

## **Examinations 2020: internal appeals procedure for Manor CE Academy**

Date: 18/08/20

This appeals procedure follows Ofqual guidance: Summer 2020 grades for GCSE, AS and A level, Extended Project Qualification and Advanced Extension Award in maths Guidance for teachers, students, parents and carers

### **Appeals against centre assessed grades**

A student cannot challenge their school or college under the appeals process on the centre assessment grade(s) it submitted or her/his rank order position(s). Any appeal would have to be undertaken by someone better placed than their teachers to judge their likely grade if exams had taken place – in the unique circumstances of this summer, Ofqual does not believe there is such a person. Also, because of the role of the rank order in grading this year, such an appeal would affect other students in their cohort: if one student successfully appealed against their position in the rank order, it would have negative implications for other students who would, in turn, need to be given an opportunity to appeal.

### **Appeals against potential mistakes**

The school can appeal against the grades awarded by an examination board on behalf of the student if the school believes:

- it made a mistake when submitting the individual student's centre assessment grade(s) or the individual student's position in the rank order(s). If the school finds it made a mistake in the data it provided it can ask the exam board to correct it;
- the exam board used the wrong data when it calculated the individual student's grade(s), or made a mistake when it communicated the individual student's grade(s).

If an individual student wants the school to make an appeal on her/his behalf, s/he should email the examinations officer explaining the reasons why s/he considers that the school should make an appeal against the grades awarded by an examination board on her/his behalf.

The AHT/DHT i/c examinations and the examinations officer will consider the case and make a judgement within two working days as to whether there is a case for making an appeal against the grades awarded by an examination board on behalf of an individual student.

There are only two possible outcomes of the judgement:

1. On the balance of probabilities, there is a case for making an appeal against the grades awarded by an examination board on behalf of an individual student;
2. On the balance of possibilities, there is no case for making an appeal against the grades awarded by an examination board on behalf of an individual student.

In cases where it is judged that there is no case for making an appeal against the grades awarded by an examination board on behalf of an individual student and the individual student would like the judgement reviewed, s/he should email the principal within two working days of receiving the outcome of the judgement explaining why s/he considers the judgement should be reviewed. The principal will review all aspects of the judgement, including any relevant processes.

There are only two possible outcomes of the review:

1. On the balance of probabilities, the initial judgement was incorrect and there is a case for making an appeal against the grades awarded by an examination board on behalf of an individual student;
2. On the balance of possibilities, the initial judgement was correct and there is no case for making an appeal against the grades awarded by an examination board on behalf of an individual student.

## **Concerns about bias and discrimination**

## Stage 1

If a student has concerns about bias, discrimination or something else that suggests that the school did not behave with care or integrity when determining centre assessed grade or rank order information, concerns should first be raised by contacting the school to make an appointment with the deputy headteacher. The deputy headteacher should meet the student and/or parent within five days of receipt of the notification, to discuss whether the case needs to go to formal appeal or whether it can be resolved before it reaches the formal stage.

## Stage 2

If, after the initial meeting with the deputy headteacher, the student and/or parent decides to pursue the complaint, they should submit to the deputy headteacher, all of their evidence that the school has been biased or discriminatory in arriving at the CAG(s) submitted to the Examination Board. The deputy headteacher in charge of examinations should then gather all the available evidence which, cumulatively, was used to arrive at the CAG(s) in question. Once the deputy headteacher has evidence from the student and/or parent/carer and the school-based evidence, s/he submits the evidence to a panel comprising the principal, a local governor and the Trust secondary school improvement lead, to consider the evidence.

## Stage 3

There are only two possible outcomes of the hearing:

1. On the balance of probabilities, bias or discrimination did not play a part in arriving at the CAG(s);
2. On the balance of possibilities, bias or discrimination did play a part in arriving at the CAG(s).

The principal will write an explanation of the judgement which will be sent to the student and/or parent. If the panel concludes that bias or discrimination did play a

part in the school arriving at the CAG(s) in question, this finding should be submitted to the examination board.

If a student or parent/carer has been through the procedures above and is still concerned about the awarding of grades because of either accuracy, bias and/or discrimination, they can make a complaint through the Hope Learning Trust's formal complaint procedure.