

# Centre Policy

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FOR A/AS LEVELS AND GCSEs FOR SUMMER 2021



## Centre Policy for determining teacher assessed grades – summer 2021: The Abbey School

### 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 The Abbey School:

*The purpose of this policy is:*

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

## Roles and responsibilities

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

### **Roles and Responsibilities**

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

#### **Head of Centre**

- *Our Head of Centre, Dr R Speller, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for The Abbey 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 Departments (Heads of Learning/Subject)**

*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.*
- *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.*
- *disseminate all information coming in from exam boards to the relevant internal parties i.e. awarding organisation information to those departments, access to online materials from awarding organisation portals.*

## 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*

- *SLT will be updated via the AHT with line management of exams, assessment and data as to the teacher assessed grades process. All information will be compiled from validated external sources i.e. JCQ, Ofqual, awarding organisations etc.*
- *Heads of Department (HoL/S) will be provided with information in regards to the processes of awarding teacher assessed grades via Teaching and Learning meetings and this will be supported by line management meeting reviews*
- *Engagement in countywide TAGs subject specific events – as hosted by KCC (The Education People)*
- *Communications directly from exam boards and advice in regards to awarding TAGs from other external sources i.e. JCQ will be sent via email directly to the Heads of Department for further discussion at line management meetings OR directly with SLT/exams officer as appropriate*
- *Teachers involved in determining grades in our centre will attend any department-based training to help achieve consistency and fairness to all students as directed by the Head of Department (HoL/S).*
- **AMENDMENT:** *Teachers will engage fully with all training and support materials that has been provided by the Joint Council for Qualifications and the awarding organisations (examination boards) as directed by the Head of Department (HoL/S). Please see table below of courses we are registered with.*

#### GCSE

Subject	QAN	GCSE	Contact
Art	601/8088/2	AQA Level 1/Level 2 GCSE (9-1) in Art and Design (Fine Art)	ejones@abbeyschoolfaversham.co.uk
Business	603/0295/1	OCR Level 1/Level 2 GCSE (9-1) in Business	rforrest@abbeyschoolfaversham.co.uk
Dance	601/8549/1	AQA Level 1/Level 2 GCSE (9-1) in Dance	sunn@abbeyschoolfaversham.co.uk
Drama	601/8420/6	WJEC Eduqas Level 1/Level 2 GCSE (9-1) in Drama	tbentley@abbeyschoolfaversham.co.uk
Performing Arts (Prod)	603/0508/3	AQA Level 1/Level 2 Technical Award in Performing Arts	hpage@abbeyschoolfaversham.co.uk
English Language	601/4292/3	AQA Level 1/Level 2 GCSE (9-1) in English Language	ecann@abbeyschoolfaversham.co.uk
English Literature (Year 10)	601/4447/6	AQA Level 1/Level 2 GCSE (9-1) in English Literature	ecann@abbeyschoolfaversham.co.uk
Food Technology	601/8421/8	AQA Level 1/Level 2 GCSE (9-1) in Food Preparation and Nutrition	jgower@abbeyschoolfaversham.co.uk ejones@abbeyschoolfaversham.co.uk
French	601/8708/6	Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French	rshepherd@abbeyschoolfaversham.co.uk

Geography	601/8410/3	AQA Level 1/Level 2 GCSE (9-1) in Geography	sroseveare@abbeysschoolfaversham.co.uk
History	601/8092/4	Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History	mlabrou@abbeysschoolfaversham.co.uk
Maths	601/4700/3	Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Mathematics	kpope@abbeysschoolfaversham.co.uk
Science	601/8758/X	AQA GCSE Combined Science Trilogy 8464	sphilpott@abbeysschoolfaversham.co.uk
Spanish	601/8710/4	Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish	rshepherd@abbeysschoolfaversham.co.uk

**GCE**

Subject	QAN	GCE	Contact
Business	601/4336/8	AQA Level 3 Advanced GCE in Business	rforrest@abbeysschoolfaversham.co.uk
Drama	601/8554/5	WJEC Eduqas Level 3 Advanced GCE in Drama and Theatre	tbentley@abbeysschoolfaversham.co.uk
English Literature	601/5327/1	AQA Level 3 Advanced GCE in English Literature A	ecann@abbeysschoolfaversham.co.uk
Geography	601/8940/X	AQA Level 3 Advanced GCE in Geography	sroseveare@abbeysschoolfaversham.co.uk
History	601/4677/1	Pearson Edexcel Level 3 Advanced GCE in History	mlabrou@abbeysschoolfaversham.co.uk

Subject	QAN	Vocational	Contact
Criminology	601/6248/X	WJEC/Eduqas Level Criminology - Diploma	rfletcher@abbeysschoolfaversham.co.uk
Applied Science	601/7105/4	AQA Level 3 Extended Certificate in Applied Science	sphilpott@abbeysschoolfaversham.co.uk

**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*

- *Heads of Department (HoL/S) will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.*
- *Heads of Department (HoL/S) will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*



## Use of appropriate evidence

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

### A. Use of evidence

This section gives details in relation to our use of evidence.

- *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.*
- *All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*
- *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. These will take place in the week beginning 10<sup>th</sup> May.*

*Decisions on the framework of evidence is determined at department level based on the content taught. Evidence could include a range of:*

- *non-exam assessment work, even if this has not been fully completed.*
- *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.*
- *substantial class or homework (including work that took place during remote learning).*
- *internal tests taken by pupils.*
- *mock exams taken in this academic year.*
- *records of a student's capability and performance over the course of study – this will be consistent across all subject areas as well as embedded historical data and grade distribution data.*

*We provide further detail in the following areas:*

#### *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.

- *Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.*

## 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 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.*
- *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).*
- *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.*
- ***AMENDMENT: We can confirm we have no subject areas that have a lone teacher – all areas have multiple staff.***

## 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 (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. **Please see Appendix A.***

*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.*
- *We will bring together other data sources that will help to quality assure the grades we intend to award in 2021 i.e. FFT, KS2 attainment profiles and prior data captures.*
- *A statement of school improvement, which indicates that grades will have improved based on changes to leadership, behavioural systems influencing the culture and ethos of the school.*

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

- *We will omit subjects that we no longer offer from the historical data.*
- *KS2 base data.*

## Access Arrangements and Special Considerations

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

### **Reasonable adjustments and mitigating circumstances (special consideration)**

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

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.*
- *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*
- *To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

## Addressing disruption/differential lost learning (DLL)

### **B. Addressing Disruption/Differentiated Lost Learning (DLL)**

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

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student. **Please see Appendix B**

## 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 (HoL/S) 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 (HoL/S) maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.*
- *We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.*
- *We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.*
- *We will comply with our obligations regarding data protection legislation.*
- *We will ensure that the grades accurately reflect the evidence submitted.*
- *We will ensure that evidence is retained electronically or on paper in a secure centre-based system (exams store) 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, which will include evidence declarations by subject areas, 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.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.*
- **AMENDMENT: We will use the published materials of the awarding organisations we have enrolled students with. These are as follows:**

#### GCSE

Subject	QAN	GCSE	Contact
Art	601/8088/2	AQA Level 1/Level 2 GCSE (9-1) in Art and Design (Fine Art)	ejones@abbeysschoolfaversham.co.uk
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Spanish	601/8710/4	Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish	rshepherd@abbeysschoolfaversham.co.uk

## GCE

Subject	QAN	GCE	Contact
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Drama	601/8554/5	WJEC Eduqas Level 3 Advanced GCE in Drama and Theatre	tbentley@abbeyschoolfaversham.co.uk
English Literature	601/5327/1	AQA Level 3 Advanced GCE in English Literature A	ecann@abbeyschoolfaversham.co.uk
Geography	601/8940/X	AQA Level 3 Advanced GCE in Geography	sroseveare@abbeyschoolfaversham.co.uk
History	601/4677/1	Pearson Edexcel Level 3 Advanced GCE in History	mlabrou@abbeyschoolfaversham.co.uk

Subject	QAN	Vocational	Contact
Criminology	601/6248/X	WJEC/Eduqas Level Criminology - Diploma	rfletcher@abbeyschoolfaversham.co.uk
Applied Science	601/7105/4	AQA Level 3 Extended Certificate in Applied Science	sphilpott@abbeyschoolfaversham.co.uk

## Confidentiality, malpractice and conflicts of interest

### *Confidentiality*

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

#### **A. Confidentiality**

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

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

### *Malpractice*

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

#### **B. Malpractice**

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

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

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

## 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 from March 2021.*
- *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.*

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

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

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

## Results

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

### **A. Results**

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

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

## Appeals

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

### A. Appeals

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

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

Dear Sir/Madam,

Please find below the reasoning against the “**Exceptional Circumstances**” criterion due to changes at The Abbey School which will mean an expected uplift in results from the 2019 results baseline. We believe it best that we provide you with this evidence in advance to enable transparency in TAGs this summer being inflated against prior historical results.

#### **Route of appeal – Exceptional Circumstances: Major Structural Change**

Our school has undergone significant leadership changes including a new Headteacher, new senior staff and massive changes to the systems, structures rituals and routines that underpin our school operation.

The changes that the headteacher introduced supported the Secretary of State’s call for improved behavioural standards in schools and the advice of Tom Bennett (the Government’s Behaviour Tsar) on how schools should go about this. The improvements that we introduced included:

- much stricter behavioural systems based on ‘three strikes’
- extremely high expectations for school uniform
- daily equipment checks (stationery, calculators, planners and books)
- a morning whole school line-up in the playground to bring the community together
- entry and exit protocols for all classrooms
- consistently enforced whole school sanctions (including for quality of work).

Throughout this academic year our school has been applying our new behaviour code despite a campaign of social media abuse by a small section of our community and personal targeting of the

headteacher and the school within the Faversham Eye and Faversham Gazette (please see hyperlinks at the end of this document as evidence). This has sought to misrepresent, weaken and lie about the large improvements made. This echoes other schools experiences whom have set out these ambitious expectations for their children, which we now mirror in our school - schools such as Magna Academy in Poole, the Michaela School in Brent or the Dixons Academy Trust – these are schools with **high levels of disadvantage and low prior attainment but exemplary national progress**. As the rancour via social media has continued, the school has remained steadfast in its confidence that the exam results ‘would do the talking’ and (at least partially) silence the critics. Our teachers were forecasting double-digit percentage increases across many subjects. The governors and headteacher, after much analysis, had confidence in these predictions given that we had witnessed a profound change in the school. In the Michaela School, their first year of results saw them achieve four times better than the national average and the Magna Academy in Poole also reporting significant increases in outcomes (see attached evidence below).

Rather than being pulled into a toxic debate in the local media about how to effectively improve student outcomes, we have maintained a dignified silence. This has been in the knowledge that we have seen teachers’ grade predictions for students rise dramatically. Teacher morale has been transformed to the extent that the headteacher has had staff in his office testifying to the huge impact that it has made to their lives. This is backed up by staff surveys which show that prior to the changes the vast majority of staff were dissatisfied with students’ behaviour to the extent that staff turnover was above 25%. Despite being an Ofsted ‘Good’ school, governors, staff and school leadership were united in feeling that change was needed. School leaders felt that this was clearly the root cause of much of our school underperformance in terms of student progress. We agreed that our children, many of whom have volatile lives out of school, needed The Abbey to be a consistent touchstone in their lives.

In compiling our data for examination boards we have acted with the upmost integrity carefully considering a wealth of data we have compiled in school through assessment processes. We have recently been awarded the CIEA – Excellence in Assessment Award. This is a rigorously assessed external award based around our practices, policies and approaches to assessment, drawing upon the latest educational research. This was in effect a very deep analysis of all the assessment processes in our school, which was triangulated through various levels of engagement with staff, students and parents. Furthermore, following the COVID pandemic, we have been part of a study linked to both Ofqual and the DfE around the use of rigorous teacher predictions with an aim to work towards the idea of chartered assessors in the educational field being ‘awarded’ validity to bridge the gap between examination boards and school assessment practices. This is very much aimed at ‘safeguarding’ future disruption in schools and how teacher predictions can be used reliably. In reviewing our data processes and assessment practices Ofqual and the DfE have been very complimentary of the criterion we apply to the predictions processes in school, the way in which we calculate predictions and ensure that assessments themselves are conducted in such a way that the examination protocols are emulated to eliminate any opportunity for skew. This means that our data is reflective of students abilities and not generated with bias – which is now being published in two national studies into the future of assessment.

We believe as a school that we have evidence to prove that we do meet the criterion for ‘exceptional factor as follows –

- There has been a clear change in leadership and the leadership team
- New policies and practices have been adopted in regards to behaviour and assessment that echo other schools, which have proven from historical results having followed these processes that they significantly altered their historical results profile
- Assessment policies and practices for predictions by our staff have been assessed by CIEA which has lead to the school featuring nationally in two significant research projects which are being lead by Ofqual and the DfE.

We would welcome contact if you require any further evidence towards our appeal. Please see below for further attached evidence noted in the body of the letter.

## Attached Evidence



Media coverage of The Abbey Schools adoption of new school systems -  
<https://www.favershameye.co.uk/post/abbey-school-a-new-system-of-school-rules>  
<https://www.kentonline.co.uk/faversham/news/school-feels-like-prison-with-strict-new-rules212241/>  
 Similar schools adopting the major structural changes described –  
<https://www.telegraph.co.uk/news/2019/08/22/britains-strictest-schools-first-gcse-results-four-times-better/>  
<https://www.magna-aspirations.org/89/academy-news/article/238/best-ever-gcse-results>

## Appendix B:

Phase 1 – Historical Evidence We will be using students’ previous work and assessment data, such as past-predicted grades, mock examinations and recent assessments from this academic year that we have already stored. For vocational courses, this will include previously claimed units and exams already taken.

Phase 2 – Current Classroom Assessments Subject areas will be asking students to complete work in class to use to add to the historical evidence that they already hold. You will find further details for each subject area as an extended information sheet to this letter – this work can be called for sampling by the examination boards.

Phase 3 – Final Assessments In the week beginning the 10th May we will be running the final sets of assessments, these will be in classrooms and will use the examination board materials. This will be the last set of evidence that teachers use to determine grading against the exam board descriptors. We feel it is important for us to include these materials to ensure we can convey clearly to the board the grade students deserve to be awarded should work be sampled.

### KS4 TAGs (Teacher Assessed Grades)

- Art (GCSE)

Planned class based assessments	Intended dates
Artist Investigation- <ul style="list-style-type: none"> <li>• Artist studies</li> <li>• Artist Evaluation.</li> </ul> Recording images and information appropriate to intentions- <ul style="list-style-type: none"> <li>• Own Photographs</li> <li>• Drawing from direct observation</li> <li>• Collecting images</li> <li>• Collecting information</li> <li>• Annotating work</li> </ul> Development of ideas appropriate to intentions- <ul style="list-style-type: none"> <li>• Ideas linked to a theme</li> <li>• Ideas inspired by artists</li> <li>• Experimenting with media</li> <li>• Developing at least one idea from one media to another</li> </ul>	Preliminary assessment by the teacher against the Assessment Objectives 10 <sup>th</sup> May.  Final moderation from 10 <sup>th</sup> May followed by final TAG submission 28 <sup>th</sup> May

- Business (GCSE)

Planned class based assessments	Intended dates
Extended Writing Task – Production	16/03/21

Data Response Task – Quality Control	29/03/21
Finance Test	26/04/21

- Child Development (BTEC)

	Description	Date(s)
Completed Internal Units	Unit 2	July 2020
Completed External Units	Unit 1	January 2021
<b>Planned class based assessments</b>		<b>Intended dates</b>
Unit 3		01/04/21
Mock exam (for those who did not sit external exam)		End of April

- Dance (GCSE)

Planned class based assessments	Intended dates
<b>Component 1 - Performance:</b> - Performance of set phrase Breathe – Video Footage - Performance of duet / trio – Video Footage - Performance of class work motif - Video Footage - Performance of previous year 11 choreography pieces	31/03/21
<b>Component 1 – Choreography:</b> - Choreography Piece – Video Footage - Choreography class work task – Video Footage	31/03/21 To be confirmed
<b>Component 2 – Dance Appreciation:</b> - Mock Paper x 2 - Section A Assessment - Section B Assessment - Section C Assessment	20/04/21 and 27/04/21 04/05/21 05/05/21 11/05/21

- Drama (GCSE)

Planned class based assessments	Intended dates
Unit 1 (Monologue) performance	W/B 29 <sup>th</sup> March
Unit 1 Portfolio	Completed by 23/4
Unit 1 Evaluation	Completed by 23/4
Recordings in lessons focusing on scripted	Between 26/4 and 10/5
Unit 3 Written Exam Section A only	W/B 10 <sup>th</sup> May
Mock tests - Section A only, in lessons	Between 26/4 and 10/5
Please note: Recordings from Drama between: 2018-2020 will be used in part of the historic evidence.	

- Performing Arts (Technical Award)

Planned class based assessments	Intended dates
Unit 2 Section 1 fully completed portfolio	Awaiting confirmation of presentation dates
Unit 2 Final Logbook	Follow on from presentation
Unit 2 Presentation (recorded)	
Unit 2 Review and evaluation	

- English Language (GCSE)

Planned class based assessments	Intended dates
Paper 2 Question 5	W/B 19/4/2021
Paper 2 Questions 1-3	29 <sup>th</sup> /30 <sup>th</sup> March 2021

- English Literature (GCSE)

Planned class based assessments	Intended dates
Unseen Poetry response	W/B 15/3/2021
Macbeth Response	W/B 29/3/2021
Poetry Anthology	W/B 03/05/21

- Food Technology (GCSE)

Planned class based assessments	Intended dates
NEA	Final Moderation from 21st May
PowerPoint Assessment 1	W/B 19 April
PowerPoint Assessment 2	W/B 10 May
Knowledge of: <ul style="list-style-type: none"> <li>• Eatwell Guide</li> <li>• Government Guidelines to a Healthy Lifestyle</li> </ul>	

- French (GCSE)

Planned class based assessments	Intended dates
“Controlled assessment” style writing task	W/B 29 <sup>th</sup> March
Listening comprehension and response	W/B 26 <sup>th</sup> April

- Geography (GCSE)

Planned class based assessments	Intended dates
Week 3 assessment term 4	W/B 29th March
Week 3 assessment term 5	W/B 26 <sup>th</sup> April
Final Assessment	W/B 10 <sup>th</sup> May

- Health and Social Care (BTEC)

	Description	Date(s)
Completed Internal Units	Component 1	July 2020
Planned class based assessments	Intended dates	
Mock exam	29/03/21 and 01/04/21	
Component 2 due for completion	31/03/21	

- History (GCSE)

Planned class based assessments	Intended dates
Term 4 Assessment	29.03.21
Term 5 Assessment	W/B 26.04.21
Final Assessment	W/B 10 May

- Mathematics (GCSE)

Planned class based assessments	Intended dates
Term 4 Assessment 1 F or H paper	Wednesday 31 <sup>st</sup> March 2021
Term 5 Assessment 2 F or H paper	Wednesday 21 <sup>st</sup> April 2021
Term 5 Assessment 3 F or H paper	Wednesday 28 <sup>th</sup> April 2021

- ICT – Digital Technologies (BTEC)

	Description	Date(s)
Completed Internal Units	Component 1 CAG	Summer 2020
Planned class based assessments	Intended dates	
Component 2 – Teacher assessment and SV QC (Year 2)	May 2021	
Component 3 - Learning Aim B Cyber Security mixed exam style questions	W/B 22 <sup>nd</sup> March	
Component 3 - Learning Aim C Wider implications of digital systems mixed exam style questions	W/B 29 March	
Component 3 - Learning Aim D Forms of Notation mixed exam style questions	W/B 26 <sup>th</sup> April	
<b>Mock exam</b> using questions from a variety of mock exams covering all learning aims or final external assessment	W/B 10 <sup>th</sup> May	

- Engineering (BTEC)

	Description	Date(s)
Completed Internal Units	Component 1	Completed 31 <sup>st</sup> May 2019
Planned class based assessments	Intended dates	
<b>Component 2 LA A parts A &amp; B (complete)</b> <b>Understand materials, components and processes for a given engineered product</b>	Moderation of First Submission from 19 <sup>th</sup> March	
<ul style="list-style-type: none"> <li>• Title Page: Product Name. Candidate Name and Number</li> <li>• Product name. Product Picture. Labelled Product Picture</li> <li>• Labelled Assembly Drawing</li> <li>• Table of Product Specific &amp; Non Product Specific Components</li> </ul>	TAG 1 10 <sup>th</sup> May	
	Final Moderation of Resubmission from 26 <sup>th</sup> April	

<p>What are <u>Non Product Specific Components</u>? What do they Do and how do they work? Evaluate <b>Strengths/ weaknesses</b> and <b>alternatives</b> that could be used for <b>EACH</b> component</p> <p>How are <u>Non Product Specific Components</u> made? The <b>properties</b> of materials used evaluating their strengths and weaknesses  <u>Product specific components</u>: The making processes for EACH component. Why each process used? Evaluate the strengths and weaknesses of each process and alternative production process</p>	<p>Final TAG 28<sup>th</sup> June</p>
<p><b>Component 2 LA B parts A &amp; B (modified)</b>  <b>Investigating an Engineered Product</b>                  Due to COVID restrictions, Year Group Bubble in non-Practical rooms and Remote learning some aspects of Component B have been undertaken by the Teacher to do: The disassembly and photographs of the components and supply the measurements of each component.</p> <p>Introduction of the Multi-tool what it is and what it is for. Explanation that the multi-tool will be dissembled by the teacher and a photograph of each part will be provided by the teacher. Student will write about each component.</p> <p>Photograph and description of the following multi-tool components:</p> <ul style="list-style-type: none"> <li>• Phillips Head Screwdriver</li> <li>• Flat head Screwdriver</li> <li>• Spanner</li> <li>• Alan Keys</li> <li>• Outer Casing</li> <li>• Inner casing</li> <li>• Bolt</li> <li>• Nut</li> <li>• Washers</li> </ul> <p>What is a <b>Product Design Specification (PDS)</b>?                  Overview of the <b>design modification</b> being made to the <b>Outer Casing</b> of the multi-tool</p> <p>Brief explanation of the following considerations:</p> <ol style="list-style-type: none"> <li>1. Size and Mass</li> <li>2. Product life reliability</li> <li>3. Performance/Function/Service Requirements</li> <li>4. Economic and Making Considerations</li> <li>5. Implications of Standards and Legislation</li> </ol>	

- Media (BTEC)

	<b>Description</b>	<b>Date(s)</b>
<b>Previous Internal Units</b>	Partially completed coursework assessments from yr 1 of the course where CAGs awarded	Sept- Jan 2019-20
<b>Planned class based assessments</b>		<b>Intended dates</b>
Classwork/Home learning completed in term 5 working towards original exam brief (yr 11)		Week 3 Term 5

- Science (GCSE)

<b>Planned class based assessments</b>	<b>Intended dates</b>
Mini-tests Part 1	Biology 29 March Chemistry (post Easter)

	Physics (post Easter)
Mini-tests Part 2	After Easter Break

- Spanish (GCSE)

Planned class based assessments	Intended dates
"Controlled assessment" style writing task	W/B 29 <sup>th</sup> March
Listening comprehension and response	W/B 26 <sup>th</sup> April

- Sport (BTEC)

	Description	Date(s)
Completed Internal Units	Unit 2 Unit 3 Unit 6	Completed March 2020 Incomplete/redacted CAG awarded August 2020
Completed External Units	Unit 1	First attempt completed in April 2019. Second attempt completed in November 2020.
Planned class based assessments	Intended dates	
For Unit 3 we will only take into account the work the students have completed. For some students, the entire unit will be redacted.	May half term	

#### KS5 TAGs (Teacher Assessed Grades)

- Business Studies (BTEC)

	Description	Date(s)
Completed Internal Units	Unit 1	May 2020
Completed External Units	Unit 3	June 2020 Jan 2021 Resit – TAG
	Unit 2	July 2020 CAG
Planned class based assessments	Intended dates	
Unit 8 Optional unit - coursework	April 2021	

- Business Studies (A Level)

Planned class based assessments	Intended dates
Past Paper Questions– PESTEL	17/03/21
Extended Writing Task – Marketing	19/04/21
Past Paper Questions – Finance	03/05/21

- Child Development (BTEC)

	Description	Date(s)
Completed Internal Units	Unit 3	July 2020
Completed External Units	Unit 1/Unit 2	July 2020/Jan 2021
Planned class based assessments	Intended dates	
Unit 5 due for completion	31/03/21	
Unit 2 mini mock for those who did not sit in Jan	Completed	

- Criminology (Year 13)

Planned class based assessments	Intended dates
Redacted CA submission Part 1	Completed Term 4
Redacted CA submission Part 2	May 2021

- Criminology (Year 12)

Planned class based assessments	Intended dates
Redacted CA submission Part 1	Completed Term 4
Redacted CA submission Part 2	May 2021

Unit 2 Assessment	May 2021
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- Drama (A Level)

Planned class based assessments	Intended dates
Unit 1 Performance recording	Completed Term 2
Unit 1 Portfolio	Completed Term 2
Unit 2 Performance recordings including monologue, group performance and evaluation	Performances to be recorded w/b 29 <sup>th</sup> March Evaluation to be written w/b 19/4
Unit 3 Mock exam style questions	During term 5 in lessons Mock Exam w/b 10/5

- English Literature (A Level)

Planned class based assessments	Intended dates
NEA	To be completed for the Easter return – 19 <sup>th</sup> April
Paper 2 Response	W/B 29 <sup>th</sup> March, WB 26 <sup>th</sup> April
Paper 1 Response	W/B 22 <sup>nd</sup> March, WB 19 <sup>th</sup> April

- Financial Studies – LIBF

	Description	Date(s)
Completed External Units	Unit 3 Part A & B exam	Jan 2021
Planned class based assessments		Intended dates
Unit 4 – Topic 3 Test		25/03/21
Unit 4 – Topic 4 Test		19/04/21
Unit 4 – Topic 5 Test		05/05/21

- Geography (A Level)

Planned class based assessments	Intended dates
Week 3 assessment term 4	W/B 22 <sup>nd</sup> March
Week 3 assessment term 5	W/B 26 <sup>th</sup> April
Final assessment	W/B 10 <sup>th</sup> May

- Health and Social Care (BTEC)

	Description	Date(s)
Completed Internal Units	Unit 5	July 2020
Completed External Units	Unit 1 and 2	July 2020
Planned class based assessments		Intended dates
External exam unit 2		Completed March 2021
Internal unit 12		Due for completion 31/03/21
Mini mock exam unit 2 for those who did not sit in Jan		End of April

- History (A Level)

Planned class based assessments	Intended dates
Term 4 Assessment	T4 Week 5
Term 5 Assessment	T 5 Week 2
Term 5 final exams using papers from exam board	W/B 10.05.21
Coursework	Completed by end of Week 2

- Mathematics (GCSE Retake)

Planned class based assessments	Intended dates
Term 4 Assessment 1 F paper	Tuesday 23 <sup>rd</sup> March 2021

Term 4 Assessment 2 F paper	Tuesday 30th March 2021
Term 5 Assessment 3 F paper	Tuesday 27th April 2021

- ICT (BTEC)

	Description	Date(s)
Completed Internal Units	Unit 3 CAG	Summer 2020
Completed External Units	Unit 1 Exam (Optional) Unit 2 CAG	January 2021 Summer 2020
<b>Planned class based assessments</b>		<b>Intended dates</b>
Unit 1: Protecting Data and Information - Mixed exam style questions		W/B 22 March
Unit 6 – Teacher assessment		31 <sup>st</sup> March (exact date)
Unit 1: Impact of IT Systems - Mixed exam style questions		W/B 29 March 1 <sup>st</sup> April
Unit 1: Issues : Moral, Ethical and Legal - Mixed exam style questions		W/B 26 April
<b>Mock exam</b> using questions from a variety of mock exams covering all learning aims or final external assessment		W/B 10 May

- Media (BTEC)

	Description	Date(s)
Previous Internal Units	Partially completed coursework assessments from yr 1 of the course where CAGs awarded	Sept- Jan 2019-20
<b>Planned class based assessments</b>		<b>Intended dates</b>
Classwork/Home learning completed towards optional Unit (Year 13)		Week 3 Term 5

- Production Arts (BTEC)

<b>Planned class based assessments</b>	<b>Intended dates</b>
Unit 87 Puppet Design	Unit starting after Easter – will assess all that has been completed by May 2021
Unit 91 Fantasy Hair	1 April 2021 – extension may be needed, but within Assessment Programme
Unit 93 Make Up	15 April 2021 – part completed

- Science

<b>Planned class based assessments</b>	<b>Intended dates</b>
Internal assessment for Unit 1	After Easter

- Sociology (A Level)

<b>Planned class based assessments</b>	<b>Intended dates</b>
Assessment Term 4 Sample Questions	March 2021
Assessment Term 5 Sample Questions	May 2021
Final Assessment based on AQA material Term 5 Sample Questions	May 2021

- Sports Science (BTEC)

	Description	Date(s)
Completed Internal Units	Unit 3 Unit 4 Unit 5 Unit 17 Unit 23 Unit 25	CAG Awarded Aug'20 December 2019 December 2019 December 2020 April 2021 CAG Awarded Aug'20
Completed External Units	Unit 1	CAG Awarded Aug'20



	Unit 2 Unit 22	Sat in January 2021 CAG Awarded Aug'20
<b>Planned class based assessments</b>		<b>Intended dates</b>
4x students did not sit the Unit 2 exam in January 2021. Assessment grade for these students will be taken from classwork and mock exams.		Work completed throughout September-December 2020.