



The Frances Bardsley Academy for Girls

Centre Policy for determining Teacher Assessed Grades

For A/AS levels and GCSEs for Summer 2021

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Statement of Intent

This section provides details of the purpose of this document, as appropriate to our centre (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 (JCQ) 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 (school) in meeting its obligations in relation to equality legislation.
- To ensure our centre (school) 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 gives details of the roles and responsibilities within our centre (school):

Head of Centre

- Our Head of Centre, David Turrell will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for the Frances Bardsley Academy for Girls 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 Department

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.

Data Manager

Our Data Manager will:

- Support the process through the creation of mark sheets to record evidence
- Help analyse the TAGs after submission by departments

Training, Guidance and Support

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

In order to support teachers and other school staff in awarding the grades this year, a range of training will take place.

- The Head of Centre and Examinations Officer will attend briefings and webinars from a range of organisations to support with leading the process. For example, the DfE, JCQ, awarding organisations, ASCL, CST.
- Heads of Department and teachers involved in determining grades in our school will attend any school-based training to help achieve consistency and fairness to all students.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.

Support for Newly Qualified Teachers and teachers less familiar with assessment

As a school, we will:

- Provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- Put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.
- Link with other schools and colleges to provide external support especially with moderation

Use of appropriate evidence

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

Use of evidence

This section gives details in relation to the school's use of evidence for determining the teacher assessed grades.

Department proposals

When determining the grades for students, departments will use a range of evidence to inform their judgements. Each department will submit a proposal of the evidence to be used to the Head of Centre for approval (see Appendix A - Assessment Evidence Form). There will be a level of commonality across the departments but differences in evidence will reflect the assessment structures and examination specifications for the individual subjects.

The proposal will include:

- The **evidence** to be drawn upon e.g. formal and in-class assessments grades, NEA, other work and assessment data e.g. mock examinations
- A **rationale** for the choice of assessment evidence used
- The process for teacher assessed grades being **collated and moderated** within the department.
- Additional departmental training
- The process for checking that the grades awarded do not show **bias** towards any particular group e.g. disadvantaged, SEND.
- (After the initial TAGs have been submitted), the department process for checking how grades compare with those achieved by previous cohorts, after taking account of any variations in prior attainment levels for the cohort. (E.g. data trends from mocks to final grades and % of students A*-B or 4+, 5+, 7+)

The school will ensure that teachers and departments follow the guidelines below:

- 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.
- Where evidence is not available, departments will follow the guidelines regarding marks, mark schemes and grade boundaries

Evidence - The school will ensure that teachers and departments use an appropriate range of **evidence**:

- 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.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We will use substantial class or homework (including work that took place during remote learning).
- We will use internal tests taken by students.
- We will use mock exams taken over the course of study.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.

Additional Assessment Materials

The awarding bodies have produced additional assessment materials for use by students. If these are used by departments, 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.
- Use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- Use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- 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.

At Frances Bardsley Academy, we 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 teachers and departments at Frances Bardsley Academy will take when awarding teacher assessed grades.

Awarding teacher assessed grades based on evidence

There will be six stages followed at the Frances Bardsley Academy for Girls

Stage 1: Department approach

- Each department will review what has been taught from the specification; when it was taught and the level of detail of coverage e.g. deeply or superficially.
- Evidence - The Assessment Evidence Form will be submitted to the Head of Centre. This will outline the approach to be taken i.e. the range of evidence, the coverage of assessment objectives, and the level of control used by the department to make **holistic judgements** to award grades.
- The Assessment Evidence Form will be checked, amended as appropriate and approved by the Head of Centre.
- Evidence will be collected by teachers.

Stage 2: Teacher Assessed Grades

Using the agreed process at departmental level, individual 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. Teachers will consider the quality of the work in relation to the assessment materials used as well as the grade descriptors and grading exemplification available to help reach a final grade.
- Record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Teachers will submit an Assessment Record for each class to the Head of Department.
- Teachers will complete the Variations for Individual Students form if appropriate
- Teachers will retain evidence on which a student's grade is based, including copies of the student's work where available and any mark records

Stage 3: Department Standardisation

A moderation and standardisation process will be followed to ensure consistency, fairness and a lack of bias across classes and within classes. Departments will follow the internal quality assurance guidance. Some smaller departments may work with colleagues from other schools.

Stage 4: HoD Sign Off

The Head of Department and one other member of the department will sign off the final, whole cohort grades and submits to the Head of Centre. Some smaller departments may work with colleagues from other schools.

Stage 5: SLT moderation

- The SLT will check the grades, use of evidence and commentary from departments.
- The SLT will undertake a high-level check to ensure that departments have applied a consistent standard in their assessment of the 2021 cohort compared to previous years in which exams took place; this will involve data from the 2017 – 2019 June examination seasons.

Stage 6: Head of Centre sign off

The grades will be uploaded to awarding bodies by the Examinations Officer and Data Manager and Head of Centre will sign off the grades and declarations.

Internal quality assurance

There will be a robust internal quality assurance process in place for the departments and for the school. This will focus on ensuring consistency, fairness and a lack of bias 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).
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the school from another department or we will link with a department in a different centre.
- 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 of our Centre Policy outlines the approach we will take to compare teacher assessed grades in 2021 with results from previous cohorts.

One part of the internal quality assurance process will be the comparison of teacher assessed grades at qualification level to results for previous cohorts in our school taking the same qualification.

- We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
- We will consider the size of our cohort from year to year.
- We will consider the stability of our school'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.

Departments

After the grades have been inputted by individual teachers and discussed at departmental level; Heads of Department can analyse the grades in comparison to historical data.

The purpose of reviewing data on past performance is not to attempt to determine a student or the school's outcomes this summer, but as one source of evidence from examination series that operated as normal, that can inform teachers' professional judgement on the level of attainment achieved by their students.

N.B. Grading judgements will not be driven by historical data. We will consider historical grade data only after grading judgements have been made.

Internal Quality Assurance and Verification - SLT and Head of Centre

This section outlines the approach the school 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. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.
- We will analyse the data in comparison with historic data. If the grades appear much higher or lower compared to results in previous years we will raise this with individual departments and review the evidence and justification for the grades awarded.
- Before using the historic data, the school will ensure it reflects the circumstances of the summer 2021 cohorts e.g. prior attainment profiling and the subjects studied. Where appropriate, we will omit subjects that we no longer offer from the historical data.
- There will be analysis of the grading looking at different groups of students, including those with protected characteristics, as well as considering disadvantage.
- We will record any specific trends or anomalies for use during any external quality assurance checks.

Head of Centre Internal Quality Assurance and Declaration

Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach the school 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)

As a school we will ensure due care and attention is given to individual students 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.
- Access arrangement information is shared with all teaching staff
- The SEN Department will support individual students and teachers with the application of the access arrangements
- 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 or account for the lack of access arrangements in the judgements made
- 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)

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.
- The evidence used to inform the grades for each subject will be shared with students
- Students will have the opportunity to raise concerns regarding lost learning related to the assessment evidence.
- If appropriate, disruption will be recorded on the **Variations for Individual Students** form.
- The Head of Centre will confirm that students have been taught sufficient content to form the basis of a grade.

Objectivity

This section gives a summary of the arrangements in place within our centre to ensure objectivity of decisions.

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Heads of Department and the **Head of Centre** will:

- Consider sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
- Consider how to minimise bias in questions and marking and hidden forms of bias.
- Consider bias in teacher assessed grades.
- Provide training and guidance about bias and objectivity.

To ensure objectivity, **all staff** involved in determining teacher assessed grades will:

- Be instructed to read the Ofqual Guidance for Heads of Centre, Heads of Department and teachers on objectivity in grading and ranking.
- Be made aware of unconscious bias can skew judgements.
- Be made aware the evidence presented should be valued for its own merit as an indication of performance and attainment.
- Be made aware teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics.
- Be made aware that unconscious bias is more likely to occur when quick opinions are formed.

To aid objectivity, departments have been advised to:

- Conduct internal standardisation and moderation of assessments and grades.
- Blind mark assessments – students will record their candidate number only (no names) so marking is blind where possible.
- Marking of teaching groups is shared between teachers.

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.

- 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. (Assessment Evidence Form)
- 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 that can be readily shared with our awarding organisation(s).

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 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.

These will include:

- The formal assessments carried out under supervision in the examination hall.
- In-class assessments carried out under supervision.
- Limited use of evidence under low control.
- Students will sign a form to state that the evidence is their own and they have received no inappropriate levels of support.

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

In order to maintain confidentiality, we will ensure:

- 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 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 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.

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 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 page 12).
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/guardians will be made aware of arrangements for results days by the end of the summer term. (The arrangements for the Results Day may vary owing to Covid restrictions)

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**.
- Arrangements for appeals will be updated following the outcome of the OFQUAL consultation.
- 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.
- Clear guidance regarding the appeals process will be present on the school website.
- 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.

Frances Bardsley Academy for Girls

Assessment Record for determining teacher assessed grades in Summer 2021

Subject	
Subject title	
Subject Code	

Subject teacher name	
Signature	
Date	

Second Teacher Name (LIFE Trust)	
Signature	
Date	

Approved by	
Signature	
Date	

Assessment Evidence Form

Every department must produce an Assessment Record for each cohort that includes:

- The sources of the assessment evidence being used i.e. assessment resource, mock examination, controlled assessment, homework etc.)
- The rationale for the choice of evidence
- The level of control for assessments considered (i.e. exam-type conditions would provide a high degree of control)
- Any other evidence that explains the determination of the final teacher assessed grades.
- Any necessary variations for individual students must be recorded

Indicate which assessment objectives were covered in each piece of assessment evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control.

Your Assessment Records must take account of the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*

Note: Ideally, the evidence used will be consistent across the class or cohort but that may not always be the case if a student has missed some teaching, or one or more assessments, for valid reasons. Any necessary variations for individual students should be recorded using the additional form below.

Subject:	Type and nature of the Assessment	Unit __				Unit __				Unit __				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
<small>FA Summer 2024-JFO-Guidance-Centre-policy.docx</small> Assessment 1: [e.g. Mock examination taken on 3 January 2020]		Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	[e.g. H]
Assessment 2: [identifier]	E.g. formal assessment under exam conditions. Questions taken from Paper 1													
Assessment 3: [identifier]														
Assessment 4: [identifier]														
[add/delete as necessary]														
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:														
Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:														
How will the teachers' grade recommendations be collated?														
How will moderation and standardisation take place? Who will be involved?														
Other than the training provided by the school, what subject level training is intended to take place to support the process?														
What other evidence may you use to explain the determination of the final teacher assessed grades?														
How will you check that there is no bias in the grades given to any specific groups or individuals? E.g. Disadvantaged students														