



The
Westgate School

#equippedforlife

The Westgate School's Centre Policy for Determining Centre-Assessed Grades: 2021

Date Approved by HT: 21/05/2021

Date for Revision: N/A

1. Statement of Principles

- 1.1 The purpose of this policy is designed to safeguard all stakeholders within the school and to protect the integrity of the process of submitting Centre-Assessed Grades so that qualifications awarded to students adhere to JCQ's 'Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021'.

2. Statement of Intent

- 2.1 The purpose of this policy is:

- 2.1.1 *to ensure that Centre-Assessed Grades are determined fairly, consistently, free from bias and effectively within and across departments.*
- 2.1.2 *to ensure the operation of effective processes with clear guidelines and support for staff.*
- 2.1.3 *to ensure that all staff involved in the processes clearly understand their roles and responsibilities.*
- 2.1.4 *to support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.*
- 2.1.5 *to ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, Centre-Assessed Grades.*
- 2.1.6 *to support a high standard of internal quality assurance in the allocation of Centre-Assessed Grades.*
- 2.1.7 *to support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.*
- 2.1.8 *to support our centre in meeting its obligations in relation to equality legislation.*
- 2.1.9 *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.*
- 2.1.10 *to ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear to give confidence.*

3. Legislation

- 3.1 The Joint Council for Qualifications (JCQ) requires each exam centre to have a Centre Policy.
- 3.2 The Centre Policy may be inspected by a JCQ Centre Inspector and/or awarding body staff and they might be requested in the event of concerns being reported to an awarding body.
- 3.3 The Centre Policy will be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- 3.4 The failure of an individual to adhere to the principles of The Westgate School's Centre Policy may result in disciplinary action.

4 Roles and Responsibilities

- 4.1 This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining Centre-Assessed Grades this year.

4.2 Head of Centre:

4.2.1 The Head of Centre is Michelle Cooper. The Head of Centre is responsible for:

- 4.2.1.1 *ensuring that The Westgate School's Centre Policy is fit for purpose and will be responsible for approving our policy for determining Centre-Assessed Grades.*
- 4.2.1.2 *The Westgate School as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- 4.2.1.3 *confirming that Centre-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.*
- 4.2.1.4 *ensuring a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*

4.3 Senior Leadership Team:

4.3.1 The Senior Leadership Team at The Westgate School are responsible for ensuring that staff comply with the Centre Policy, JCQ guidance and awarding body subject-specific instructions. The Senior Leadership Team are responsible for:

- 4.3.1.1 *providing training and support to staff.*
- 4.3.1.2 *supporting the Head of Centre in the quality assurance of the final Centre-Assessed Grades.*
- 4.3.1.3 *ensuring an effective approach within and across departments for authenticating the preliminary outcome from single teacher subjects.*
- 4.3.1.4 *being responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.*
- 4.3.1.5 *ensuring that all teachers within their areas of responsibility make consistent judgements about student evidence in deriving a grade.*
- 4.3.1.6 *ensuring all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*
- 4.3.1.7 *ensuring teachers have the information required to make accurate and fair judgments.*
- 4.3.1.8 *ensuring that the Curriculum Leader's in their area of responsibility complete the Curriculum Leader Checklist for each qualification that they are submitting.*

4.4 Curriculum Leaders:

4.4.1 Curriculum Leaders are responsible for:

- 4.4.1.1 *providing training and support to their departments.*
- 4.4.1.2 *supporting the Head of Centre in the quality assurance of the final Centre-Assessed Grades.*
- 4.4.1.3 *ensuring an effective approach within and across departments for authenticating the preliminary outcome from single teacher subjects. This will be done by ensuring that any single teacher subjects are supported by a colleague from a similar department within the school or are provided with contact details of colleagues in a different (preferably local) school who also teach the same subject so standardisation and moderation can occur.*
- 4.4.1.4 *being responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it. This will be done through whole-staff training, departmental training, providing literature which clearly explains the processes and worked examples for clarity and consistency specific to each subject qualification as well as open communication at all levels which reaffirms the process throughout the internal and external quality assurance process.*
- 4.4.1.5 *ensuring that all teachers within their department make consistent judgements about student evidence in deriving a grade. This will be done through ensuring that a pre-agreed methodology is applied universally within each department and through subject standardisation and moderation, promote consistency with the outcomes*

generated. This will be supplemented through the internal and external quality assurance process.

4.4.1.6 *ensuring all staff within their department conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*

4.4.1.7 *ensuring teachers within their department have the information required to make accurate and fair judgments.*

4.4.1.8 *ensuring that they complete a Curriculum Leader Checklist for each qualification that they are submitting.*

4.5 Subject Teachers:

4.5.1 Subject Teachers are responsible for:

4.5.1.1 *ensuring 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 Centre-Assessed Grades for each student they have entered for a qualification.*

4.5.1.2 *ensuring that the Centre-Assessed Grade they assign to each student is a fair, valid, and reliable reflection of the assessed evidence available for each student.*

4.5.1.3 *ensuring that students have been assessed on, as outlined in the section on grading in the main JCQ guidance.*

4.5.1.4 *producing 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 Centre-Assessed Grade. Any necessary variations for individual students will also be recorded.*

4.5.1.5 *securely storing and being able to retrieve sufficient evidence to justify their decisions.*

4.6 Examinations Officer:

4.6.1 The Examinations Officer is responsible for:

4.6.1.1 *the administration of our Centre-Assessed Grades and for managing the post-results services.*

4.7 Special Educational Needs and Disabilities Coordinator (SENDCO):

4.7.1 The SENDCO is responsible for:

4.7.1.1 *ensuring that all relevant staff are aware of any access arrangements that need to be applied and considered as appropriate as part of the Centre-Assessed Grade process.*

4.8 Designated Safeguarding Lead (DSL):

4.8.1 The DSL is responsible for:

4.8.1.1 *ensuring that all relevant staff are aware of any personal background and/or contexts that need to be applied and considered as appropriate as part of the Centre-Assessed Grade process.*

5 Training, Support and Guidance

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

5.2 In accordance with specific awarding body guidelines, the Senior Leadership Team, Curriculum Leaders and/or Subject Teachers will:

5.2.1 *attend any centre-based training to help achieve consistency and fairness to all students.*

5.2.2 *engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*

5.2.3 *provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.*

- 5.2.4 *put in place additional internal reviews of Centre-Assessed Grades for NQTs and other teachers as appropriate.*

6 Evidence

- 6.1 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*'.
- 6.2 When considering the use of appropriate evidence for formulating Centre-Assessed Grades:
- 6.2.1 *teachers making judgements will adhere to Ofqual's 'Head of Centre Guidance on Recommended Evidence' and additional guidance provided by awarding organisations when determining Centre-Assessed Grades.*
 - 6.2.2 *all candidate evidence used to determine Centre-Assessed Grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*
 - 6.2.3 *The Westgate School will consider 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.*
 - 6.2.4 *The Westgate School will consider non-examined assessment work (often referred to as coursework), even if this has not been fully completed.*
 - 6.2.5 *The Westgate School will consider student work produced in centre-devised tasks that reflects the specification, follows the same format as awarding organisation materials and have been marked in a way that reflects awarding organisation mark schemes.*
 - 6.2.6 *The Westgate School will consider substantial class or homework (including work that took place during remote learning).*
 - 6.2.7 *The Westgate School will consider internal tests taken by pupils.*
 - 6.2.8 *The Westgate School will consider mock exams taken over the course of study.*
 - 6.2.9 *The Westgate School will consider records of a student's capability and performance over the course of study in performance-based subjects.*
 - 6.2.10 *The Westgate School will consider 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.*
 - 6.2.11 *The Westgate School will consider additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
 - 6.2.12 *The Westgate School will consider additional assessment materials to support the consistency of judgement between teachers or classes by giving everyone the same task to complete when and where possible.*
 - 6.2.13 *The Westgate School 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 has not been taught.*
 - 6.2.14 *where students have transferred to The Westgate School, we will liaise with previous schools to obtain additional evidence to support the determination of grading.*
- 6.3 When considering the use of appropriateness of evidence and balance of evidence when formulating Centre-Assessed Grades, the Senior Leadership Team, Curriculum Leaders and/or Subject Teachers will:
- 6.3.1 *consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control, under supervision or at home.*
 - 6.3.2 *ensure that they can authenticate the work as the student's own, especially where that work was not completed within the school or college. This will be through the teacher's professional discretion based on knowledge of the student and the standard of work that has been undertaken throughout their course. If there are clear anomalies or reservations, in the initial instance, these will be discussed within the department and if determined there is a concern about the authenticity of work produced, it will be reported to the senior leadership team who will decide if it is*

appropriate to discount this evidence based on the nature and context of the work completed.

- 6.3.3 *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.*
 - 6.3.4 *consider the specification and assessment objective coverage of the assessment.*
 - 6.3.5 *consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*
 - 6.3.6 *where appropriate, consider additional evidence that has been produced in previous schools through scrutiny and communication that is in conjunction with the previous school if necessary.*
- 6.4 When determining our centre's approach to awarding Centre-Assessed Grades:
- 6.4.1 *Centre-Assessed Grades will be determined based on evidence of the content that has been taught and assessed for each student.*
 - 6.4.2 *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.*
 - 6.4.3 *teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
 - 6.4.4 *teachers will produce an Assessment Record for each subject cohort and will share this with their Curriculum Leader and Senior Leadership Team.*
 - 6.4.5 *due to the nature of any cohort, any necessary variations for individual students will also be shared and reported as appropriate. If there are any variations identified using MIS systems, these will be raised during line-management meetings initially between senior- and middle-leaders who will then take the appropriate steps to discuss any variations with the appropriate member of staff to evaluate and if necessary, change the initial judgement. Irrespective of outcome, it has been affirmed to colleagues that any variation is acceptable if it is justified in the context of each individual student.*
- 6.5 When authenticating evidence to ensure that the mechanisms and processes are secure for dealing with instances where evidence is not thought to be authentic, the Senior Leadership Team, Curriculum Leaders and/or Subject Teachers will:
- 6.5.1 *implement robust mechanisms such as structured moderation meetings, CPD, MIS systems and line-management meetings to ensure that staff 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 bodies.*
 - 6.5.2 *The Westgate School will follow all guidance provided by awarding organisations to support these determinations of authenticity and understand that awarding organisations will investigate instances where it appears evidence is not authentic.*

7 Quality Assurance

- 7.1 This section of our Centre Policy outlines the approach our centre will take to internally standardise Centre-Assessed Grades and utilises Ofqual's 'Information for centres about making objective judgements' to ensure consistency, fairness, and objectivity of decisions.
- 7.2 When internally standardising Centre-Assessed Grades within and across subject departments:
 - 7.2.1 *The Westgate School will ensure that all staff involved in deriving Centre-Assessed Grades will read and understand this Centre Policy document.*
 - 7.2.2 *subjects where there is more than one teacher and/or class in the department, the Senior Leadership Team will ensure that our centre carries out an internal standardisation process.*
 - 7.2.3 *The Westgate School will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
 - 7.2.3.1 *Arriving at a Centre-Assessed Grade.*

- 7.2.3.2 *Marking of evidence.*
 - 7.2.3.3 *Reaching a holistic grading decision.*
 - 7.2.3.4 *Applying the use of grading support and documentation.*
 - 7.2.4 *The Westgate School will conduct internal standardisation across all grade decisions.*
 - 7.2.5 *The Westgate School will ensure that the Assessment Record will form the basis of internal standardisation and moderation process when determining the awarding of the final Centre-Assessed Grades.*
 - 7.2.6 *The Westgate School, where necessary, will review and amend grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
 - 7.2.7 *where there is only one teacher involved in marking assessments and determining Centre-Assessed Grades, then the output of this activity will be reviewed by the relevant member of the Senior Leadership Team who is responsible for that subject remit within The Westgate School.*
 - 7.2.8 *in respect of equality legislation, The Westgate School will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.*
- 7.3 As part of our internal process to ensure a comparison of Centre-Assessed Grades at qualification level to results for previous cohorts in our centre taking the same qualification occurs, we will:
- 7.3.1 *compile information on the grades awarded to our students in past June series in which exams took place (e.g., 2017 - 2019).*
 - 7.3.2 *consider the size of our cohort from year to year.*
 - 7.3.3 *consider the stability of our centre's overall grade outcomes from year to year.*
 - 7.3.4 *consider both subject and centre level variation in our outcomes during the internal quality assurance process.*
 - 7.3.5 *prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence.*
 - 7.3.6 *ensure that all data will be available for subsequent review during the quality-assurance process.*
 - 7.3.7 *bring together other data sources that will help to quality assure the grades we intend to award in 2021. Data sources include the use of FFT, 4Matrix, ALPS and SIMS that will inform the quality-assurance process by considering the provisional projections of the centre-assessed grades in comparison to previous historical data.*
 - 7.3.8 *omit subjects that we no longer offer from the historical data.*

8 Access Arrangements and Mitigating Circumstances

- 8.1 This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and consider mitigating circumstances in particular instances:
- 8.1.1 *where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe), teachers will make every effort to ensure that these arrangements are in place when assessments are being taken.*
 - 8.1.2 *where an assessment has taken place without an agreed reasonable adjustment or access arrangement; teachers will remove that assessment from the basket of evidence and alternative evidence obtained.*
 - 8.1.3 *where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, teachers will take account of this when making judgements.*
 - 8.1.4 *teachers will record, as part of the Assessment Record, how they have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*

- 8.1.5 *the SENDCO and DSL will ensure that all staff have read and understood the document 'JCQ – A guide to the special consideration process, with effect from 1st September 2020' to ensure consistency in the application of Special Consideration.*

9 Objectivity

- 9.1 This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.
- 9.2 Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.
- 9.3 The Senior Leadership Team, Curriculum Leaders and/or Subject Teachers will consider:
- 9.3.1 *sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions).*
 - 9.3.2 *how to minimise bias in questions and marking.*
 - 9.3.3 *how to minimise unconscious forms of bias).*
 - 9.3.4 *how to minimise bias in Centre-Assessed Grades.*
- 9.4 All staff involved in the Centre-Assessed Grade process will receive specific training and guidance on bias to make them aware of the importance of objectivity during internal standardisation when determining Centre-Assessed Grades.
- 9.5 To ensure objectivity, all staff involved in determining Centre-Assessed Grades will be made aware that:
- 9.5.1 *unconscious bias can skew judgements and are more likely to occur when quick opinions are formed.*
 - 9.5.2 *the evidence presented should be valued for its own merit as an indication of performance and attainment.*
 - 9.5.3 *Centre-Assessed Grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics.*
 - 9.5.4 *strategies can minimise bias and ensure objectivity during the internal moderation process such as blanking scripts when marking assessments. Additional ideas will be shared during a meeting between Curriculum Leaders to promote best practice which will then resonate within subject areas.*
- 9.6 The Westgate School's internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

10 Recording Decisions and the Retention of Evidence and Data

- 10.1 This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data:
- 10.1.1 *The Westgate School will ensure that staff will maintain records that show how the Centre-Assessed Grade process operated, including the rationale for decisions in relation to individual marks/grades.*
 - 10.1.2 *The Westgate School 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.*
 - 10.1.3 *The Westgate School will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.*
 - 10.1.4 *The Westgate School will comply with our obligations regarding data protection legislation.*

- 10.1.5 *The Westgate School will ensure that the Centre-Assessed Grades accurately reflect the evidence submitted.*
- 10.1.6 *The Westgate School will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).*

11 Confidentiality, Malpractice and Conflicts of Interest

- 11.1 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:
 - 11.1.1 *all stakeholders at The Westgate School – staff, students, and parents – have been made aware of the need to maintain the confidentiality of Centre-Assessed Grades.*
 - 11.1.2 *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.*
 - 11.1.3 *relevant details from this Centre Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.*
 - 11.1.4 *The Westgate School’s general centre policies regarding examinations, malpractice, maladministration, and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.*
 - 11.1.5 *all relevant staff involved in the Centre-Assessed Grade process have been made aware of these policies and have received training in them, as necessary.*
 - 11.1.6 *all relevant staff involved in the Centre-Assessed Grade process have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
 - 11.1.6.1 *breaches of internal security.*
 - 11.1.6.2 *deception.*
 - 11.1.6.3 *improper assistance to students.*
 - 11.1.6.4 *failure to appropriately authenticate a student’s work.*
 - 11.1.6.5 *over-direction of students in preparation for common assessments.*
 - 11.1.6.6 *allegations that centres submit grades not supported by evidence that they know to be inaccurate.*
 - 11.1.6.7 *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series.*
 - 11.1.6.8 *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages.*
 - 11.1.6.9 *failure to keep appropriate records of decisions made Centre-Assessed Grades.*
 - 11.1.7 *the consequences of malpractice or maladministration as published in the JCQ guidance: ‘JCQ Suspected Malpractice: Policies and Procedures’ and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.*
 - 11.1.8 *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 as determined by The Westgate School’s Conflict of Interest Policy.*
 - 11.1.9 *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, 1st September 2020 to 31st August 2021.’*
 - 11.1.10 *The Westgate School will carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.*

12 External Quality Assurance

12.1 This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of Centre-Assessed Grades in a timely and effective way:

- 12.1.1 *all relevant staff involved in the Centre-Assessed Grade process have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the JCQ Guidance 'JCQ Guidance on the Determination of Grades for A/AS-Levels and GCSEs Summer 2021'.*
- 12.1.2 *all necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- 12.1.3 *all student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- 12.1.4 *instances where student evidence used to decide Centre-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.*
- 12.1.5 *all relevant staff involved in the Centre-Assessed Grade process staff 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.*
- 12.1.6 *arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified because of the External Quality Assurance process.*
- 12.1.7 *staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*

13 Results

13.1 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:

- 13.1.1 *all relevant staff involved in the Centre-Assessed Grade process 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.*
- 13.1.2 *arrangements will be made to ensure the necessary staffing, including the Examinations Officer and Data Manager and support staff, to enable the efficient receipt and release of results to our students.*
- 13.1.3 *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.*
- 13.1.4 *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.*
- 13.1.5 *parents/guardians have been made aware of arrangements for results days.*

14 Appeals

14.1 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.

14.1.1 *all relevant staff involved in the Centre-Assessed Grade process have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the JCQ Guidance 'JCQ Guidance on the Determination of Grades for A/AS-Levels and GCSEs Summer 2021'.*

14.1.2 *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.*

14.1.3 *students have been appropriately guided as to the necessary stages of appeal.*

14.1.4 *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.*

14.1.5 *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.*

14.1.6 *appropriate information on the appeals process will be provided to parents/carers.*

15 Monitoring Arrangements

15.1 This policy will be reviewed by the Assistant Head Teacher who is responsible for 'Examinations, Data and Reporting' at the beginning of each academic year. At every review, it will be shared with the Governors and approved by the Head of Centre.

16 Links with Policies

16.1 This Centre Policy is linked to, but not exclusively or extensively, to The Westgate School's:

16.1.1 *Examination Policy*

16.1.2 *Non-Examination Assessment Policy*

16.1.3 *Parent's Handbook*

16.1.4 *Staff Code of Conduct*

16.1.5 *Staff Handbook*

16.1.6 *Safeguarding and Child Protection Policy*

16.1.7 *Complaints Policy*

16.1.8 *Data Protection Policy*

16.1.9 *Data Breach Policy*

16.1.10 *Data Retention Policy*

16.1.11 *Information Security Policy*

16.1.12 *Data Protection Policy*

16.1.13 *Freedom of Information Policy*

16.1.14 *Conflict of Interest Policy*

16.1.15 *Examination Contingency Plan Policy*