

# Codsall Community High School

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Centre policy for determining Teacher Assessed Grades (TAGs) for NCFE qualifications for summer 2021



## Statement of intent

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

### **Statement of Intent**

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 NCFE 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 and NCFE 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 outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades.

### Roles and Responsibilities

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

#### Head of Centre

- Our Head of Centre will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for Codsall Community High School as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with guidance provided by NCFE.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of teacher assessed grades being submitted.

#### Deputy Headteacher: Curriculum and Development Teacher for Sixth Form: Vocational Education

The Deputy Headteacher: Curriculum and Sixth Form: Vocational Education will:

- provide training and support to our other staff.
- support the Head of Centre in the internal quality assurance of the final teacher assessed grades.
- ensure an effective approach within and across departments teaching vocational courses.
- 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 NCFE.
- 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/ SENCo

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 NCFE, 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 NCFE 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 using the Variations for Individual Students form (see appendix).

- 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.
- be responsible for Access Arrangements and Special Considerations.

## Training, support and guidance

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining teacher assessed grades this year.

### Training

This section provides details of the approach our centre will take to training, support and guidance in determining teacher assessed grades this year.

- Teachers involved in determining grades in our centre will attend centre-based training, weekly whole school and departmental briefings from April to June 2021 to help achieve consistency and fairness to all students.
- This will be based on Ofqual guidance, NCFE/CACHE TAG processes and the Centre policy for determining Teacher Assessed Grades (TAGs) for NCFE qualifications for summer 2021.
- Teachers will engage fully with all training and support that has been provided by NCFE.
- We will discuss training materials & evidence requirements (including any EQA / NCFE feedback) in meetings between Assessors and Deputy Headteacher: Curriculum.
- A weekly CPD slot will be used to explore objective assessment approaches including avoidance of bias.
- Where bias is detected additional training and individual support will be provided to ensure parity across the range of qualifications offered.

### 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 and recently qualified teachers and teachers less familiar with assessment.

- Heads of Department will provide mentoring from experienced teachers to NQTs, RQTs and teachers less familiar with assessment.
- Heads of Department will put in place additional internal reviews of teacher assessed grades for NQTs and RQTs and other teachers as appropriate.

## Use of appropriate evidence

This section 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.

In all cases:

- Teachers making judgements will have regard to the guidance provided NCFE.
- Teachers will use evidence from the content that has been taught and this will be sufficient to allow progression to the next stage of a student's education and to enable accurate grades to be awarded.
- 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.
- Teachers will draw on assessment materials provided by NCFE.
- Teachers will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.

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 with evidence produced under high control being given greater weight than evidence produced with low control.
- We will ensure that we are able to authenticate the work as the student's own, especially where it was produced under medium or low control.
- 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 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.

- 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.
- Teacher assessed grades will represent a holistic, objective judgement based on evidence of each student's performance in each subject.
- Coursework (Non-Examination Assessment) will be assessed on all the completed and partially completed internally assessed units, which is shown on the assignment briefs.
- Where completed internal assessment of learning outcomes is not complete assignment briefs and tasks have been modified to indicate coverage across units to identify and define evidence drawn from other units.
- Completed coursework will be used to make an informed judgement on the external controlled assessment units.
- Completed coursework has been internally moderated and due to be externally moderated by CACHE; these grades will be used towards the overall grade.
- Non-Examination Assessment (NEA) was assessed accurately as the Teacher:
  - authenticated the student's work during and at the end;
  - used exemplars to accurately assess complete elements;
  - used evidence of similar knowledge for elements that were adapted or not completed;
  - used marking criteria from the awarding bodies in order to assess work
- Formative and summative assessment of NEA will be used to provide evidence to support the awarding of grades. Where this is not completed by students under a high level of control, evidence will be authenticated by Teachers questioning individual students in their classes.
- Unit grades will be used alongside Additional Evidence and guidance from NCFE to determine the 'Teacher Initial Grade' (TIG).
- Teacher Initial Grades will go through the processes of Internal Quality Assurance and will be shown to be valid, reliable, accurate and fair before they are submitted to NCFE as Teacher Assessed Grades (TAGs).
- Teachers will review the exemplification materials before grading students.
- Teachers will record how the evidence was used to arrive at a fair and accurate grade, which is free from bias. This will be shown on the Assessment Record for each course.
- Any necessary variations for individual students will also be shown in the Variations for Individual Students form (see appendix).

## Internal quality assurance

This section 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.

- The Deputy Headteacher: Curriculum and Development Teacher for Sixth Form: Vocational Education will lead internal quality assurance in all vocational courses within the school to ensure a consistency of approach.
- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this policy document.
- Teachers will submit an Assessment Record, which will be reviewed and agreed by the Deputy Headteacher: Curriculum prior to use.
- Teachers will review the exemplification materials provided by NCFE before grading students to ensure consistency within and across sectors.
- Teachers will review the exemplification materials provided by NCFE before grading students to ensure consistency within and across sectors.
- In all courses we will carry 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:
  - Marking of evidence;
  - Reaching a holistic grading decision using relevant support materials supplied by NCFE;
  - Arriving at teacher assessed grades.
- We will conduct internal standardisation across all grades.
- Internal standardisation will consider
  - the content that has been taught to ensure this is sufficient and that content taught has been assessed;
  - evidence that has been collected and to make a holistic judgement of each student's performance on a range of evidence.
- We will ensure the Assessment Record for each course and for each student will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Teaching teams will review grading decisions for individual students by reviewing the marking of evidence, how teachers reached a holistic grading decision using the support materials supplied by NCFE and their award of teacher assessed grade.
- The grading decisions for a sample of students will be reviewed by the Head of Department, Development Teacher for Sixth Form: Vocational Education and Deputy Headteacher: Curriculum.
- Where necessary we will amend grading decisions to ensure alignment with the standards as outlined by NCFE.
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.



## Comparison of teacher assessed grades to results for previous cohorts

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

<b>Comparison of Teacher Assessed Grades to results for previous cohorts</b>
<p>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.</p> <ul style="list-style-type: none"> <li>• We will compile historical data on grades awarded to our students in past summer series (e.g. 2016/17 to 2018/19).</li> <li>• We will consider the size of our cohort and the stability of our centre's overall grade outcomes from year to year.</li> <li>• We will consider both subject and centre level variation, variation for students with protected characteristics as well as gender, disadvantage and special educational needs when reviewing outcomes during the internal quality assurance process.</li> <li>• We will bring together other sources of data to establish whether there is compelling evidence that outcomes this year significantly higher or lower than they have been historically.</li> <li>• Where evidence is not compelling Teachers will reassess all students and adjust initial teacher assessed grades before they are reviewed by the Deputy Headteacher: Curriculum and Development Teacher for Sixth Form: Vocational Education.</li> <li>• Where evidence is compelling we will prepare a succinct narrative of the review against historic data for all and in the event of significant divergence from the qualifications-levels profiles attained in previous examined years we will include a detailed explanation of the reasons for this divergence. This commentary will be available for subsequent review during the Quality Assurance process.</li> </ul>
<p>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.</p> <ul style="list-style-type: none"> <li>• We will compare initial teacher assessed grades with historical data.</li> <li>• We will bring together other sources of data to establish whether there is compelling evidence that outcomes this year significantly higher or lower than they have been historically.</li> <li>• Where evidence is not compelling Teachers will rank students within grades and the Head of Department will use these ranking to adjust initial teacher assessed grades.</li> <li>• Where evidence is compelling we ensure this is clearly articulated as part of the commentary. This commentary will be available for subsequent review during the Quality Assurance process.</li> </ul>
<p>This section gives details of changes in our cohorts that need to be reflected in our comparisons.</p> <ul style="list-style-type: none"> <li>• We will omit subjects that we no longer offer from the historical data.</li> <li>• We will take into account improvement if there is a clear three-year trend and there is compelling evidence that this trend would have continued.</li> </ul>

## Access Arrangements and Special Considerations

This section 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) the Examination Manager will make every effort to ensure that these arrangements are in place when assessments are being taken. This will be recorded on the Variations for Individual Students form (see appendix) and saved electronically and in the student's folder.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, the Teacher will remove that assessment from the basket of evidence and use alternative evidence in its place. This will be recorded by the Head of Department on a Variations for Individual Students form.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's grade Teachers we use alternative evidence in its place. The Head of Department will record this on a Variations for Individual Students form.
- 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](#) during Centre based training.

## 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.

- Face to face teaching and learning has been reduced by a third during this period due to COVID restrictions, as a centre we put in place remote learning from the first day of lockdown.
- Since lockdown we have increased the amount of teaching time students receive to help mitigate against the impact of lockdown.
- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- Content adjustments will be made for the whole cohort to take into account the disruption or lost learning experienced by the vast majority of students.
- Assignment submission dates and assignment briefs have been adjusted.
- If there are individual students who have experience significantly more disruption, or lost significantly more learning time than this, then this will be taken into account. This will usually be through Teachers removing or replacing some questions from the final assessment for content they have not covered and their Head of Department recording mitigation on a Variations for Individual Students form (see appendix).

## Objectivity

This section 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.

Deputy Headteacher: Curriculum, Heads of Department, Development Teacher for Sixth Form: Vocational Education and Teachers will consider:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions) in assessments and more widely;
- how to minimise bias in questions and marking and hidden forms of bias by using materials produced by the awarding organisations;
- how to minimise bias in teacher assessed grades by using objective measures – students' performance on questions and tasks set by NCFE, marked using mark schemes and graded using accurately using exemplar materials.

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.

Internal standardisation process will help to ensure that there are different perspectives to the quality assurance process and that decisions are based on objective evidence.

## Recording decisions and retention of evidence and data

This section outlines our arrangements to recording decisions and to retaining evidence and data.

### **C. Recording Decisions and Retention of Evidence and Data**

This section outlines our approach to recording decisions and retaining evidence and data.

- We will ensure that Teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades as shown on the Assessment Plan, which is has been shared with students in lessons and parents via the school website.
- We will ensure that evidence used is maintained across a variety of tasks to develop a holistic view of each student’s demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).

## Authenticating evidence

### D. Authenticating evidence

This section details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- Robust mechanisms will be in place to ensure that Teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors. This will include:
  - Teachers comparing the quality of work produced by each student on each assignment with what they expected them to achieve to identify any unusual results.
  - Teachers questioning students to authenticate assessments with a particular focus on students who obtained unusual results on assignments or Examination Assessment.
  - Teachers passing on concerns to their Head of Department for further investigation.
  - If there is evidence a student received more support than they should then their coursework will be declared void and the student will complete a new piece of coursework and with the new results used instead.
  - The Head of Department will inform the Examination Manager and a student's parents and this will be recorded on a Variations for Individual Students form in the student's evidence folder.
  - Where this happens more than once the Examination Manager will report this to the awarding organisation so they can take further action.
- 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.

## Confidentiality, malpractice and conflicts of interest

### *Confidentiality*

This section 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 using the Assessment Record, 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/carers.

### *Malpractice*

This section 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 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 students have been made aware that any attempt to gain an unfair advantage will be investigated with any malpractice being reported to the awarding bodies.
- 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 or 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 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 their Head of Department, the Examination Manager and the Head of Centre for further consideration.
- The 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 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.
- 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.
- After reviewing the evidence available for the small number of private candidates who will be certificated through our centre, it has not been found necessary to use a different approach for private candidates to internal candidates.

## External Quality Assurance

This section 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 NCFE requirements for External Quality Assurance as set out in their 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 Assessment Record.
- All staff involved have been briefed on the possibility of interaction with the NCFE 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 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.
- 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/carers 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. This will be updated in May 2021 when final guidance has been received from JCQ.

### **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.
- All parents and students have received effective communication so they understand the centre's approach to determining grades and the sources of evidence that will be used for each course.
- 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.
- Learners 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.

## Variations for Individual Students – Appendix

Candidate name: \_\_\_\_\_

Candidate Number: \_\_\_\_\_

Centre name: \_\_\_\_\_

Centre Number: \_\_\_\_\_

Circle Level:

GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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Subject title: \_\_\_\_\_

Subject Code: \_\_\_\_\_

<b>Section 1: COVID Related Disruption – Learner Context</b>	<b>Y/N/NA</b>
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID 19, <u>in comparison to</u> their class peers?	
Was there any other specific disadvantage considered for this candidate when compared with other candidates in the year group?	
<p><b>If 'yes' please provide details of how the disadvantage has been considered</b> (including <i>the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades.</i>)</p>	

**Contd.**

<b>Section 2: Access Arrangements/Reasonable Adjustments</b>	<b>Y/N/N A</b>
Is the candidate entitled to Access Arrangements/Reasonable Adjustments?	
Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the candidate's grade?	
<b>If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:</b>	

<b>Section 3: Mitigating circumstances (Special Consideration)</b>	<b>Y/N/NA</b>
Has the candidate made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?	
Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence.	
<b>Reason for mitigating circumstances:</b>	

## Head of Department Checklist / Declaration

[ADD SCHOOL NAME HERE]  
[ADD DEPARTMENT NAME HERE]  
[ADD SUBJECT TITLE & SUBJECT CODE HERE (eg GCSE Maths)]

The Head of Department must complete the following checklist/declaration before submitting subject outcomes for internal standardisation.

Declaration	Y/N
1. Students' grades have been determined using only the evidence detailed in the subject's Assessment Record, including any variations for individual students.	
2. Where applicable, the students were given their approved access arrangements whilst producing the evidence contributing to the final grade and the access arrangements have been documented in the Assessment Record.	
3. Where applicable, mitigating circumstances (special consideration) that affected candidates in producing evidence that contributed to their grade was taken into account in determining candidates' grades and this has been documented in the Assessment Record.	
4. The evidence has been authenticated as the candidates' own work.	
5. Where applicable, evidence from other centres has been taken into account (e.g. when a student has moved schools or is dual registered).	
6. The grades for this year's cohort have been compared to cohorts from previous years when exams have taken place. Significant deviations are explained below.	
7. At departmental level, we have determined which evidence will be considered and the relative merits of each to be consistently applied across all candidate, where appropriate, by all teachers.	
8. At departmental level, the teaching team have considered the various sources of potential evidence against the criteria (including consistency of marking for historic assessments).	
9. A review has been completed in line with the school assessment and teacher assessed grades policies. Records have been retained detailing all staff involved in the process, work reviewed, judgements and any adjustments made at a Department level. These records are readily available.	
10. Consideration has been given to ensure decisions made are free from bias and aligned to appropriate equality and discrimination legislation.	
11. The teacher assessed grades for this subject have been signed off as being accurate by the Deputy Headteacher: Curriculum, Head of Department and one other teacher within the department.	
<i>[Note: the Head of Centre may provide the second signature where there is a one teacher department.]</i>	

**Provide detail and justification where you have indicated N to any of the above:**

**Head of Department Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Second Teacher Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_