



# Grade Awarding Policy Langley Grammar School

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FOR A/AS LEVELS AND GCSES FOR SUMMER 2021



## 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 effectively determined within and across departments, through a fair and consistent approach and are free from bias.
- 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 communications to candidates and their parents/carers on how students will be assessed is clear in order to provide 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, John Constable, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

#### Senior Leadership Team

David Harding, Deputy Headteacher will:

- support the Head of Centre by providing operational leadership of the grade awarding process
- design and implement the internal quality assurance process
- work with the examination boards on external quality assurance
- oversee communications, to ensure all stakeholders are properly informed
- ensure staff and subject leaders are provided with appropriate training

Paul Adams, Deputy Headteacher will:

- oversee the arrangements for our internal assessment windows, supporting our examinations manager
- ensure the curation and secure storage of evidence for the determination of grades for each student, for each qualification
- oversee the appeals process

Nicola Dobbs, Assistant Headteacher will:

- develop benchmarking tools with our data manager to enable analysis of 2021 grades in comparison to 2017-2019 - years when examinations were sat
- oversee the collection of data for grade awarding, with our data manager
- ensure students with access arrangements are catered for appropriately

Helena Makowski, Director of Sixth Form will:

- with David Harding, support the quality-assure the evidence base for each qualification
- with David Harding, develop a timeline with milestones for grade awarding

- with David Harding, lead on Sixth Form communications, to ensure all stakeholders are properly informed
- oversee provision for private candidates

All member of the senior team will:

- Provide support for line managed subject leaders to implement the policy

### **Subject Leaders**

Our Subject Leaders will:

- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications
- provide training and support to teachers within their department teams ensuring teachers have the information required to make accurate and fair judgments, including the use of examination board materials and JCQ grade descriptors
- ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade through implementing the centre's approach for moderation/standardisation and quality assurance
- support the Head of Centre, and the Senior Leadership Team in the quality assurance of the final teacher assessed grades
- ensure that a Subject Leader Checklist is completed for each relevant qualification and will 'sign-off' grades submitted along with a colleague in the department;
- keep records for each qualification that includes, for example, the nature of the assessment evidence being used and the level of control for assessments considered. Any necessary variations for individual students will also be recorded
- curate and securely store sufficient evidence to justify their decisions for grade awarding for each candidate in line with the school's guidance

### **SENDCo**

Our SENDCo, Catherine Andrews, will:

- ensure teaching staff are provided with information about which students are entitled to access arrangements
- provide guidance and support to subject leaders and to teachers regarding the practical implementation of access arrangements

### **Teachers**

Our teachers 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 in collaboration with department colleagues is a fair, valid and reliable reflection of the assessed evidence available for each student
- make holistic 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
- support their subject leader(s) in completing the relevant documentation and paperwork

**Examinations Manager**

Our Examinations Manager, Michelle Muckley will:

- be responsible for the administration of our final teacher assessed grades and for managing the post-results services
- plan and oversee our internal assessment windows

**Data Manager**

Our Data Manager, Rowena Gaiger will:

- support Nicola Dobbs in developing tools to collect relevant evidence and benchmark results compared with previous years
- support our examinations manager with the collection and uploading of centre-derived grades for each qualification

## 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*

All teaching staff involved in determining grades will:

- attend or access any centre-based training to help achieve consistency and fairness to all students including training in unconscious bias;
- be supported by their subject leader in using examination board exemplification and the JCQ grade descriptors to determine grades based on the evidence collected;
- be required to read and affirm they understand the contents of this policy.

In addition, subject leaders will be:

- made aware of the centre's expectations for the collection of evidence for grade awarding with regard to the JCQ guidance;
- provided with training/guidance in standardisation and the determination of grades;
- supported in using data so they can assess if the grades awarded are in line or vary significantly from years where examinations took place (2017-19);
- provided with ongoing personalised training and support from their SLT line managers.

### 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 have only a small number of NQTs; each works in a department with experienced colleagues and an experienced subject leader who are able and will be expected to provide appropriate support.
- At GCSE, AS and A Level all teachers are either subject specialists or teachers with considerable experience in teaching and assessing in their subject.
- We will ensure all teachers, including those with less experience are provided with clear guidance for the determination of grades.
- We will apply a differentiated approach to our internal quality assurance, providing more support and monitoring for subject teams where required.

## 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 guidance on recommended evidence '[Awarding qualifications in summer 2021](#)', published 25/2/21, 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.
- All subject areas have detailed the sources of evidence that they will draw on for determining grades. These have been proposed, reviewed and discussed before being approved by senior leaders and published to students, with consideration given to the range of the specification content assessed and AOs.
- A range of evidence will be used for each qualification, covering the full range assessment objectives where possible and a substantial proportion of specification content where possible.
- Students will only be assessed on parts of specification that their cohort has been taught (remotely or at school). Assessments will be adapted appropriate to take this into account.
- Given that most recent evidence is likely to be more representative of student performance students will have opportunity to produce evidence (e.g. through assessments) across a range of subjects during the first part of the summer term.
- The timing and quantity of assessment during the summer term will be carefully considered so that there is a manageable and reasonable burden on subject staff and students.
- We will ensure, as far as possible, to ensure that all students have the same opportunity to produce evidence / work / complete assessments.
- As far as possible, the same evidence base will be used for all students entered for a qualification, without variation between classes.
- To ensure that assessments are robust, we will consider, where appropriate and where practical, the amending or adapting published assessments materials.
- As far as possible and where appropriate, all written assessments during the summer term will take place at the same time for all students entering a qualification to minimise the risk of 'cheating', with students working in a high level of control.

Types of evidence used:

- 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, internal assessments and mock examinations. These may or may not include the additional assessment materials released by the exam boards.
- 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) and additional internal assessments if required.
- 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.

When arriving at grades, to ensure the 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 and under supervision or at home;
- whether we are able to authenticate the work as the student's own, especially where that work was not completed within the school;
- the specification and assessment objective coverage of the assessment;
- the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments;
- when the work was produced by the students;
- the extent to which the marking of the students work was subject to rigorous standardisation and moderation;
- 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.



## 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.

- Each teacher assessed grade will be a holistic professional judgement, balancing different sources of evidence and data, applying the principles set out in the previous section of this policy.
- 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.
- We will not be awarding grades based on a student's perceived potential, or what we predict they might have achieved had the pandemic not taken place.
- In determining grades, teachers will consider the quality of the work in relation to the grade descriptors and grading exemplification available to help reach a decision.
- Teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers and subject leaders will produce relevant documentation for each subject cohort. Any necessary variations for individual students will also be documented.

## 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 confirm they understand this Centre Policy document.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
  - marking of assessments, including standardisation,
  - applying the use of grade descriptors and exemplification materials,
  - reaching a holistic grading decision,
  - record keeping.
- For each qualification, we will conduct internal standardisation (using representative sampling\*) of the marking of assessments contributing to the evidence base, where appropriate.
- For each qualification, we will review the evidence and reflect on individual grading decisions (using representative sampling\*) to ensure alignment with the standards as outlined by our awarding organisation(s) and will amend individual grade decisions where necessary.
- Where there is only one teacher involved in marking assessments and determining grades, the output of this activity will be reviewed by an appropriate member of staff within the centre.
- *\*By representative sampling, we mean sampling across a range of grades, marks, and students characteristics (such as SEND, disadvantaged, and different protected characteristics in respect of equality legislation, such as gender) so that the sample is representative of the whole cohort population.*

## 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), taking into account the distribution of grades, attainment of key student groups, size of cohorts and prior attainment at both subject and centre level.
- We will also consider the historic relative performance between subject areas (residuals).
- Once centre grades have been provisionally determined, we will compare the 2021 grades with historic performance.
- Where a significant difference in grades exists with previous years, subject leaders and teachers may be asked to review the grades awarded.
- However, even in the case of a review, the awarding of grades will be based solely on the evidence provided by the students – at all times, it is the evidence of students' work that must determine the decision on grade awarding, **not** comparison with historic performance of other students taking the subject.
- Subject Leaders, with support from Senior Leaders, will prepare a succinct narrative on the outcomes of the review against historic data which address the reasons for any significant divergence from the qualification-level profiles attained in previous examined years.
- This commentary will be available for subsequent review during the QA process.

## 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 additional time, rest breaks or separate venues) 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 evidence base for that student and ensure alternative evidence is obtained, unless doing so would disadvantage the student.
- 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, paying due regard to [\*JCQ – A guide to the special consideration process, with effect from 1 September 2020\*](#)
- We will 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 support all teachers of students for whom Special Consideration might apply to follow the guidance in: [\*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.

- Senior Leaders have reviewed how much and which parts of specifications have been taught for every qualification with the relevant subject leader before agreeing the evidence base for determining grades.
- Teacher assessed grades will be determined only using evidence of content that has been adequately taught and assessed for each qualification. Where content has not been adequately covered, (for example, incomplete NEAs, practical work in some subjects) then the evidence base used will reflect this.
- Curriculum plans have been adapted to identify and address any gaps in learning resulting from school closure periods and to allow adequate time to revise and consolidate topics covered during these periods.
- Due consideration will be given to students who were disproportionately affected by, for example, extended periods of absence resulting from the pandemic.

## 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 and Subject Leaders will give due consideration to source of unfairness and bias and will put in place appropriate measures including training to ensure, as far as possible, objectivity in determining 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;
- no consideration will be given to entry requirements for institutions or UCAS offers when determining grades.

## 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 Subject Leaders keep consistent and appropriate records in relation to the determination of 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 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.

#### How assessment evidence will be collected and 'weighted'

- A high proportion of the work produced by students that will be considered for grade awarding for each qualification will be completed under a high level of control (for example using an examination venue, with students working in silence, no access to electronic devices, distanced from each other and appropriately invigilated).
- Where assessments take place in classrooms, similar levels of control will be in place, where possible.
- Where multiple classes are entered for a qualification, assessments will be sat at the same time; where this is not practicable, the scheduling of assessments will be arranged to minimise the opportunity for students sitting an assessment at a later time finding out questions and being able to prepare in advance.
- Less weight or credence will generally be given to work produced outside of school.
- Levels of control for NEA components of qualifications will mirror those applied in 'normal years'.
- Where appropriate measures will be taken to adapt existing assessment materials to reduce the likelihood of students being able to second-guess or gain access to what they will be assessed on.

#### Measures to deter students from trying to gain an unfair advantage:

- All students will be made aware of the issues around cheating and gaining an unfair advantage, how to report incidents of cheating and the consequences of cheating. All issues and allegations will be investigated.
- We recognise that one indicator of students gaining an unfair advantage is where one or more pieces of work is assessed to be at a considerably higher standard than other pieces or what teachers might reasonably expect a student to achieve. Where suspicions are raised these will be investigated.
- Sanctions will be applied to students in accord with the school's Behaviour for Learning policy where it is found that students have sought an unfair advantage.
- If, on the balance of probabilities, a student appears to have gained an unfair advantage, that evidence will be disregarded or given less credence for grade awarding.

#### In addition:

- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow guidance provided by awarding organisations to support these determinations of authenticity.



## Confidentiality, malpractice and conflicts of interest

### *Confidentiality*

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

#### **A. Confidentiality**

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

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades. In particular, overall grades should not be disclosed to students.
- 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.
- Senior Leaders have published to every student the evidence base for each qualification for the determination of grades.
- Subject Leaders will ensure that where the evidence base varies due to students' individual circumstances, they will inform students of what other evidence will be used for determining grades.
- Grades will be stored on secure password-protected internal systems.
- Relevant details from this Policy, including requirements for confidentiality and sharing details of evidence, will be shared with parents/guardians.

### *Malpractice*

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

#### **B. Malpractice**

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

Our general centre policies regarding malpractice, maladministration and conflicts of interest will be reviewed to ensure they address the specific challenges of delivery in Summer 2021.

All staff involved will be made aware of the specific types of malpractice which may affect the Summer 2021 series for example:

- breaches of internal security;

- deception;
- improper assistance to students;
- failure to appropriately authenticate a student's work;
- excessive direction of students in preparation for common assessments;
- allegations that centres submit grades 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 to separate duties and personnel to ensure fairness in later process reviews and appeals.

## Private candidates

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

### Private Candidates

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

- We have only 2 private candidates – both entered for A Level Biology. These are candidates who we already have a previous relationship with ie ex- students who due to the pandemic have been unable to resit a qualification from Summer 2020 series
- Our arrangements for assessing Private Candidates to arrive at appropriate grades are comparable to the approaches utilised for internal candidates. Where we have had to vary our approach, 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.

## 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.

### External Quality Assurance

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

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades have been made has been retained and can be made available for review as required.
- 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, such instances will be clearly recorded on the appropriate documentation.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and

can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.

- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

## Results

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

### 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 will be 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.

### 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 will be briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling, subject to their conditions of employment.
- Students have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the 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.

