Ysgol Clywedog Equality Impact Assessment Plan

Subject: **Qualification:** GCSE

☐ I have read and understood information from the training about equality and the impact of coronavirus on equality and human rights and on bias / unintentional bias

☐ I am aware of the historical performance of students with protected characteristics in the school

☐ I am aware of the students who have protected characteristics in my subject area and of their engagement with their learning during the course

Equality Impact Assessment of the Subject Assessment Plan:

(The following protected characteristics do not apply to learners in school: Marriage and civil partnership; Pregnancy and maternity.)

Group of students	Potential equality impact	Mitigating action to advance equality of opportunity or eliminate discrimination	Action Owner	Timescales
Age	There is an exception to the Equality Act 2010 relating to age in relation to the provision of education in schools.			
Disability	Students with additional learning needs may have not been able to access online learning, their needs may have changed during lockdown and the support their receive with assessments may need to be reviewed, Students with physical impairments may have changed during lockdown and may be impacted by COVID safety measures when taking assessments, For students with mental health impairments, there is a risk that these may have been exacerbated or that assessments may be more difficult for their impairment. We know students have had significant interruption to their education and had less support during lockdown – these students have protected characteristics and may require support before they undertake assessments.	• ALNCo reviewing and confirming IEPs before providing up to date information about how these students can be supported upon return to school before assessments, and which access arrangements are needed • Headteacher/Governing body to carefully consider any physical adjustments needed within COVID Risk Assessments for both learning before and during assessments. • Headteacher to confirm up to date information from students/parents/relevant professionals about mental health impairments and to confirm about how these students can be supported upon return to school before assessments, and which adjustments are needed, including ,modified papers available as needed • Overall actions Range of assessments available in the plan in case students have not been able to engage well online and/or during the pandemic. Flexibility of assessment arrangements and environment of the assessment allow for consideration of wellbeing and will support mental health of students		

Gender reassignment	• Students proposing transition who may have difficulty returning to learning or accessing assessments.	• Wellbeing coordinator to contact students to discuss any adjustments or support that may be needed.		
Race	• BAME learners may be more vulnerable to COVID-19 and more affected by illness – less t&l • May be less time spend on remote learning • Support from home may be less for families where English is not the home language • Gypsy, Roma and Traveller learners may have disengaged, have spent less time on remote learning, have less parental support, have less access to data and resources • Potential unconscious bias in teacher assessment which may have a negative impact on BAME learners	• Range of assessments available in the plan in case students have not been able to engage well online and/or during the pandemic • Training received by all teachers to understand and be aware of unintentional bias • Monitoring of group during IQA process		
Religion or belief	Evidential gaps about educational experiences of learners who share this protected characteristic. May be connected to other characteristics. • Muslim learners will practice Holy Month between 13 April and 12 May, likely to be fasting from dawn to dusk.	• Flexibility of assessment arrangements allow for consideration of wellbeing of student during fasting time •		
Sex	• Potential unintended bias in teacher assessment linked to gender stereotyping • Boys tend to have worked less online during the pandemic • Potential lower expectation of boys, particularly if also efSM	• Range of assessments available in the plan in case students have not been able to engage well online and/or during the pandemic • Training received by all teachers to understand and be aware of unintentional bias • Monitoring of group during IQA process		
Sexual orientation	Evidential gaps about educational experiences of LGBT learners. No impact on LGBT learners from the options analysed has been identified.			
Other identified group (eFSM, young carers, LAC)	eFSM • More barriers to online learning • Less time spent at home working and less support from home • May be more vulnerable to COVID-19 and more affected by illness – less t&l Young carers • More barriers to online learning due to supporting at home • Less time spent at home working and less support from home LAC • Potentially more barriers to online learning due to supporting at home transitory nature of living situation and lack of continuity and support	• Range of assessments available in the plan in case students have not been able to engage well online and/or during the pandemic • Flexibility of assessment arrangements and environment of the assessment allow for consideration of wellbeing and caring needs • Training received by all teachers to understand and be aware of unintentional bias • Monitoring of group during IQA process		

	• Potential low expectation of group of students			

Signed: Date:

Reviewed week beginning 26th April

Comments:

Further action to take:

Signed: Date: