

Cambourne Village College: Submitting grades for KS4 courses, Summer 2021

The taught curriculum

- The taught curriculum will deviate as little as possible from the intended curriculum. Subjects will continue to teach the curriculum up until Easter 2021, and beyond this if necessary.
- Where it is felt necessary to deviate from the intended curriculum, Heads of Department will explain their reasoning, which will be approved by SLG Line Manager if justified.

The assessed curriculum

- The assessed curriculum refers to the scope of the taught curriculum that will, by June 18th 2021, have been formally assessed.
- In a normal exam period, what is assessed will usually range across the breadth of the taught curriculum, but not all content taught will be assessed. Our intention is to observe this principle.
- In some subjects, it will be most appropriate for students to be assessed on a full suite of test questions, covering the breadth of the course.
- Heads of Department and Subject Leaders will ensure that the selection of material for assessment, if this is not the full breadth of the course, has a clear rationale underpinning it. It must give sufficient coverage for teachers and leaders to have confidence in the grade awarded. For this reason, it should not be less than 50% of the intended curriculum.
- In every case, the decision will be approved by Senior Leaders.
- At least one element of the assessment undertaken should have been 'blind', whether during the mock period or the summer assessment. This will support triangulation of grades against usual boundaries.
- It is critical that students from groups with protected characteristics are not disadvantaged by the process of assessment this summer. This must be considered when deciding what and how to assess students, as well as preparing them for assessment.

Summer assessment arrangements

- Heads of Department and Subject Leaders will propose the timing and focus of assessments. These will largely fall between 13th April and 27th May.
- In each subject, the assessments will not total more than would have been covered in a usual exam set, although they are likely to be broken into shorter constituent parts, and therefore there may be more occasions on which tests are undertaken.
- Senior Leaders will draw this together into a timetable that ensures that students are not sitting more than two assessments in a day (as in a normal exam round), with the occasional exception of those who take an additional, after-school GCSE.
- All access arrangements will be awarded.
- All tests will be sat in classrooms and within the normal school timetable.
- Coursework and other NEA will be continued as time allows, and subject to the routine internal marking and moderation processes.
- Submitted grades, once confirmed by Heads of Department and Senior Leaders, will be given to the Exams Team no later than June 11th.

Additional evidence

- The grades submitted for pupils need to reflect a holistic judgement of a student's learning. Thus, a wide body of evidence should be drawn upon.
- December mock exams will clearly play a significant part in this. These have been graded in accordance with the usual assessment criteria.
- Where summer assessment outcomes do not result in a student performing in line with previous achievement in comparable conditions, a further opportunity may be given in order to secure corroborating evidence for the earlier grade. This will be at the Head of Department's discretion. The window up to June 11th may be used for this.
- In addition, evidence drawn from classwork and homework, including during remote learning, may be part of a student's portfolio of evidence. However, this would be expected to support a judgement rather than lead to it.
- Where a student is or has been absent for an assessment opportunity, there may be sufficient evidence already gathered to give confidence in a judgement. Should this not be the case, a further opportunity for assessment may be given.
- For students with persistent absence, teachers and leaders will use their professional judgement appropriately and draw on all evidence available. As many opportunities for more formal assessment will be offered as possible.

Quality assurance

- All marking will be in accordance with exam board guidance and mark schemes.
- Standardisation will often be used ahead of marking student work. Cross-trust / departmental INSET time on 12th April may be used for this.
- Moderation of every teacher's marking must be undertaken internally.
- Moderation of every department's marking must be undertaken externally. This will be in Trust teams where possible, and with other schools where Trust schools do not follow the same exam boards. In subjects that are not taken by other Trust schools, every effort will be made to find an alternative professional with whom to moderate marking.
- At least once during the assessment window, and once after it has closed, submitted grades will be analysed by FFT Aspire service to ensure the distribution is in line with expectation. Departments may also choose to avail themselves of this 24-hour service at relevant points during their assessment and moderation process.

Awarding grades

- Teachers and Heads of Department must take a holistic view of a child's understanding and capability when submitting grades, taking into account the evidence gathered.
- It will be sensible to consider the weighting of component parts of a course in the usual system of awarding grades, when determining the most appropriate grade to submit.

Communication

- Parents and carers will be informed about the assessments their children are due to sit, and what roles these will play in determining submitted grades.

- They will also be informed specifically of other sources of evidence that will be taken into account in determining submitted grades.
- Mock exam results have been communicated with parents in the form of grades. Further assessment outcomes will be communicated, via Go4Schools, as percentages. It will be clear to parents and carers where these relate to a Higher or Foundation Tier paper.
- Parents and carers will be made aware of the marking and moderation processes that have led to grades being determined, such that they should share our full confidence in these being the most appropriate grades for their child.
- The school will not communicate the submitted grade to parents and carers. Likewise, we will not enter into a discussion with them or with students relating to grades. However, the communication of outcomes should mean that there will not be undue surprise or disappointment relating to the grade submitted.
- Parents and carers will be informed as to the processes that follow the submission of grades, such that they understand that the submitted grade may not be the awarded grade.

Appeals

- The school will adhere to the processes outlined by Ofqual as relates to appeals.
- All evidence that remains to be gathered will be stored in school in case of appeals.
- Full records of all processes undergone will be kept.