

March 2020

Dear Parents and Carers

We are so looking forward to seeing your child back in school on Thursday. All staff will work with your child in helping them settle back into school and assist them on doing their best in teacher assessments. These assessments will take place in lessons and they will not formally be done in the hall. This is to help with your child's wellbeing after the last lockdown.

I have had so many questions from students about the assessment and whilst we don't have all of the fine details from the exam boards yet, I am able to give you some more information about how students will be assessed and the timeline going forward to the end of the school year.

The guidance to schools regarding teacher assessments, results and appeals covers the following points:

Teacher assessed grades

- Grades should be awarded this year using **teacher assessed grades based on a range of evidence**
- Teachers should assess as much course content as possible to ensure, in the teacher's judgement, that there has been sufficient coverage of the curriculum to enable progression to further education, training, or employment, where relevant.
- Exam board guidance should set out a list of those sources of and approaches to collecting evidence that are considered most effective in determining grades.
- Exam boards should provide a package of training and support materials on how to make judgements, including assessment materials. This should include grade descriptors for at least alternate grades, sets of questions, mark schemes, example answers and other guidance.

At the point of writing, we are still waiting to hear from exam boards and some have said that they will begin the roll out on 12th March.

- Schools should be able to use evidence from throughout their students' course of study. Teachers should use a consistent evidence base for all of their students in a subject, wherever possible, to support consistent judgements.
- Exam boards will provide assessment questions that teachers can use as supporting evidence. These questions should be accompanied by mark schemes,

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example responses and data on past performance where available, to support teachers in making their judgements.

- Teachers should be free to deploy their range of evidence, including use of the assessment materials provided by the boards, when they feel it best to. While the boards' assessment materials should be made available by the end of March, there should be no set date or window of time in which teachers must use them other than in time to submit grades by 18 June.
- Exam boards should provide centres with clear requirements for their own quality assurance processes, to promote a consistent approach to determine grades.
- The exam boards should provide an additional layer of scrutiny to ensure centres adhere to the exam boards' requirements. These quality assurance arrangements should focus on making sure the process and evidence used by centres to award grades are reasonable. The exam boards should be required to undertake checks of all centres' internal quality assurance processes before grades are submitted to them.

Results

- Students will receive their results for GCSEs/ BTECs on the 12th of August.
- Teachers will not be able to tell students their final grade before results days.

We ask that students, parents and carers do not contact teachers to ask about what grades are being awarded. Teachers should not have to be subjected to any form of lobbying to increase grades for individuals.

Appeals

- If a student believes their grade is wrong, they should be able to ask their centre to check for errors and make sure they followed their own process correctly. If a student still believes their grade is wrong, then the centre will submit an appeal to the exam board on their behalf.
- The exam board should review both the process the centre has followed and review the evidence on which a student's grade was determined to confirm whether the grade submitted by the centre was a reasonable exercise of academic judgement.

Subject leaders are currently working on an assessment plan for their subject area that will be shared as soon as we have clarity from exam boards. There will be variations from subject to subject, for example, we already know that art and photography will be assessed solely on portfolio work; for essay subjects there may be a number of assessed

essays that have been completed already that will be included in the evidence base; other subjects may use a greater proportion of the exam board provided assessments.

There will be no assessments for the first two weeks of their return. Subjects will then start collecting evidence from then until they leave. These will be in-class assessments and there will be no formal mocks. Your child has lots of opportunities to show what they really can achieve. The Easter fortnight will be an opportunity to rest and consolidate. The school is committed to making the process as fair as possible and we will take time to moderate and quality assure in time for grades to be with the exam boards by 18th June. We are not looking to disadvantage any student and we want them to be able to achieve the grade that they deserve.

Please don't hesitate to get in touch with me if you have any questions or would like to make us aware of anything that we can do to support your child as they return to school. Mrs K is ready to meet with students individually where needed, to help everyone make the transition back to the classroom go as smoothly as can be.

Kind regards

A handwritten signature in blue ink, appearing to read 'Jennie Mathew', with a large, stylized initial 'J'.

Jennie Mathew

Assistant Headteacher