

Littleover Community School



and

Sixth Form Centre

Post-results Appeals Procedures and Special Consideration/Access Arrangements - Disagreements

January 2026

School Leader	D. Buchanan	
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By:	Governing Board	Signed:
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By:	D. Buchanan	Signed: 
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Purpose of these procedures

These procedures are to outline the ways in which the school reaches decisions about reviews of marking and other post-results processes, as well as decisions regarding access arrangements and special considerations.

These procedures are informed by the following documents from JCQ:

- Instructions for conducting examinations (ICE)
- General Regulations for Approved Centres
- Access Arrangements, Reasonable Adjustments and Special Consideration
- Post Results Service

GCSE and A Level – Post Results

Reviews of Marking and Access to Scripts

Prior to students completing exams and receiving results in the summer, they will have had information about the different post-results services available through:

- An assembly, including a PowerPoint presentation.
- A letter sent to students and parents/carers detailing the services and key dates.
- The school website.

On the results day itself, the following will be available to help inform decisions about post-results services:

- Members of senior staff present who will be able to discuss results and assist in decisions about accessing post-results services.
- Statements of results from exam boards (where available – AQA, OCR, WJEC/Eduqas) and/or individual component marks in electronic form.
- A breakdown of grade boundaries.
- A current JCQ infographic providing the steps to take when considering challenging results (version included here for 2025 – 2026 version unavailable at time of writing this procedure).

Members of staff will be able to provide advice on the following:

- Proximity to a grade boundary.
- Component marks and grade equivalences.
- The different post-results services available. These are and will be discussed in this order:
 - Deadlines, costs and timescales.
 - Services accessed can lead to marks going up or down.
 - Access to scripts, and if, when and how it is appropriate for this to be reviewed by a member of suitably qualified centre staff.
 - Priority remarks (A Level only) where access to post-18 study is reliant on a quick service
 - Clerical re-check, where exam boards check marks have been added up correctly

- Review of marking, where a second examiner will review the exam script to check if the mark scheme has been applied correctly and/or there is an unreasonable exercise of academic judgement
- Review of moderation (for subjects with NEA where centre marks have been adjusted) which is completed at a centre level
- Appeals, where a review of marking has not resulted in an increased mark/grade, but the centre is unsatisfied that an exam board has:
 - a) used procedures that were consistent with regulatory requirements.
 - b) applied its procedures properly and fairly in arriving at judgements.
 - c) properly applied the mark scheme.

The centre will not pay for post-results services unless they are exploring a cohort-wide concern, or when they have raised the concern rather than the student/parent.

Disagreements

This procedure is applicable when an agreement regarding a post-results service cannot be made between the centre and a student, or their parents/carers. All concerns about errors in the original marking must be submitted by the centre – awarding bodies do not accept requests directly from students or their parents/carers, although will accept them from private candidates.

In the case of a review being requested after the centre's internal deadline and before the exam board's deadline:

- The centre puts in place internal deadlines which differ from those published on Exam Boards' websites, in order to provide suitable time to administer reviews of results. This time frame has been agreed and is widely published.

In the case where the centre recommends that a review of results does not take place, but a student, or their parents/carers request this:

- Littleover Community School will always have the student's needs at the heart of any decision, as will be the case for the parents/carers. Firstly, a second opinion will be sought at the centre where a disagreement occurs. We will then use our experience of the appeals process, grade boundaries and collaborative professional judgement to provide our advice and recommendation. The final decision rests with the student as to whether a review of results takes place.

In the case where the centre recommends that a review of results takes place, but a student, or their parents/carers does not consent to this:

- The final decision rests with the student as to whether a review of results takes place; the centre would not process a review of results without the student's consent.

In the case where a review of results has been agreed, but payment has not been taken:

- Reviews of results will only be processed when payment has been received to safeguard the centre against financial losses. The centre may agree to pay for a review of marking in exceptional circumstances only.

In the case that students and/or parents/carers wish for the centre to review a script which has been accessed.

- The centre will take a holistic view of each case to determine if it is appropriate to deploy a member of staff to review the script and provide advice. Where it is deemed appropriate for staff to review, this will be done in term time only.

In the case where the centre wishes to gain access to a script for teaching and learning purposes or to review exam board application of the markscheme, but the student does not provide consent.

- The centre will only access scripts where student consent has been provided in writing.

Appeals

In the case where, following an unsuccessful review of marking, the student and/or parent/carer wishes to submit an appeal.

- The assistant headteacher with responsibility for examinations will determine whether the **exam board** has a) used procedures that were consistent with regulatory requirements; b) applied its procedures properly and fairly in arriving at judgements; c) properly applied the mark scheme. They will then liaise with the student and/or parent/carer to advise on the suitability of an appeal.
- Ultimately the centre must submit and support the grounds for an appeal, therefore where necessary a meeting with the student and parents/carers where applicable to outline the reasons for the school's position may be held in an effort to resolve any dispute.

Glossary

Centre – where this term is used, it refers to Littleover Community School, a registered exam centre.

Student – where this term is used it refers to students on roll at the school at the time of their exams.

Private candidate – in exceptional circumstances, ex-students may take a resit at Littleover Community School and are classed as a private candidate.



Centre decisions relating to access arrangements/reasonable adjustments and special consideration

Access Arrangements

The procedure presented below outlines the ways in which decisions around access arrangements and reasonable adjustments are made.

The school SENDCo will follow the procedures and guidance outlined in the JCQ publication 'Access Arrangements and Reasonable Adjustments'. This includes establishing a picture of need, history of need and a student's normal way of working. The SENDCo is ultimately responsible for decisions to be made about access arrangements and reasonable adjustments.

In the case where a student/parent disagrees with the SENDCo's decision, a written request setting out the grounds for appeal should be submitted to the Deputy Headteacher for Curriculum. The Deputy Headteacher will confirm the centre has complied with the principles and regulations governing access arrangements/reasonable adjustments and followed due procedures.

Special consideration

Special consideration is given to a candidate who is affected by adverse circumstances beyond their control at the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their normal level of attainment in an assessment.

Littleover Community School & Sixth Form Centre will:

- comply with the requirements as set out in the JCQ publication '**A guide to the special consideration process**'
- ensure that all staff who manage and administer special consideration applications are aware of the requirements

Special consideration will be processed by the school Exams Officer, with direction from a relevant senior leader, for example Assistant Headteacher for Assessment and Reporting, Head of Sixth Form, and/or DSL.

In the case where a student/parent disagrees with the special consideration decision reached, a written request setting out the grounds for appeal should be submitted to the Deputy Headteacher for Curriculum. The Deputy Headteacher will confirm the centre has complied with the principles and regulations governing access arrangements/reasonable adjustments and followed due procedures.

Appendix 1: JCQ Infographic on Post-Results Services

