

THIS MUST MATCH THE DATA ON YOUR TEAMS SPREAD SHEET	Type of Assessment	Unit __				Unit __				Unit __				Level of Control H, M, L
		AO 1	AO 2	AO 3	AO 4	AO 1	AO 2	AO 3	AO 4	AO 1	AO 2	AO 3	AO 4	
Assessment 1: [e.g. Mock examination taken on 3 January 2020]	[e.g. Past paper, exam board materials etc]	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 Exam conditions]
Assessment 2: [enter name]														
Assessment 3: [enter name]														
Assessment 4: [enter name]														
[add/delete as necessary]														
If an assessment objective/topic 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:-														

Student Ranking & Grade Award Exercise

Staff present:

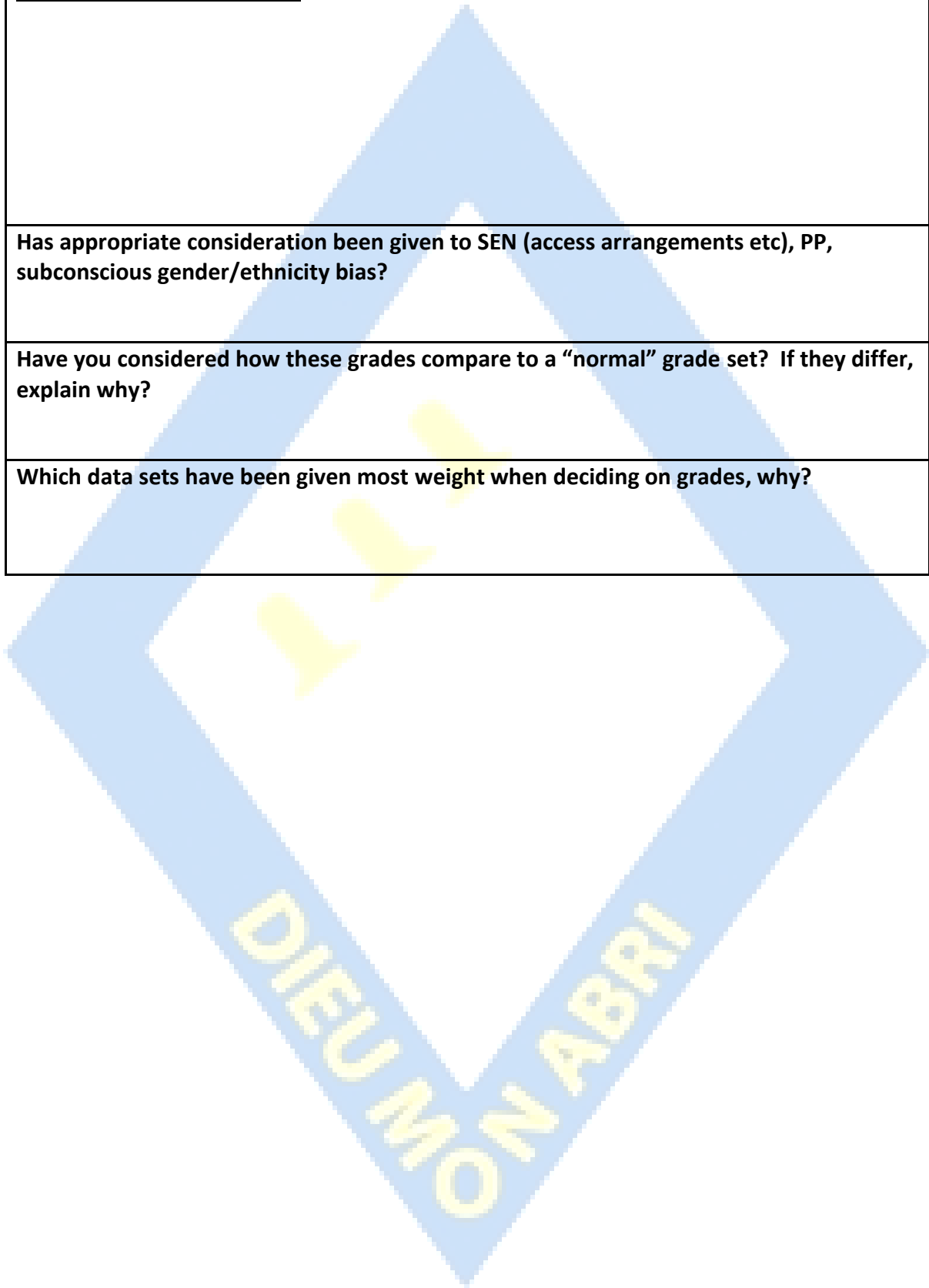
Date(s):

Brief minutes of discussions

Has appropriate consideration been given to SEN (access arrangements etc), PP, subconscious gender/ethnicity bias?

Have you considered how these grades compare to a "normal" grade set? If they differ, explain why?

Which data sets have been given most weight when deciding on grades, why?



Head of Department Checklist/Declaration

St Bernard's Catholic Grammar School

[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 according to the document <i>JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021</i> , 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 candidates, 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 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:	
Where grades deviate significantly from previous years (see 6) please give justification here.	

Internal Peer Review Exercise

Staff present:

Date(s):

Brief minutes of discussions

Has appropriate consideration been given to SEN (access arrangements etc), PP, subconscious gender/ethnicity bias?

Have you considered how these grades compare to a "normal" grade set? If they differ, explain why?

Are adjustments necessary?

DIEU MON ABRI

SLT Review Exercise

Staff present:

Date(s):

Brief minutes of discussions

Has appropriate consideration been given to SEN (access arrangements etc), PP, subconscious gender/ethnicity bias?

Have you considered how these grades compare to a "normal" grade set? If they differ, explain why?

Are adjustments necessary?

DIEU MON ABRI

External Review Exercise (*only where deemed necessary*)

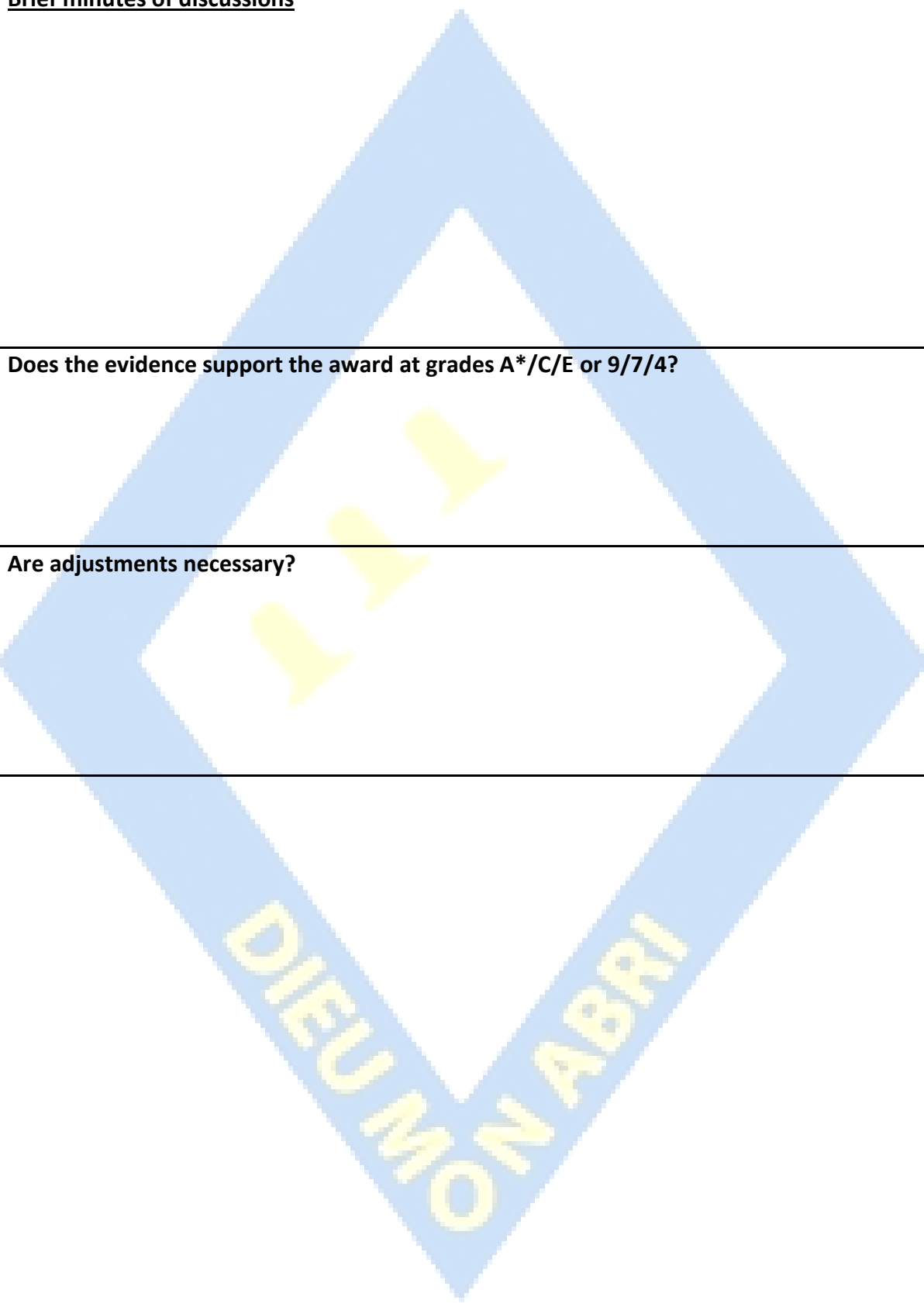
Staff present:

Date(s):

Brief minutes of discussions

Does the evidence support the award at grades A*/C/E or 9/7/4?

Are adjustments necessary?



Head of Department Checklist/Declaration

St Bernard's Catholic Grammar School

[ADD DEPARTMENT NAME HERE]

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

HOD (lead teacher) name:	
Date:	
Signature:	

Second teacher name (department member or SLT link):	
Date:	
Signature:	



APPENDIX

VARIATIONS FOR INDIVIDUAL STUDENTS

DIEU MON ABRI

Variations for Individual Students

[To be completed by the Head of Department for each student where a variation from the Assessment Evidence Grid has been required, or where Access Arrangements or Special Consideration have been taken into account.]

Please highlight the correct level.		
GCE A2	GCE AS	GCSE

Candidate number:	
Candidate name:	
Subject title:	
Subject code:	

Section 1: COVID Related Disruption – Learner Context	Y/N/NA
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?	
If 'yes' please provide details of how the disadvantage has been considered (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>)	

Section 2: Access Arrangements/Reasonable Adjustments	Y/N/NA
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?	
If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:	

Section 3: Mitigating circumstances (Special Consideration)	Y/N/NA
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.	
Reason for mitigating circumstances:	

Variations for Individual Students

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Section 2: Access Arrangements/Reasonable Adjustments	Y/N/NA
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