



Teacher Assessed Grades 2021 Equality Impact Assessment

The aim of an equality impact assessment (EIA) is to consider the equality implications of your policy, practice, function or service on different groups of staff and students, and consider if there are ways to proactively advance equality.

[The Department for Education \(DfE\)](#), [Ofqual](#) and the [Joint Council for Qualifications \(JCQ\)](#) have issued guidance to support schools in determining Teacher Assessed Grades. All these documents remind schools of their duties under the Equality Act 2010

This LSP EIA considers whether our arrangements have any adverse impacts on groups or individuals with protected characteristics (Race, Religion or Belief, Disability, Sex, Gender Reassignment, Sexual Orientation, Age, Marriage or Civil Partnership, Pregnancy or Maternity).

1. Project Details	
Name of the policy, practice, service or function being assessed, and a brief overview of its aims and objectives	<p>Teacher Assessed Grades for pupils in Years 11 (GCSE etc) and Year 13 (A Levels etc) as a result of cancellation of examinations in the context of the COVID-19 pandemic.</p> <p>“For summer 2021, exam boards will ask exam centres to generate, for each subject, teacher assessed grades for their students. These grades should be based on a range of evidence completed as part of the course, including evidence produced in the coming months, which demonstrates the student’s performance on the subject content they have been taught.”</p> <p>DfE - Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades: summer 2021: Published 24 March 2021</p>
Is it new or existing?	New, although it builds on some practice established in spring/summer 2020
School/department responsible	Backwell School, Chew Valley School, Gordano School
Who has been involved in completing the EIA	Gary Lewis (Chief Executive), Louise Malik (Chief Financial and Operating Officer), Jon Nunes, Gareth Beynon and Tom Inman (Headteachers).
Date of completion	27 th April 2021



2. Evidence Gathering and Engagement

a. What evidence has been used for this assessment?

- DfE, Ofqual and JCQ guidance.
- [Submission from Equality and Human Rights Commission to Ofqual consultation](#)
- Advice from our solicitors: [Browne Jacobson](#)

b. Who have you engaged and consulted with as part of your assessment?

- Staff at the schools
- Governors and Trustees
- Pupils and parents at our schools



3. Impact on different groups of staff and students			
Protected Characteristic	Policy, practice, service or function		
		Access to online remote learning during periods of lockdown.	Teacher assessed grade could be affected by conscious or unconscious bias.
Race	No adverse impact	Possible impact from conscious or unconscious bias	No adverse impact
Religion or Belief	No adverse impact	Possible impact from conscious or unconscious bias	No adverse impact
Disability	Possible impact based on ease of use of IT equipment or absence of SEN or other expert support.	Possible impact from conscious or unconscious bias	Possible impact if adjustments or special considerations are not made.
Sex	No adverse impact	Possible impact from conscious or unconscious bias	No adverse impact
Gender Reassignment	No adverse impact	Possible impact from conscious or unconscious bias	No adverse impact
Sexual Orientation	No adverse impact	Possible impact from conscious or unconscious bias	No adverse impact
Age	N/A	N/A	N/A
Marriage or Civil Partnership	N/A	N/A	N/A
Pregnancy or Maternity	Possible impact based on health or comfort in accessing online provision.	Possible impact from conscious or unconscious bias	Possible impact if adjustments or special considerations are not made.
Other assessed characteristics			
Carers / People with caring responsibilities	Possible impact based on impaired access to online provision due to caring responsibilities.	Possible impact from conscious or unconscious bias	Possible impact if adjustments or special considerations are not made.



Disadvantaged Students	Possible impact due to not having access to appropriate IT equipment, broadband or a suitable learning environment	Possible impact from conscious or unconscious bias	Possible impact if adjustments or special considerations are not made.
Mitigating actions	Additional IT equipment has been supplied to pupils who have not had access to such devices. Some of this has been provided through DfE schemes but over 600 additional devices have been provided through LSP Business Partner arrangements	All Heads of Department and senior leaders have undertaken formal unconscious bias training through our compliance HR provider: Every .	There is a broad range of evidence considered in deciding Teacher Assessed Grades to ensure that the process is not over-reliant on High Control Assessments.
	Vulnerable students identified and supported throughout school closures		
	Teachers audit work covered to ensure that work assessed for grade determination has been covered in teaching for all pupils.	All staff involved in assessment have engaged with departmental training on risks presented by unconscious bias.	There is an open and transparent process for assessing and applying special consideration to mitigate impact of disadvantage caused by disability, SEN or impact of the pandemic.
	Evidence used to determine grades includes a broad and fair scope of evidence and is not over-reliant on work covered during remote learning.	In-school cross moderation of work is undertaken by staff who do not know pupils or their characteristics. Student names are anonymised for this purpose.	



5. Monitoring and Review

Task	Details e.g. who has responsibility	Date/frequency
How will you monitor the impact of your project once it has been put into effect?	Headteachers will report to their governors (and indirectly to Chief Executive and Trustees) to make clear the nature and effectiveness of mitigations described in this EIA.	Termly. As evidenced in Local Governing Body minutes.
External review		
Completed by:		
Next Review Date:		