to the awarding organisation on your behalf. The deadlines for this are:

- Centre Review deadline for priority appeals: 16 August 2021
- Awarding Organisation deadline for priority appeals: 23 August 2021
- Centre Review deadline for non-priority appeals: 3 September 2021
- Awarding Organisation deadline for non-priority appeals: 17 September 2021

We must receive a Centre Review appeal by the deadline before we can progress it to an awarding organisation appeal.

Priority appeals are only for A level students who have not met the conditional offer of their firm choice of university; in which case they should notify their university that an appeal is being submitted. Please note that during either of the appeals stages, results could go up or down or stay the same. You **will not** keep the **higher** of the grades, and an appeal **cannot be withdrawn** once a decision has been made.

Copies of the form that should be completed to start a Centre or Awarding Organisation Review are in this booklet and on our website. Completed forms should be emailed to vvaughan@stgabriels.co.uk by the deadlines above.

Alternatively, all GCSE, AS and A level qualifications can be retaken in the autumn term.

Congratulations on your results again and please do contact us if you have any further questions.

St Gabriel's Policy for Determining Centre Assessed Grades in Summer 2021

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|---------------|--------------------------------------|
| Authorised by | resolution of the Board of Governors |
| Date | April 2021 (1-0-0) |

Statement of Intent

This section provides details of the purpose of this document, as appropriate to our school:

The purpose of this policy is:

- To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
- To ensure the operation of effective processes with clear guidelines and support for staff.
- To ensure that all staff involved in the processes clearly understand their roles and responsibilities.
- To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.
- To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.
- To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
- To support our centre in meeting its obligations in relation to equality legislation.
- To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.
- To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

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.

The Principal - Head of Centre

- Our Head of Centre, Ricki Smith 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.
- Our Head of Centre will ensure the school's governors have been provided with training around Teacher Assessed Grades and that the Chair of the Education Committee (a former LA Head Teacher) has approved this policy.

Senior Leadership Team and Heads of Department will

- Provide training and support to our other staff.
- Support the Head of Centre in the quality assurance of the final teacher assessed grades, which will include an internal review by the Vice-Principal and the Director of Studies of the process and the grades awarded by each department and by the school overall. This will include a review of the school's overall grades awarded as compared to historical data, and a review of the process carried out by each department to standardise the marking and grades awarded.
- 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 make consistent judgements about student evidence in deriving a grade by supervising and participating in moderation or standardisation activities. Teachers will use their professional judgement when referring to evidence produced under less controlled conditions and will evaluate this evidence against higher control evidence, in line with JCQ and Ofqual guidance.
- Ensure all staff conduct assessments under the 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 Declaration is completed for each qualification that they are submitting.

Heads of Department, Teachers and the Head of Individual Needs (SENCO) will

- Ensure they conduct assessments and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.
- Ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- Make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.
- Produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the

determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.

- Complete or participate in the completion of the Department Review process which will include standardisation of marking and grades awarded.
- Meet with individual students to review evidence submitted and ask each student to authenticate their work.

The Examinations Officer will

- Securely store and be able to retrieve sufficient evidence to justify their decisions.
- Be responsible for the administration of our final teacher assessed grades and the post-results services.

Training, Support and Guidance

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

- Teachers involved in determining grades in our centre will attend centre-based training to help achieve consistency and fairness to all students. This will take during inset time and in department time and Heads of Department meetings.
- All those involved in the process will be familiar with full process of assessing and recording evidence and the internal review process.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- As part of their training and to inform their consistent approach to grading all those involved in the process have confirmed that they have read
 - This policy,
 - The school's Assessment for Learning policy,
 - The JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021,
 - The Grade descriptors for A Level and GCSE as appropriate for their subject,
 - Information on Submission of Grades from Ofqual
 - Information for Centres about making Objective Judgements.
 - The school's Malpractice, Maladministration and Conflict of Interest Policy
 - The JCQ guide to the Special Consideration Process
- The school considers all its teachers to be experienced in assessment, and Heads of Department and Senior Leaders will support staff as required.

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.
- 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 as per JCQ guidance.
- Evidence may be drawn from student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.
- 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, 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 substantial class or homework (including work that took place during remote learning).
- We will use internal tests and examinations taken by students.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.
- Students will be asked to authenticate that evidence submitted is their own work.

Additional Assessment Materials

- We may use additional assessment materials to give students the opportunity to show what they know, understand or can do in specific areas of content.
- We may use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence, where there is an educational reason for this or where the school judges that there are mitigating circumstances that should be taken into account.
- We may use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete where this is educationally appropriate.

Appropriateness and Balance of Evidence

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control under school supervision or at home under low control. Teachers making judgements about Teacher Assessed grades will be aware that high control pieces of evidence may be more representative of student performance, although there may be exceptions to this, and therefore teachers will seek to balance this judgement with evidence produced in medium or low control circumstances. The students will authenticate the work as their own and teachers will use their professional

judgement to ensure that any discrepancies in performance between pieces of evidence are considered.

- We will also consider
 - When the evidence was produced, with more recent evidence likely to be more representative of student performance, although there may be exceptions, for example where a student has experienced significant ill health since the earlier assessments.
 - What students were asked to do. This means we will aim to use consistent sources of evidence for a class or cohort that relate closely to the specification requirements. The rationale for any exceptions for individuals will be documented on the Class Evidence form. We will provide accessible questions or tasks for lower attaining students and appropriately demanding questions or tasks for higher attaining students to support higher grades.
 - How the evidence was produced and assessed.
- We will aim to be confident that work produced is the student's own and that the student has not been given inappropriate levels of support to complete it, either in school, at home or with an external tutor. Teachers will be vigilant for signs that any work is not the student's own or has been produced as a result of inappropriate assistance. We will ask students to authenticate work for each subject as their own, especially where that work was not completed within the school.
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
- We will consider the specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed.
- Where possible teachers will use mark schemes for materials produced by the examining bodies. Heads of department will be responsible for ensuring that teachers within their departments apply mark schemes and marking criteria consistently across their department. Our internal quality assurance process requires Heads of Department to sign a Department Review checklist to confirm this standardisation has taken place.
- The Vice-Principal and Director of Studies will meet with each Head of Department to confirm consistency of results within and across departments. (Further details of this are given in the Internal Quality Assurance section.)

Determining Teacher Assessed Grades

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.

- We will produce a Class Assessment Record and Class Evidence Record for each subject cohort. Students will complete an authentication declaration which asks them to confirm that the work is their own, and not the result of any improper assistance or other malpractice. Any necessary variations for individual students will also be documented. Heads of Department will complete a Department Declaration. See also the Process Flowchart in Appendix 1.

Internal Quality Assurance

Our process for internal standardisation within and across subjects is described below and is shown in Appendix 1.

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand the following documentation. As part of our training and internal standardisation and Quality Assurance process, all teachers involved with the process have certified that they have read.
 - This policy,
 - The school's Assessment for Learning policy,
 - The JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021,
 - The Grade descriptors for A Level and GCSE as appropriate for their subject,
 - Information on Submission of Grades from Ofqual
 - Information for Centres about making Objective Judgements.
 - The school's Malpractice, Maladministration and Conflict of Interest Policy
 - The JCQ guide to the Special Consideration Process
- We will ensure that all teachers take a consistent approach to:
 - Arriving at teacher assessed grades
 - Marking of evidence
 - Reaching a holistic grading decision
 - Applying the use of grading support and documentation
 - We will ensure that the Class Assessment and Evidence Records will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- As detailed above Heads of Department will be responsible for ensuring that teachers within their departments apply mark schemes and marking criteria and grade descriptors consistently across their department. Our internal quality assurance process requires Heads of Department to sign a Department Review checklist to confirm this standardisation has taken place.
- The Vice- Principal and Director of Studies will meet with each Head of Department to confirm consistency of results within and across departments.

- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by the Vice-Principal and the Director of Studies, before final sign-off by the Principal.
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

Comparison of Teacher Assessed Grades to results for previous cohorts

- Our internal process will compare teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.
- We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
- We will consider the size of our cohort from year to year.
- We will consider the stability of our centre's overall grade outcomes from year to year.
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, addresses the reasons for this divergence. This commentary will be available for subsequent review by any examining board or JCQ during the QA process.
- If our initial Teacher Assessed Grades for a qualification are viewed as overly lenient or harsh compared to previous years, we will compile historical data giving appropriate regard to potential mixtures of A* to G grades and 9-1 grades at GCSE. We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.

Recording Outcomes of Internal Quality Assurance Process

This process will result in the following documentation

- An individual student record of marks awarded for the evidence used,
- A student authentication form which asks the student to confirm for each set of evidence for each subject that the work used as evidence for their grade is their own and that they have not received any inappropriate assistance. The subject teacher supervising the signing of this authentication will have reviewed the evidence (using their professional judgement) collated for their subject and will be aware of the standard of a student's usual performance.
- A class evidence record which will show the marks awarded for each student in a class or cohort. This will be reviewed in the meetings between Heads of Department and the Vice Principal and Director of Studies and will be checked for consistency across subjects and departments.
- A Class assessment record will be reviewed at the meetings between Heads of Department and the Vice Principal and Director of Studies and will be checked for consistency across subjects and departments. It will show
 - The type of evidence used,

- The date the evidence was produced,
- Whether this piece of evidence was used for the whole class or cohort,
- Reasons for selection of this evidence,
- The level of control under which the evidence was produced,
- Confirmation that access arrangements were in place (where appropriate),
- Whether any students had special consideration or mitigating circumstances.
- The Head of department will also complete the following documentation (which will be reviewed at the meeting between the Head of Department and the Vice Principal and Director of Studies) -
 - A Department Review template which confirms the areas of the syllabus that have been taught, this is countersigned by a second teacher in the department or the Vice-Principal and Director of Studies where there is only one teacher in the department.
 - A Head of Department checklist will be completed and countersigned by a second teacher in the department which will confirm that
 - Appropriate standardisation and authentication have taken place,
 - Appropriate access arrangements and appropriate special consideration have been in place,
 - Grades for this year's cohort have been compared to cohorts from previous years,
 - Records have been retained of the staff involved in the process, the evidence used and the judgements that have been reviewed
- Records of meetings between Heads of Department and the Vice-Principal and Director of Studies that will contribute to a final centre sign-off to document our compliance with this policy and other relevant guidance.

Access Arrangements and Special Considerations

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

Reasonable Adjustments and Mitigating Circumstances

- 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 significantly affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements. The school may require evidence of these circumstances to be submitted.
- We will record, as part of the Class 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/ Differentiated Lost Learning

- Teacher Assessed Grades will be determined based on evidence of the content that has been taught and assessed for each student. Heads of Department will certify the details of any specification content not taught.

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.

All Staff involved in Teacher Assessed Grades will be made aware that

- Unconscious bias can skew judgements;
- The evidence presented should be valued for its own merit as an indication of performance and attainment;
- Teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- Unconscious bias is more likely to occur when quick opinions are formed; and
- They will be asked to confirm that they have read the JCQ document "Information for Centres about making Objective Judgements."

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

- 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. See Appendix 1.

- We will comply with our obligations regarding data protection legislation and the School's Data Protection Policy.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s) as per JCQ guidelines.

Authenticating Evidence

- Robust mechanisms, which will include our internal standardisation process (in which teachers and those reviewing the teacher assessed grades will use their professional judgement to look for marks and evidence which are out of keeping for a pupil's normal performance) and the requirement for students to authenticate their work, 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. Teachers will consider placing more emphasis on evidence produced under high control (i.e., test conditions) and be alert to any discrepancies with evidence produced in lower control conditions.
- 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 conflict of interest

Confidentiality

- 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, will be shared with parents/guardians.

Malpractice

- 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.
- Our general centre policy regarding malpractice, maladministration and conflicts of interest has 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.

Conflict of Interest

- 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

- 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

- 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 will be made aware of arrangements for results days.

Appeals

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the JCQ Guidance.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to parents/carers.

Appendix 1 - Process Flowchart

Internal Quality Assurance Process

Staff Training



Staff involved in the process are asked to read, understand and sign off the appropriate documentation -



Departmental gathering and internal submission of evidence
Filling out Class Assessment Record & Class Evidence Record & sign off of Access Arrangements -



Standardisation of marking and grading in departments where there are 2 or more staff. Where there is only one member of staff then the Head of Centre is the second sign-off -



Student authentication form signed by each student for each subject they are sitting and pro-forma for discussion between subject teacher and student re evidence being submitted signed off by teacher -



Sign off by HoDs for HoDs checklist, department review & historical data with TAGs -



HoDs Meetings with Director of Studies and Vice-Principal to go through evidence and grades and comparison with previous cohorts -



Sign off by Director of Studies and Vice-Principal -



Sign off by Head of Centre (Principal) and submission of grades -

Information on the Appeals Process for Summer Results 2021

How have grades been determined this year?

Grades this summer are based on Teacher Assessed Grades (TAGs). TAGs have been submitted to the exam boards by the school as a holistic assessment of students' performance in a subject, following a rigorous process of assessment, moderation and quality assurance. This process is detailed in our Centre Policy, which is available on our website.

These grades will then be approved by the relevant exam board, following external quality assurance checks. In some cases, the TAGs we submitted may be reviewed by the exam board, who may ask us to submit an alternative grade.

Who can appeal?

All students will have the opportunity to appeal their grade if they meet the eligibility criteria (see below). It is important to note that an appeal may result in a grade being increased, staying the same, or being lowered. If a student puts in an appeal and their grade is lowered, they will receive this lower result and this will be communicated to universities and/or retained as the student's final grade.

There is also the option to resit GCSEs, A levels and some AS levels in the autumn, which may be preferable to some students. The design, content and assessment of these papers will be the same as in a standard examination year.

What are the grounds for appeal?

There are four main grounds for appeal, as dictated by the Joint Council for Qualifications (JCQ). They are:

- It is thought that the school has made an **administrative error**: an example of this would be putting incorrect information into a spreadsheet, e.g. transposing the marks for two similar candidates.
- It is thought that the school has made a **procedural error**: this means we have not properly followed our own process, as approved by the exam board. An example of this would be where exam access arrangements for qualifying students have not been used correctly.
- It is thought that the **academic judgement on the selection of evidence was unreasonable**: i.e. the evidence used to grade was not reasonable.
- It is thought that the **academic judgement made to decide the grade was unreasonable**. 'Unreasonable' (as defined in the JCQ Guidance) in this context means that an unreasonable judgement is one that no educational professional acting reasonably could have made when selecting evidence or deciding on a teacher assessed grade.

This means that the selection of evidence by the teacher awarding the grade will **not be considered unreasonable** just because a student considers it may have been equally valid to use other forms of evidence. Many schools and colleges will have used different forms of evidence because of the flexibility of the approach this year allowed by the JCQ guidance. The exam boards will have approved these approaches when they reviewed each centre's policy on Teacher Assessed Grades.

It also means that the independent reviewers at the exam boards will **not** remark or grade students' evidence. Instead, they will look to see whether any teacher acting reasonably could have arrived at the same grade.

The 2 stage process of an appeal

Before raising an appeal, students must read the JCQ Student and Parent Guide, which we have been told will be available from the JCQ website by results days.

The school may not be able to offer as much advice and guidance on the likely success of an appeal this summer as we would in normal years, as we have already moderated and quality assured all the grades ourselves.

All appeals, on any of the grounds above, must first go through a **centre review**. At this stage, and once the student has completed the required declaration, the school will check for any administrative errors, and check that our policies and procedures were followed correctly. Our policy has already been approved by the exam boards, so we are only ensuring that we followed this properly.

The outcome of the centre review will be communicated to students when made.

At the centre review stage, if we find that a grade should go up or down, we will ask the exam board to change it. They will then consider this request.

Following the outcome of a centre review, students may still choose to pursue an **awarding organisation appeal**. They must fill in the necessary form, which we will then send on their behalf to the exam boards. Students and parents cannot send appeals directly to the exam board themselves – it must come from the school.

The outcome of the awarding organisation appeal will be communicated to students when decided.

At either stage of the appeals process a student's grade may increase, stay the same, or decrease. When placing an appeal, the student will sign a declaration saying that they accept that the outcome of the appeal, which may mean that they are awarded a lower grade than their original Teacher Assessed Grade.

Priority appeals and deadlines

Priority appeals will be handled more quickly than other appeals, where possible before the UCAS advisory deadline of 8 September. Priority appeals are only open to **A level students starting university this autumn, who have missed out on the conditions of their firm or insurance offer**. Students who have decided not to confirm a firm conditional offer and to go through clearing instead, cannot be offered a priority appeal as per the JCQ guidance.

On results days, staff will be available to talk about next steps including appeals, resits and the UCAS clearing system. Students must tell the firm choice university if they are appealing their results. They will then confirm whether they will hold a place pending the outcome of an appeal (note that universities are not obliged to hold a place; this is at their discretion).

Unfortunately, JCQ cannot offer priority appeals for GCSE students.

The suggested deadline for requesting a priority appeal is 16 August (students cannot appeal before results day on 10 August).

We will attempt to complete the centre review for a priority appeal by 20 August*. If students wish to progress this to an awarding organisation appeal, they must send the completed form to us by 23 August for priority appeals.

*At both stages of the appeals process, there may be the need for specialist, expert knowledge (e.g. from subject teachers or the Individual Needs department). This may not be possible at all times August. In such cases, there may be a delay while we contact the relevant staff, but priority appeals will still be treated as a priority.

Non-priority appeals and deadlines

Non-priority appeals are any A levels or GCSEs where a firm or insurance university place is not pending.

The deadline for submitting a centre review is 3 September; and the deadline for submitting an awarding organisation appeal is 17th September. Appeals received after these dates may still be considered.

Early disclosure of Teacher Assessed Grades

The school is prohibited from disclosing the Teacher Assessed Grades to any third party, including students and parents, until results days. Any teacher or member of staff who does this is committing examination malpractice.

Although students may have been given marks or grades on single pieces of evidence, we cannot disclose the final submitted TAG.

During the external quality assurance process taking place in June or July, our submitted TAGs may be moved up or down (although this will always be done through human agency, not by an algorithm).

We only know what a student's conditional offer is if they have chosen to share that information with us. It has not formed part of our objective grading of students.

We hope that this information has been useful and there will be staff available on results day to help with any queries.

Student Request Form for Centre Reviews and Appeals to Awarding Organisations

Important information for students

What may happen to your grade during the centre review and appeals process?

If you request a centre review or an awarding organisation appeal there are three possible outcomes:

- Your original grade is **lowered**, so your final grade will be lower than the original grade you received.
- Your original grade is **confirmed**, so there is no change to your grade.
- Your original grade is **raised**, so your final grade will be higher than the original grade you received.

Once a finding has been made you cannot withdraw your request for a centre review or appeal. If your grade has been lowered you will not be able to revert back to the original grade you received on results day.

What will be checked during a centre review?

You can ask the centre to check whether it made a **procedural error**, an **administrative error**, or both.

A procedural error means a failure to follow the process set out in the centre policy. An administrative error means an error in recording your grade or submitting your grade to the awarding organisation.

You must request a centre review before you can request an awarding organisation appeal. This is so the awarding organisation is certain that your grade is as the centre intended.

What will be checked during an awarding organisation appeal?

You can ask the awarding organisation to check whether the centre made a **procedural error** - or whether the awarding organisation itself made an **administrative error**. You can also ask the awarding organisation to check whether the **academic judgement** of the centre was unreasonable, either in the selection of evidence or the determination of your grade.

When do I need to submit my request?

You should submit a request for a centre review by **16 August 2021 for a priority appeal**, or by **3 September 2021 for non-priority appeals**.

Once you have received the outcome of your centre review, if you wish to request an awarding organisation appeal you should do so as soon as possible. Your school or college will submit this on your behalf. Requests for a priority appeal should be submitted by **23 August 2021** and requests for non-priority appeals should be submitted by **17 September 2021**. Priority appeals that aren't submitted to the awarding organisation by 23 August 2021 will still be treated as a priority but they

may not be completed in time for those with a higher education place dependent on the outcome of the appeal.

What is a priority appeal?

A priority appeal is only for students applying to higher education who did not attain their firm choice (i.e. the offer they accepted as their first choice) and wish to appeal an A level or other Level 3 qualification result. You should inform your intended higher education provider that you have requested a centre review or appeal.

What is your UCAS personal ID and why is it needed?

Your UCAS personal ID is the 10 digit code included in all correspondence from UCAS. This is needed to confirm that a student's place is dependent on the outcome of the appeal.

Stage one – centre review

A. Student request

This section is to be completed by the student. A request for a centre review must be submitted to the centre, not the awarding organisation. A centre review must be conducted before an appeal to the awarding organisation. This is so the awarding organisation is certain that your grade is as the centre intended.

| | | | |
|--------------------|--|----------------------|--|
| Centre Name | | Centre Number | |
|--------------------|--|----------------------|--|

| | | | |
|---------------------|--|-------------------------|--|
| Student Name | | Candidate Number | |
|---------------------|--|-------------------------|--|

| | | | |
|---|----------|--|--|
| Qualification title e.g. AQA GCSE English Language | | | |
| Teacher Assessed Grade issued | | | |
| Is this a priority appeal? A priority appeal is only for students applying to higher education who did not attain their firm choice and wish to appeal an A level or other Level 3 qualification result. | Yes / No | If Yes provide your UCAS personal ID e.g. 123-456-7890 | |

Grounds for centre review

Please tick one or both of the options if they apply to your request. If you don't think either apply, your centre will still conduct a review for administrative and procedural errors so the awarding organisation can be certain that your grade is as the centre intended.

| | | | |
|---|--------------------------|---|--------------------------|
| Administrative Error by the centre e.g. the wrong grade/mark was recorded against an item of evidence | <input type="checkbox"/> | Procedural Error by the centre e.g. a reasonable adjustment / access arrangement was not provided for an eligible student | <input type="checkbox"/> |
|---|--------------------------|---|--------------------------|

Supporting evidence

Please provide a short explanation of what you believe went wrong and how you think this has impacted your grade. There is a 5,000 character limit.

| |
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|--|

Acknowledgement

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| |
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I confirm that I am requesting a centre review for the qualification named above and that I have read and understood the information provided in the 'Important information for students' section above. In submitting this review, I am aware that:

- The outcome of the review may result in my grade remaining the **same**, being **lowered** or **raised**
- The next stage (Stage Two, the appeal to awarding organisation) may only be requested once the centre review (Stage One) has been requested and concluded.

Student Name

Student signature

Date

B. Centre review outcome

This section should be completed by the centre and shared with the student as a record of the outcome of the centre review.

Centre Review Outcome

Please tick the outcome of the review and then record the original grade and the revised grade if applicable.

| | | | | | |
|---------------------------------|--------------------------|------------|--|------------------|--------------------------|
| Upheld | <input type="checkbox"/> | Not upheld | <input type="checkbox"/> | Partially upheld | <input type="checkbox"/> |
| Original Teacher Assessed Grade | | | Revised Teacher Assessed Grade if applicable | | |

Information considered by the centre

Please provide a short explanation of the evidence that you have reviewed. There is a 5,000 character limit.

Rationale for the outcome of the centre review

Outline the centre's findings from the centre review e.g. procedural or administrative error and if relevant, details of the error. There is a 5,000 character limit.

Authorisation and dates of next stages

Please complete the boxes as appropriate. Boxes 1 and 2 **must** be completed in every case. Boxes 3 and 4 need only be completed when requesting a grade change.

| | | | |
|--|--|---|--|
| 1. Date that the decision and rationale was issued to student | | 2. Date student informed of how to proceed to stage 2 (appeal to awarding organisation) | |
| 3. Confirmation that a senior leader has authorised any grade change | | 4. Date that grade change is submitted to awarding organisation | |

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Stage two – appeal to awarding organisation

This section is to be completed by the student. An awarding organisation appeal must be submitted to the centre and the centre will then submit it to the awarding organisation.

| | |
|---|--------------------------|
| Grounds for appeal | |
| Please tick the grounds upon which you wish to appeal | |
| 1. Administrative error by the awarding organisation | <input type="checkbox"/> |
| 2. Procedural issue at the centre | |
| a. Procedural Error | <input type="checkbox"/> |
| b. Issues with access arrangements / reasonable adjustments and/or mitigating circumstances | <input type="checkbox"/> |
| 3. Unreasonable exercise of academic judgement | |
| a. Selection of evidence | <input type="checkbox"/> |
| b. Determination of Teacher Assessed Grade | <input type="checkbox"/> |

| |
|---|
| Evidence to support an appeal |
| Please provide a short explanation of what you believe went wrong and how you think this has impacted your grade where that relates to your chosen ground for appeal. In some cases you must provide a clear reason but it doesn't have to be lengthy. |
| 1. Administrative error by the awarding organisation |
| You must provide a clear explanation. There is a 5,000 character limit. |
| |
| 2. (a) Procedural Error |
| This is when the centre made a procedural error that has not been corrected at Stage One or the centre did not conduct its review properly and consistently. If you can, please add a further explanation below or alternatively refer to the information that you have already provided above. There is a 5,000 character limit. |
| |
| 2. (b) Issues with access arrangements / reasonable adjustments and/or mitigating Circumstances |
| You must provide a clear explanation of what you believe went wrong and how you think this has impacted on your grade. There is a 5,000 character limit. |
| |
| 3. (a) Selection of evidence |
| You must provide a clear explanation of what you believe went wrong and how you think this has impacted on your grade. There is a 5,000 character limit. |
| |

3. (b) Determination of the Teacher Assessed Grade

You can provide a short explanation of the reason for your appeal if you want to. There is a 5,000 character limit.

Acknowledgement

I confirm that I am requesting an appeal for the qualification named above and that I have read and understood the information provided in the 'Important information for students' section above.

I am aware that:

- The outcome of the appeal may result in my grade remaining the same, being lowered or raised
- I understand that there is no further opportunity to appeal to the awarding organisation and that the next stage would be to contact the regulator. The awarding organisation will include the next appropriate steps, where applicable, in their appeal outcome letter which you will receive from your school/college.

Student Name

Student signature

Date
