

Centre Policy for determining teacher assessed grades – summer 2021

KANTOR KING SOLOMON HIGH SCHOOL

“The school aims to create students who value learning, charity and community and who will play an active and constructive part in their local and global communities.”

Statement of intent

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

Statement of Intent

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

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.

Roles and Responsibilities

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

Head of Centre

- *Our Head of Centre, Ms Reece (Headteacher), will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for Kantor King Solomon High 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 Heads of Department

Our Senior Leadership Team and Heads of Departments 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.*

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.*

- *ensure that no student is disadvantaged because of the Covid 19 pandemic and school closures seeking to make positive judgements based on what the student has evidenced not what they may have omitted.*
- *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.*
- *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 workshops run by their Heads of Department to ensure they understand our process, procedures and timeline.*
- *Teachers will engage fully with moderation and standardisation sessions.*

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 and teachers less familiar with assessment.*
- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*
- *We will provide additional moderation sessions for NQTs and teachers less familiar with assessment.*

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.*

Every subject planned the evidence they will be using as evidence for student grades, depending on the nature of the subject, how much of the course had been completed and whether internally marked components were available. The individual subject plans include a combination of the evidence listed below and are all stored centrally, should an exam board ask to see them.

- *We will be using 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 taken by pupils.*
- *We will use mock exams taken over the course of study.*
- *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.*

Additional Assessment Materials

- *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.*

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 assessment.*
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*

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

We give details here of our centre's approach to awarding teacher assessed grades.

PROCEDURE

In order to ensure we meet the criteria of a TAG, we have put the following in place:

- Heads of Department attended a meeting to ensure the TAG criteria was understood.
- Heads of Departments had a one-day INSET with their Team, planning how TAGs will be generated within each qualification in their Faculty.
- Each qualification was asked to produce an Assessment Template, specifying how they will assess, weight and moderate components of the TAGs.
- Each qualification submitted their internal assessment dates, and these were compiled to form a schedule: this was published to staff, parents and students.
- Each qualification produced an explanation of how their TAGs will be generated and a revision list: this was published on Teams.

IN-CLASS ASSESSMENTS

- Most students complete these in class. Students with modified arrangements will complete the assessments in a designated room.
- The Teacher is responsible for administering exam-conditions and timing the assessments.
- Students entitled to exam modifications will get a separate schedule from the Exams Officer.
- Students write their Candidate Number (not names) on their assessments.
- Teachers will mark each assessment and submit raw scores to the Head of Department.
- Raw scores are not to be shared with students.
- We have minimal students who are not on site (for medical reasons). In these cases, parents are administering the assessments at home and have a declaration to sign.

GRADE CALCULATOR

- Each qualification will have a bespoke calculator that uses the weightings and grade boundaries set by the Head of Department.
- Only the Head of Department will know the overall TAGs from the calculators.
- Heads of Department may standardise the grade calculators, in line with prior data.

STUDENT PORTFOLIOS

- All work used to generate student TAGs will be stored by the Head of Department.
- Each Portfolio will be bound with a Cover Sheet.
- After 21 May 2021, Portfolios will be signed into the Exam Safe via the Exams Officer.

TIMELINE

To meet the Exam Board TAG submission deadline of 18 June 2021, we are implementing the following timeframe:

Date	Action	Who is Responsible?
18 March 2021	Internal Assessment Schedule published to staff, students and parents.	Mrs Deane Marwa
23 March 2021	Deadline by which revision lists must be published on Teams.	Head of Departments
21 May 2021	Deadline by which Heads of Department must upload TAGs to locked internal mark books.	Head of Departments
21 May 2021	Portfolios given to the Exams Officer and are locked in the Exam Safe.	Head of Departments and Exams Officer
24-28 May 2021	All TAGs are checked and standardised.	Ms Hannele Reece and Mrs Deane Marwa
7-11 June 2021	All TAGs are uploaded to the Exam Board portals.	Exams Officer
14-17 June 2021	Head of Centre checks every TAG entered.	Ms Hannele Reece

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 standardisation, within and across subject departments.

We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.

- *In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process. We have given two Twilight sessions (6-hours) to support this.*
- *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*
- *We will conduct internal standardisation across all grades. Every subject has a Grade Calculator in place to support this.*
- *We will ensure that the Assessment Record 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).*
- *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.*
 - *This will be the Head of Department, who will support. If required, we will arrange for moderation from a subject specialist across our Cluster of local schools.*
- *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

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

Comparison of Teacher Assessed Grades to results for previous cohorts

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- *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, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.*

This section gives details of the approach our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- *We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.*
- *We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.*

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

- *The Year 11 2021 cohort is the smallest we have ever had (130 compared to 180).*

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 ensure that these arrangements are in place when assessments are being taken.*
- *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. Where relevant, we will request and store medical evidence and follow the 2020 JCQ guide to special considerations procedures.*
- *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)

This section gives details of our approach to address disruption or differentiated lost teaching.

- Teachers must assess their students' only on what content has been delivered to them by their teachers.
- Teachers may use evidence of students' performance from throughout the course.
- Teachers should determine the grades as late in the academic year as practical.
- Grades must be determined from a broad range of evidence across the taught content.
- Heads of Centre will have to confirm that students have been taught sufficient content to allow progression to the next stage of their education.
- Non-Examined-Assessments (coursework, practical work or controlled assessments) will be marked by teachers and should contribute to TAGs even it has not been completed. Exam Boards will not moderate NEA.
- Art TAGs will be based on the portfolio only.
- Overall, it will be no easier or harder for a student to achieve a particular grade this year compared to previous years.

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; and*

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. These Grade Calculators are stored in Microsoft Teams.*
- *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 organisation(s).*

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 evidence will come from assessments that take place in school. There are two examples where this is not the case:*
 1. *The student is isolating at home. In this case, the parent is briefed by our Exams Officer and asked to sign and submit records of home assessments to maintain integrity.*
 2. *Some internally assessed work (coursework) has been completed at home. In this case, Teachers have seen previous drafts and can compare marks to prior and current attainment to check for inconsistencies.*
- *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 [the exam board relevant to that subject] 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. Every subject has published their Assessment Framework (including weightings for individual components) on Microsoft Teams.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians. This policy will be on our school website.*

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](#) 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 if to separate duties and personnel to ensure fairness in later process reviews and appeals.*
- *We have removed access from the Y11 and Y13 mark books to individuals who have their own children in that year group.*

Private candidates

This section of our Centre Policy outlines our approach to working with Private Candidates to arrive at appropriate grades.

A. Private Candidates

This section details our approach to providing and quality assuring grades to Private Candidates.

- *Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates. The only difference is that they sit in-class assessments in a separate classroom away from internal students. These take place at the same time and date as our internal students.*
- *Where it has been necessary to utilise different approaches, the **JCQ Guidance on Private Candidates** has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.*
- *In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates have been excluded from our analysis.*

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.

[For example:]

- *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 because 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.*
- *Leaners 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

ARRANGEMENTS FOR APPEALS

Kantor King Solomon High School will:

- Follow information provided by awarding bodies to determine the grounds on which an appeal can be made on behalf of a candidate, or candidates
- Make candidates aware of the arrangements in place for appeals on the website before publication of results and on their individual statement of results
- Provide candidates with a statement of the arrangements promptly when requested
- Seek any information the awarding body holds in relation to how final grades were calculated if there is a concern about any results
- Submit an appeal to the awarding body on behalf of a candidate or candidates where it is believed:
 - The centre itself made an error when submitting teacher assessed grades to the awarding body and has supporting evidence that confirms an error was made (and will submit its supporting evidence at the earliest stage and explain why data which the Head of Centre declared to be accurate is now considered incorrect)
 - The awarding body made an administrative error in the issuing of results
 - There is clear evidence of unfair treatment, bias or discrimination in the awarding of the teacher assessed grade
 - There is clear evidence of an error in the application of the mark scheme by the teacher
 - Collect consent from a candidate before any appeal is submitted to the awarding body.

Internal appeals procedure

Kantor King Solomon High School will provide a process for a candidate to appeal against any decision the centre may make:

- Not to seek from the awarding body any information the awarding body holds that would be needed for an appeal; and/or
- Not to appeal to the awarding body

Concerns about your results

We encourage all our students who need help or support at this time to talk to us directly either through the pastoral team or directly to the Head. The National Careers Service Exam Results Helpline offers advice each year for students who have not received the results they had hoped for. Students who wish to consult external help and support may use this link <https://www.gov.uk/careers-helpline-for-teenagers>

Awarding bodies will also likely provide information for students about results. Kantor King Solomon High School will signpost you to any relevant information at results time. If you have a concern about a grade you have been awarded, you can ask our examinations officer Mrs. Grant-Bampton or the Head teacher to:

- Check whether an error was made when submitting your teacher assessed grade to the awarding body
- Seek any information the awarding body holds in relation to how your final grade was calculated
- Provide information about the opportunity to take an exam in an Autumn series should this be confirmed as taking place or in the summer 2022.

If and when we receive further information about appeals to the awarding bodies it will be placed here.

Internal appeals procedure

Kantor King Solomon High School will:

- Inform candidates of the arrangements for appeals prior to the issue of results and the accessibility of senior members of centre staff immediately after the publication of results by publishing this document on our website before the publication of results and via individual letters to students with their statement of results on results day
- Appeal to an awarding body on a candidate's behalf if it believes the centre itself made an error when submitting a centre assessment grade or rank order information or if it believes an awarding body made a mistake when calculating, assigning or communicating a grade
- Ask the candidate to provide written informed consent via the Microsoft form that will be available on the website before an appeal is submitted to the awarding body as the appeal could result in the final grade being lower than, higher than, or the same as the grade which was originally awarded
- Only collect consent after the publication of results.
- Where relevant, advise an affected candidate to inform any third party (such as a university or college) that an appeal has been submitted to an awarding body

Kantor King Solomon High School will not:

- Seek any information the awarding body holds that would be needed for an appeal if it does not believe an awarding body made a mistake when calculating, assigning or communicating a grade

- Appeal to an awarding body on a candidate's behalf if it does not believe the centre itself made an error when submitting a centre assessment grade or rank order information or if it does not believe an awarding body made a mistake when calculating, assigning or communicating a grade

An internal appeal can be submitted to the centre where a candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision:

- Not to seek any information the awarding body holds that would be needed for an appeal and/or
- Not to appeal to the awarding body

Appeals should *only* be submitted for the following reasons:

- The centre itself made an error when submitting teacher assessed grades to the awarding body and has supporting evidence that confirms an error was made (and will submit its supporting evidence at the earliest stage and explain why data which the Head of Centre declared to be accurate is now considered incorrect)
- The awarding body made an administrative error in the issuing of results
- There is clear evidence (which must be provided by the appellant at the time of their appeal) of unfair treatment, bias or discrimination in the awarding of the teacher assessed grade
- There is clear evidence of an error in the application of the mark scheme by the teacher

Appeals should be submitted by:

- Completing the Microsoft form which will be made available on our website and via email immediately before the results are issued. A separate form will be required for each grade being appealed and incomplete forms will be rejected.
- The form will require evidence of the alleged unfair treatment, discrimination or bias or the reasons why the candidate believes there was a mistake made in the entering of centre assessed grades by the centre or the calculating, assigning or communicating a grade by the examination board
- The appeal will then be scrutinised by the appeals panel that will include the Deputy Head pastoral (who will not be involved in the submission of any teacher assessed grades), our examinations officer, a governor where appropriate other teachers not involved in the formulation of the appellants teacher assessed grade. For example, teachers who will check the correct application of the mark scheme.
- Where the allegation of discrimination or bias involves the Head Teacher this will be sent to the Chair of Governors for their investigation by the Deputy Head of Pastoral.
- Appeals will close at midnight on Tuesday 17th August and will be dealt with by the appeals team on the 18th and 19th August.
- The appellant will be informed of the outcome of the appeal within 7 days of the appeal or if the result of the appeal is delayed because of a hold up in receiving information from an examination board the candidate will receive an update on the length and reason for the delay within 7 days.

If the internal appeal is upheld by the centre, resulting in an appeal on the candidate's behalf being submitted to the awarding body:

- Awarding body fees which may be charged for an appeal in line with the fees charged by the examination board will be charged to the appellant. At this time the DfE has confirmed that no appeals charges should be made.
- We undertake to ensure that appeals are made before the deadline for centre appeals to examination boards however as of now this date is not known
- If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

Reminder – the grades a candidate receives may go up, down or remain the same as the result of an appeal.