



## Centre Policy for determining teacher assessed grades – summer 2021: Haslingden High School and Sixth Form

### Statement of intent

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

#### Statement of Intent

This section provides details of the purpose of this document, as appropriate to our centre:

*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 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 for 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 of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

### **Roles and Responsibilities**

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

#### **Head of Centre**

*Our Head of Centre, Mr. Mark Jackson, will:*

- *be responsible for approving this policy for determining teacher assessed grades.*
- *have overall responsibility for the school and sixth form as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *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.*
- *ensure a robust internal quality assurance process is in place as set out by the exam boards/JCQ.*

#### **Deputy Headteacher: Quality of Education**

*Our DHT, Mr. Tony Goodman, will:*

- *coordinate the process, on the behalf of the Head of Centre, to ensure that the guidelines set out in this policy are met, in line with the requirements set out by the Department for Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*
- *ensure that clear roles and responsibilities of all staff are defined.*
- *ensure a robust internal quality assurance process is in place and that all staff are aware of their roles and responsibilities within this.*
- *consider the historical centre data and ensure that, where there is significant divergence from the qualification-level profiles attained in previous examined years, documentation is available which addresses this disparity and highlights the reasons for it.*

#### **Senior Leadership Team**

*Our Senior Leadership Team will:*

- *support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *support Curriculum and Subject Leaders in their linked faculty areas to ensure that the guidelines set out in this policy are met, in line with the requirements set out by the Department for Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*

#### **Curriculum and Subject Leaders**

*Our Curriculum and Subject Leaders 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 faculty/subject 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.
- 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.
- ensure that evidence which has been used to justify decisions is securely stored and able to be retrieved in the event of an appeal.
- ensure that any request for special consideration or consideration of mitigating circumstances is made in writing.
- ensure that any requests for special consideration are considered and the appropriate documentation/action completed.
- ensure that the JCQ Head of Department Checklist is completed for each qualification that they are submitting (Annex A).

#### **SENDCo**

Our SENDCo will:

- ensure that, where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe), provision is in place to facilitate these arrangements when assessments are being taken.
- ensure that, if an assessment may have taken place without an agreed reasonable adjustment or access arrangement, this is acknowledged by the teacher and/or subject leader and appropriate action taken. This could, for example, include the removal of that assessment from the basket of evidence (and alternative evidence obtained), or reasonable adjustments made to the weighting placed on the evidence.

#### **Teachers**

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 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.
- ensure that evidence which has been used to justify decisions is submitted to subject leaders to be securely stored and able to be retrieved in the event of an appeal.

#### **Examinations Officer**

Our Examinations Officer will:

- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.

## 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*

- *Additional meeting time will be allocated to allow subject teams to work collaboratively, ensuring consistency and fairness to all students.*
- *Teachers involved in determining grades in our centre will attend any centre-based training available 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**

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

- *We will provide mentoring from experienced teachers to newly and recently qualified teachers as well as any others who may be less familiar with assessment.*
- *We will put in place additional internal reviews of teacher assessed grades for less experienced teachers as appropriate.*

## Use of appropriate evidence

This section of our Centre Policy 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.

- *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations, under the direction of curriculum and subject leaders.*
- *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.*
- *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 may use substantial class or homework where available (including work that took place during remote learning where this can be confirmed as the student's own work).*
- *We may use internal tests taken by students.*
- *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.*
- *We will use 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.*
- *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.*

Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- *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.*
- *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.*

## Determining teacher assessed grades

This section of our Centre Policy 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.

- *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 subject leaders will produce an Assessment Record for each subject cohort and will share this with subject teachers and their curriculum leader, ensuring that this is followed consistently across the cohort.*
- *Regular standardisation meetings will take place with all class teachers involved in the determining grades process to ensure that the process is applied fairly and objectively for all students.*
- *Class teachers will discuss any necessary variations for individual students and this will be logged on the Assessment Record.*

## Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

### Internal quality assurance

This section gives details of our 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 Centre Policy document.*
- *In all subjects we will ensure that our centre carries out an internal standardisation process.*
- *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.*
- *The Assessment Record will be signed off by the subject leader, curriculum leader and linked member of the Senior Leadership. Where classes may have different Assessment Records these will also be signed off by the class teacher.*
- *In most instances, assessments will be anonymised through use of candidate numbers.*
- *When assessments have been completed, these will be marked and moderated in one of two ways:*
  - *All assessments will be marked by one teacher and these will then be sampled by another subject specialist.*
  - *Assessments will be marked by a range of teachers, who will then meet to standardise the marks awarded.*
- *Where there is only one subject teacher within the subject team, this colleague will lead in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.*
  - *This will be the Curriculum Leader in the first instance, who may discuss the decisions with the linked member of the Senior Leadership Team.*
  - *Where possible, we will liaise with other centres to quality assure the grades awarded.*
- *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*
- *Once teachers have arrived at a holistic final grade, these will be sampled by other colleagues in the faculty to ensure consistency across the cohort. Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *The overall distribution of grades will be reviewed in comparison with historic data (see below).*
- *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 our teacher assessed grades in 2021 with results from previous cohorts.

### **Comparison of Teacher Assessed Grades to results for previous cohorts**

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.

- *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 centre'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.*

## Access Arrangements and Special Considerations

This section of our Centre Policy 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) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *Where an assessment may have taken place without an agreed reasonable adjustment or access arrangement, we will ensure that this is acknowledged by the teacher and/or subject leader and appropriate action taken. This could, for example, include the removal of that assessment from the basket of evidence (and alternative evidence obtained), or reasonable adjustments made to the weighting placed on the evidence.*
- *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. This could, for example, include the removal of that assessment from the basket of evidence (and alternative evidence obtained), or reasonable adjustments made to the weighting placed on the evidence.*
- *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 are aware of the eligibility criteria and appropriate action response, as set out in [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

## 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.

- *Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.*

## Objectivity

This section of our Centre Policy 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.*

*Curriculum and Subject Leaders, Senior Leaders and the Head of Centre 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.*
- *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.*

*All teachers will be aware of the guidance set out in the Ofqual document: [Information for centres about making objective judgements](#).*

*To minimise potential for bias, some assessments will be completed anonymously and will only be identifiable by candidate numbers.*

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

## 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.

### **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 subject leaders 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 assessments 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 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.

- *The vast majority of evidence will be taken from assessments and classwork which has been completed in the presence of the teacher or another member of school staff. Where this is not the case, teachers must be confident that the work is the students own. Where it is not possible to confirm this to be the case, this will be acknowledged by the teacher and/or subject leader and appropriate action taken. This could, for example, include the removal of that assessment from the basket of evidence (and alternative evidence obtained), or reasonable adjustments made to the weighting placed on the evidence.*
- *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 of our Centre Policy 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, while ensuring that details of the final grades remain confidential.*
- *Teachers will not share ongoing grades throughout the assessment window but may give formative feedback where this will support students in their learning.*
- *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 of our Centre Policy 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 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 entering 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*
  - *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' have been outlined to all relevant staff.*

## Conflicts of Interest

This section of our Centre Policy 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 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 carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.*

## External Quality Assurance

This section of our Centre Policy 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 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 of our Centre Policy 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, 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 will be 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.

### **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, 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.*
- *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.*

## Head of Department checklist/declaration for teacher assessed grades in Summer 2021 (Annex A)

### Background

A Head of Department checklist/declaration should be completed for each subject before submitting the grades for internal standardisation.

The checklist is written with a minimal amount of content in [brackets] that can be deleted, and material in CAPITAL LETTERS that should be added, if the content is retained.

You should 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*.



## 'Head of Department' Checklist / Declaration

<b>Centre Name:</b>  <i>Haslingden High School and Sixth Form</i>	<b>Centre Number:</b>  <i>47505</i>
<b>Subject Title:</b>	<b>Subject Code:</b>

<b>Subject Level (circle below):</b>						
GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other

The Subject Leader 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 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.	

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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>	
<b>Provide detail and justification where you have indicated N to any of the above:</b>	

<b>Subject Leader:</b>	<b>Signature:</b>	<b>Date:</b>
<b>Curriculum Leader:</b>	<b>Signature:</b>	<b>Date:</b>
<b>SLT Link:</b>	<b>Signature:</b>	<b>Date:</b>

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