

**DOCUMENT DETAILS**

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Document Author	Nikki Jackson and David Carlill
Document Owner	Ruth Perry and Rich Williams
Applicability	JCQ, Exam Boards, Students, Parents/Carers and all staff involved in the teaching learning and assessment of GCSES and A/As Levels.
Summary	The purpose of this document is to set out the policy and procedures for determining teacher assessed grades for GCSES A/AS Levels in Summer 2021.

DOCUMENT CONTROL

Version history			
Version	Date	Reason for release/version update	Issued by
1.0	22/04/2021	First Publication requirement of JCQ and Exam Boards AQA, Pearson and OCR.	Nikki Jackson

DOCUMENT APPROVAL

Approving person/body	Job Role (where applicable)	Date Approved
John van de Laarschot	CEO Head of Centre	
Andrew Comyn	Chief Finance Officer/Deputy CEO	26.04.2021
Lynne Craig	Vice Principal Curriculum & Quality	26.04.2021

COMMUNICATION

Date sent to Internal Comms	
Publication required on External Website?	YES / NO



1. STATEMENT OF INTENT

This section outlines the purpose of this document in relation to Nottingham College.

The purpose of this policy is:

- To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across all faculty areas.
- 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 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 Nottingham College in meeting its obligations in relation to equality legislation.
- To ensure Nottingham College 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 students and their parents/carers how they will be assessed is clear, in order to give confidence.



2. ROLES AND RESPONSIBILITIES

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

Head of Centre

- Our Head of Centre, John van de Laarschot (In the absence of HOC/CEO this will be approved by Andrew Comyn and Lynne Craig) will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for Nottingham College 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

Our Senior Leadership Team involving the Director of Quality and Director of Funding and MIS and the Assessment Quality and Standards Manager and Assessment and Examinations Manager will:

- Provide training and support to our examinations team, Faculty teachers and managers.
- Support the Head of Centre in the quality assurance of the final teacher assessed grades at a college level.
- Ensure an effective approach is in place across faculty areas.
- Ensure that a Head of Department Checklist is completed for all qualifications that as a centre we are submitting.

Heads of Faculty (HoF) and Faculty Area Managers (FAM)

HoF's and FAM's will:

- Devise an [assessment strategy part A](#) with teams per subject of the framework to evaluate the quality of evidence per subject.
- Provide training and support to our teaching staff.
- Support the Head of Centre in the quality assurance of the final teacher assessed grades within their faculty areas.
- Ensure an effective approach within faculty areas 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 faculty area 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.
- Agree and sign the [Assessment Strategy 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.
- Ensure that a [Head of Faculty Checklist](#) is completed for each qualification/subject that they are submitting.
- Ensure there is secure storage in place for all student work with the faculty areas.

Teachers/ ALS staff

Our teachers and ALS staff 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 Strategy 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.

Assessment and Exams Manager

- Be responsible for the timely submission of the final assessed grades and Head of Centre Declarations.

Examinations Officers

Examinations Officers will:

A/AS Levels and GCSEs for summer 2021
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- Be responsible for the administration of our final teacher assessed grades and for managing the post-results services.

3. TRAINING GUIDANCE AND SUPPORT

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

Training

- Teachers involved in determining grades in our centre will attend any centre-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 relevant awarding organisations Pearson, OCR, AQA and WJEC.
- All training for teachers and managers will be centrally logged to ensure an accurate record of completion.

This section provides details of our approach to training, support and guidance for newly qualified teachers and teachers less familiar with assessment

Support

- We will provide mentoring from experienced teachers to new teachers and teachers less familiar with assessment.
- We will put in place additional internal reviews as part of Faculty moderation activities of teacher assessed grades for new teachers and other teachers as appropriate.



4. USE OF APPROPRIATE EVIDENCE

This section details in relation to our use of evidence.

- Teachers making judgements will have regard to the [Ofqual Head of Centre guidance](#) on recommended evidence, and further guidance provided by awarding organisations.
- All student 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.
- We will be using student work produced in response to assessment materials provided by our awarding organisations, including groups of questions, past papers or similar materials such as practice or sample papers.
- We will use non-exam assessment work where relevant in subjects (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 where relevant in subjects (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 of music, drama and PE.

We provide further detail in the following areas:

Additional Assessment Materials

- **For GCSES and A/AS-levels** 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.
- **For GCSES and A/AS-levels** we will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- **For cross college English and maths** we will 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.

Nottingham College 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 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.



5. DETERMINING TEACHER ASSESSED GRADES

Below outlines Nottingham College's approach to awarding teacher assessed grades.

- Our 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.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers will produce an Assessment Strategy Record [Part A](#) for each subject cohort and will share this with their Head of Faculty, Faculty Area Manager, Assessment, Assessment, Quality and Standards Manager and Senior Leadership Team.
- Our teachers will complete Assessment Record [Part B](#) alongside the FAM to include any necessary variations for individual students, and will share this with their Head of Faculty, Faculty Area Manager, Assessment, Assessment, Quality and Standards Manager and Senior Leadership Team. This may be used in any Awarding Body checks and appeal reviews.



6. INTERNAL QUALITY ASSURANCE

Below outlines Nottingham College's approach to internal standardisation, within and across subject departments.

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Nottingham College Policy document.
- **In subjects of English and maths 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 which includes sampling from the Faculty Area Manager for English and maths.**
- 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
[A/AS-levels grade descriptors](#) and [GCSE grade descriptors and worked examples guidance](#)
- We will conduct internal standardisation across all grades.
- We will ensure that the [Assessment Record Part B](#) 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 organisations.
- 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 Nottingham College.
 - **This will be the Faculty Area Managers for A/AS levels**
 - **This will be the Faculty Area Manager for GCSEs**
 - **This will be the Faculty Area Manager for the cross college English and maths GCSEs.**
- 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.



7. COMPARISON OF TEACHER ASSESSED GRADES TO RESULTS FOR PREVIOUS COHORTS

Below outlines Nottingham College's 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.

- We will compile information on the grades awarded to our students in past June series in which exams took place (2017-2018 and 2018-2019 which excludes the CAG grades).
- We will consider the size of our cohort from year to year and any changes.
- We will consider the stability of our centre's overall grade outcomes from year to year.
- We will consider the subject in our outcomes during the internal Faculty quality assurance process and subject and centre level variation in our outcomes during the college level 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.

This section gives details of the approach Nottingham College 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.

This section gives details of changes in our cohorts that need to be reflected in our comparisons.

- GCSE Business first delivery in 20/21
- AS Levels now for full Year 1 cohorts, rather than exceptional learners who weren't continuing to Year 2.
- GCSE Geography is no longer running.



8. ACCESS ARRANGEMENTS AND SPECIAL CONSIDERATIONS

This section gives details of Nottingham College approach to 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.
- **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 will be obtained.**
- 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 B, 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](#)



9. 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.



10. 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.

Senior Leaders, Heads of Faculty/Faculty Area Managers and Nottingham College will consider:

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

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; and

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.



11. RECORDING DECISIONS AND RETENTION OF EVIDENCE AND DATA

This section outlines Nottingham College's approach to recording decisions and retaining evidence and data.

- We will ensure that teachers and Heads of Faculty/Faculty Area Managers maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- 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).



12. 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 are 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.

- Completing assessments where possible in classes in campus.
- Students submitting any work electronically when studying remotely through student's own college log in as own submission of work.
- Using college software to check plagiarism/similarity including Turnitin and Google classrooms.
- Using academic conduct procedures where there are any discrepancies or suspected authenticity concerns.
- Using student declaration forms where a student completes any further assessments remotely to confirm this is students own work and has been completed independently.
- Quality assurance process in place for assessors to check authenticity.

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 (<https://www.jcq.org.uk/wp-content/uploads/2021/04/JCQ-Guidance-on-the-Determination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021.pdf>) to support these determinations of authenticity.



13. CONFIDENTIALITY, MALPRACTICE AND CONFLICTS OF INTEREST

This section details the measures in place in Nottingham College 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, 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 via this policy on the [college's website link](#).

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 in the [Assessment and Internal Quality Assurance Policy](#) 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.

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 Assessment Quality and Standards Manager for further consideration.
- Our Assessment Quality and Standards Manager 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.

14. PRIVATE CANDIDATES

This section details our approach to providing and quality assuring grades to Private Candidates.

- As we have no prior relationship with Private candidates, we are unable to authenticate work produced at home, or with private tutors.
- We are offering Private Candidates Awarding Body provided Topic Assessments covering 75% of their chosen specification. The Assessments will cover a duration equal to the time they would have in normal Exams.
- Private candidates will need to bring proof of ID, and all Assessments will be Invigilated in a controlled environment.
- 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.



15. 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.



16. 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 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/guardians have been made aware of arrangements for results days via the [college's website link](#) and parent portal.



17. 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](#).
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements by the Exams Team.
- All exams and quality 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 all 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 via the [college's website link](#).



APPENDIX 1: ACCESS TO AWARDING BODY/EXAM BOARD TEACHER ASSESSED GRADES GUIDANCE

Awarding Organisation	Link to AO website	Link to Summer Awarding Guidance
AQA	www.aqa.org.uk	https://www.aqa.org.uk/2021-exam-changes
Pearson	www.pearson.com	https://qualifications.pearson.com/en/campaigns/summer-2021-support.html
OCR	www.ocr.org.uk	https://www.ocr.org.uk/everything-you-need-to-know-for-summer-2021/
WJEC	http://www.wjec.co.uk/	https://www.edugas.co.uk/home/summer-2021-information-and-updates/



EQUALITY IMPACT ASSESSMENT INITIAL SCREENING TOOL

Document Name:		Date:	29.03.21
Lead Officer:	Nikki Jackson	Reviewing Officers:	

<input type="checkbox"/> Function	<input checked="" type="checkbox"/> Policy	<input type="checkbox"/> Procedure	<input type="checkbox"/> Strategy
Describe the main aim, objectives and intended outcomes of the above: The purpose of this document is to set out the policy and procedures for determining teacher assessed grades for GCSES A/AS Levels in Summer 2021.			

You must assess **each** of the 9 areas separately and consider how your policy may affect each group.

1. Assessment of possible adverse impact against any minority group				
How could the policy have a significant negative impact on equality in relation to each area?		Yes	No	If yes, please state why and the evidence used in your assessment
1.	Age		√	
2.	Sex		√	
3.	Disability		√	
4.	Race or Ethnicity		√	
5.	Religion or Belief		√	
6.	Sexual Orientation		√	
7.	Pregnancy and maternity		√	
8.	Gender reassignment		√	
9.	Marriage and Civil Partnership		√	

You need to ask yourself:

- Will the policy create any problems or barriers to any community of group?
- Will any group be excluded because of the policy?
- Will the policy have a negative impact on community relations?

If the answer is yes to any of the above then a full Equality Impact Assessment will be required.

2. Positive impact				
How could the policy have a significant positive impact on equality by reducing inequalities that already exist?		Yes	No	If yes, please state why and the evidence used in your assessment
1.	Promote equal opportunities	√		
2.	Get rid of discrimination	√		Appeals procedure in place to allow students an opportunity to appeal against any assessment decision where they feel that the assessment procedures have not been properly conducted or where they believe that the decision is unfair, or discrimination has taken place.
3.	Get rid of harassment		√	
4.	Promote good community relations	√		The process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence in the summer awarding



				for 2021 in line with JCQ and exam Boards requirements.
5.	Promote positive attitudes towards disabled people	√		Students have access arrangements which takes account of their particular circumstances where appropriate, in making the judgements for 2021.
6.	Encourage participation by disabled people	√		Students have access arrangements which takes account of their particular circumstances where appropriate, in making the judgements for 2021.
7.	Consider more favourable treatment of disabled people		√	
8.	Promote and protect human rights		√	

3. Summary							
Positive		<i>Please rate the level of impact</i>				Negative	
HIGH	MEDIUM	LOW	NIL	LOW	MEDIUM	HIGH	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date assessment completed:		Is a full Equality Impact Assessment required?			<input type="checkbox"/> Yes		<input type="checkbox"/> No