



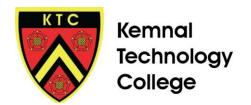
# ASSESSMENT RECORD (FOR GCSE) POLICY

This Policy was reviewed:

November 2023

The Policy will next be reviewed by TKAT & Kemnal Technology College by:

September 2024





### ASSESSMENT RECORD FOR DETERMINING TEACHER ASSESSED GRADES

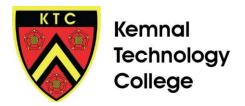
### **BACKGROUND**

Every centre must produce an Assessment Record for each subject cohort, that includes 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. Any necessary variations for individual students must also be recorded.

It is anticipated that you may choose to adopt this template in full. Or you may choose to make amendments – adding or deleting material – to reflect your own practices. In any case, this template is provided for information and does not constitute legal advice.

The template 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.

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





## ASSESSMENT RECORD FOR DETERMINING TEACHER ASSESSED GRADES

Kemnal Technology College

[ADD DEPARTMENT NAME HERE]

[ADD SUBJECT TITLE & SUBJECT CODE HERE (e.g. GCSE Maths)]

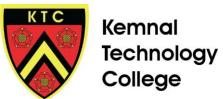
### ASSESSMENT EVIDENCE FORM

[To be completed by the Head of Department for each subject, for each level (e.g. GCSE Maths, AS Maths and A Level Maths would require separate grids)]

Please detail the assessments used for the subject cohort (i.e. assessment resource, mock examination, controlled assessment, homework etc.). The Assessment Evidence Form should include the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control under which assessments were completed (i.e. exam-type conditions would provide a high degree of control), and any other evidence that explains the determination of the final teacher assessed grades.

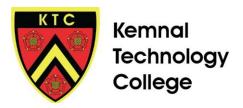
Note: Ideally, the evidence used will be consistent across the class or cohort but that may not always be the case if a student has missed some teaching, or one or more assessments, for valid reasons. Any necessary variations for individual students should be recorded using the additional form below.

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.





	TYPE OF ASSESSMENT	UNIT				UNIT				UNIT				LEVEL OF CONTRO H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
ASSESSMENT 1: [E.G. MOCK EXAMINATION TAKEN ON 3 JANUARY 2020]	[E.G. EXAMINATION]	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]														
ASSESSMENT 3: [IDENTIFIER]														
ASSESSMENT 4: [IDENTIFIER]														
[ADD/DELETE AS NECESSARY]														
IF AN ASSESSMENT OBJECTIVE					,							IT SUPF	ORTED	THE GRADING
OUTLINE THE RATIONALE FOR T DECISION:	HE CHOICE OF ASSESSM		DENCE	USED, I.	E. WHY	THE EVI	DENCE	ABOVI	E WAS L	ISED AN	ID HOW	IT SUPP	PORTED	THE GRADING
OUTLINE THE RATIONALE FOR T DECISION: Subject Title:	HE CHOICE OF ASSESSM	ENT EVI	<b>DENCE</b> Suk	<b>USED, I.</b> Dject C	E. WHY	THE EVI	DENCE	ABOVI	E WAS L	ISED AN	ID HOW		PORTED	THE GRADING
OUTLINE THE RATIONALE FOR T DECISION:	HE CHOICE OF ASSESSM	ENT EVI	<b>DENCE</b> Suk	<b>USED, I.</b> Dject C	E. WHY	THE EVI	DENCE	ABOVI	E WAS L	ISED AN	ID HOW		PORTED	THE GRADING

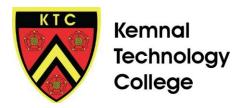




# **Variations for Individual Students**

[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.]

Candidate name: _	Candidate Number:	
Centre name: _	Centre Number:	
Circle Level:	GCE A2 GCE AS GCSE ELQ OS OLA Other	
Subject title: _	Subject Code:	
Section 1: COVID R	telated Disruption – Learner Context	Y/N/NA
Did the candidate class peers?	face <u>additional</u> disruption to their teaching and learning as a result of COVID 19, <u>in comparison to</u> their	
Was there any other year group?	er specific disadvantage considered for this candidate when compared with other candidates in the	
and the rationale f	ide details of how the disadvantage has been considered (including the sources of the assessment evider or the choice of evidence, the level of control for assessments considered, and any other evidence that ne final teacher assessed grades.)	_





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 determining the grade:	nt when
Socian 2: Miliagling circumstances (Special Consideration)	Y/N/NA
Section 3: Mitigating circumstances (Special Consideration)	1/14/14/
Has the candidate made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?	1/14/14/
Has the candidate made a request for mitigating circumstances to be considered, e.g. illness or other personal	I/N/NA

Policy reviewed and updated: November 2023

Policy to be reviewed: September 2024

