

Awarding Qualifications in Summer 2021

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Basic Principles

Students make progress between January to June.

Students should continue to engage with their education into the summer.

Grades should be determined by teachers based upon evidence from the duration of the course.

There will be a rigorous internal quality assurance process and an external quality assurance process.

The school will look to create a transition programme for Year 11 pupils after the grade submission process has been completed.

Responsibilities

It is the responsibility of teachers to provide evidence to their Head of Department (HoD). The guidance states that

As far as possible, teachers should use the same types of evidence to form a judgment.

It is the responsibility of the HoD to moderate the evidence to ensure that pupils are not disadvantaged by the nature of the evidence or the different approaches by teachers.

It is the responsibility of the HoD to submit accurate, moderated grades to the QA team.

It is the responsibility of the Assistant Headteacher (Curriculum) and Assistant Headteacher (Head of Sixth Form) to plan and oversee the rigorous internal Quality Assurance Process. They will also submit the process for scrutiny by the examination boards.

It is the responsibility of the Examination Officer to submit grades to exam board after the QA process is completed.

It is the responsibility of the Headteacher to be the ultimate arbiter of the grades submitted if there is any disagreement between departments and the QA team.

It is the responsibility of the Headteacher to submit a declaration to the exam board confirming they have met the requirements for quality assurance.

Students have the right to appeal their grade. It is the responsibility of the Deputy Headteacher to oversee the internal appeals process.

Nature of evidence for A level

It is proposed that a **minimum** of 5 complete pieces of evidence should be collected, however it is clear that the more evidence collected, the better. Departments should be able to produce a minimum of 2 pieces from the Higher Weighted Evidence.

Whilst ideally there will be a portfolio of student work available, this may not be possible. Details of the assessments, mark schemes and the marks & grades awarded should be available.

HIGHER WEIGHTED EVIDENCE

- The results of a complete set of preparatory examination results.
- Where NEA constitutes up to 30% of the specification.
- If NEA >30% this can be two pieces of evidence
- The results of April/May testing.
- Exam board mini assessments to be published late March.
- Series of marked and assessed work (essays/past paper questions/end of unit tests) which cumulatively amount to approximately a whole examination paper (completed under controlled conditions).

LOWER WEIGHTED EVIDENCE

- Series of marked and assessed work (essays/past paper questions/end of unit tests) which cumulatively amount to approximately a whole examination paper (normal class conditions, homework, open book test)
- Production of Progress Reports over the duration of the programme of study.
- Mark book with grades over the programme of study.

Nature of Evidence for GCSE

There is a responsibility on all staff to be rigorous in evaluating evidence without disadvantaging pupils. We need to provide an opportunity for students to demonstrate their knowledge and skills, not potential.

It is proposed that a **minimum** of 3 complete pieces of evidence should be collected, however the more evidence collected, the better. Departments should be able to produce a minimum of 1 piece from the Higher Weighted Evidence.

Whilst ideally there will be a portfolio of student work available, this may not be possible. Details of the assessments, mark schemes and the marks & grades awarded should be available.

HIGHER WEIGHTED EVIDENCE

- The results of April testing.
- Exam board mini assessments to be published late March.
- Where NEA constitutes up to 30% of the specification
- If NEA >30% this can be two pieces of evidence. In some cases.
- Series of standardised, assessed work (essays/past paper questions/projects) which cumulatively amount to approximately a whole examination paper. Grades, mark schemes and task sheets must be available (completed under controlled conditions).
- The results of October testing

LOWER WEIGHTED EVIDENCE

- Series of standardised, assessed work (essays/past paper questions/projects) which cumulatively amount to approximately a whole examination paper. Grades, mark schemes and task sheets must be available (normal class conditions, homework, open book test).
- Production of Progress Reports over the duration of the programme of study.
- Mark book with grades over the programme of study.

The threshold for a complete set of evidence is lower for GCSE than A-Level. This is because the qualifications themselves are less extensive. Most subjects have roughly 60% of the teaching time for a GCSE than for an A-Level.

Quality Assurance Process

There will be an extensive QA process. We await advice from examination boards but the guidance states that

As well as the checks of schools' and colleges' quality assurance processes, exam boards will complete checks of the evidence for a sample of student grades in a sample of subjects, in a sample of schools and colleges over June and July.

A check will also be triggered:

- if concerns have been raised or as a result of whistleblowing*
- if a school or college's results are out of line with expectations based on past performance*
- where there have been significant changes in early entries*

The quality assurance process is likely to include:

- 1) Statistical analysis by Assistant Headteachers in comparison with prior data for department performance and candidate attainment.
- 2) QA and moderation to be completed by HODs initially in May.
- 3) Sampling of evidence by QA managers and SMT in early June
- 4) *Possible mutual sampling of evidence with HoDs from other schools*
- 5) External QA by the exam board.

Timescale

Date	Activity
25/02/2021	Announcement of proposals
March	Evaluation of progress, evidence and grades to date
Late March	Examination boards release mini assessments
26/03/21 -11/04/21	Easter Holidays
12/04/21 – 07/05/21	Internal Testing and assessment Period. For most departments this can be the prep exams originally planned for Jan (Y11) and Feb (Y13).
14/05/2021	Input of April/May assessment grades into SIMS
10/05/21 – 28/05/21	Collection of additional evidence which may include exam board mini-assessments
10/05/21 – 28/05/21	Departmental moderation of grades
28/05/21	Deadline for submission of grades into SIMS
28/05/21 – 11/06/21	Statistical moderation of grades by MWa (Y11) and ACa (Y13)
07/06/21 – 11/06/21	Internal QA of grades (Ass. Heads and wider QA team with HoDs)
16/06/2021	Deadline for adjustment of grades considering QA and submission into SIMS
18/06/2021	Deadline for submission of grades to examination boards
August 10 th & 12 th	A level and GCSE results
August 10 th	Appeals process starts

Year 13 and Year 11 leaving date to be confirmed, however all exam candidates must be available to attend school up to and including 18th June. Students and pupils may be asked back into school after these dates depending upon exam board guidance and any possible transition programme.

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