

Our Ref: VRM

31st March 2021

Dear Parent/Carer,

We have begun the process of creating the schedule to produce Teacher Assessed Grades. This was shared with Year 11 today via an assembly. During the assembly, your son/daughter was issued with an Easter Revision Activity list of tasks. This is to ensure that they can prepare for the mini tests or assessments which has been scheduled for the 10th May -21st of May. In addition, all students have also been issued with a list of topics for each subject so as they know where to focus their revision. All teachers across the country have been asked to produce 'a fair, reasonable and carefully considered judgement of the student's performance across a range of evidence, on the curriculum content that they have been taught.' Therefore, we felt it was essential for students to understand which topics out of their syllabus, students have been taught and are likely to be assessed on. Ofqual have been very clear that given the impacts of the Covid 19 Pandemic in all pupils' education that 'Overall, it will be no easier or harder for a student to achieve a particular grade this year compared to previous years'. In summary this means that teachers will 'make a holistic judgement of each student's performance on a range of evidence relating to the qualification's specification content that they have been taught (either in the classroom or via remote learning). Teachers can use evidence of a student's performance from any point during the course of study, provided they are confident that it reflects the student's own work.'

There are five pieces of evidence which teachers can use to formulate the Teacher Assessed Grade:

1. Student work produced in response to assessment materials provided by the exam board, including groups of questions, past papers or similar materials such as practice or sample papers. This will take the format of the mini tests or assessments which will take place between the 10th and 21st May. Each subject will have no more than 2 hours per subject. The mini tests or assessments will take place under exam conditions and access arrangements where appropriate will be applied.
2. Non-exam assessment (NEA) work (often referred to as coursework), even if this has not been fully completed.
3. Student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. This can include substantial class or homework (including those that took place during remote learning), internal tests taken by pupils and mock exams taken over the course of study.
4. Records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.
5. Records of each student's progress and performance over the course of study.

In summary for traditional GCSE examined subjects the main pieces of evidence will be:

- November mock exams along with other specific nominated assessments – Students will be told what these are.
- The record of students PPNs going back to Year 9.
- Student results from the upcoming assessment in May

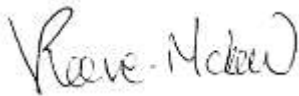
In summary for portfolio or coursework-based subjects the portfolio or coursework (which does not have to be completed) will be the main piece of evidence in formulating a student's grade.

As a staffing body we are very aware of the pressure that students have been under during this pandemic and how hard they have worked during both lockdowns and we have worked hard to balance the pressure of preparing for the assessments with the need to ensure that students do not become overwhelmed. The assessments are important but will not be the only piece of evidence used to formulate grades but are a further opportunity for students to prove the

progress they have made. The assessments will be in an examination style and will be made up on exam style questions made up from question banks created by the exam board. The assessments will be moderated to ensure that all pupils regardless of ability can access and demonstrate their progress within the assessments. All marking will be internally moderated and the grading processes will be external moderated by all exam boards. This will ensure a fair and equitable experience for all.

Should you have any questions or concerns about the grading process please do not hesitate to contact myself. What must be avoided is any communication from students or parents to any staff that could be interpreted as an attempt to influence the overall grading outcome.

Yours sincerely,



Mrs Reeve-McKew
Assistant Headteacher/Head of Year 11