



Covid Summer Examinations 2020 Policy

Centre Number: 53628

This procedure is to comply with OFqual and Examination Awarding Bodies Guidelines and Instructions.

Date Created: May 2020	Review Period: N/A
Reviewed: June 2020	Next Review Due: N/A

Key staff involved in the Centre assessment grade process

Role	Name(s)
Head of Centre	Polly Lovell
UTC Vice Principal	Helen Johnston

Assistant Headteacher	Anna Norman
Exams and Data Manager	Verena Emond

Purpose of the policy

The purpose of this policy is to confirm that PACA complies with its Obligation to Examination awarding bodies and guidance from Ofqual, in relation to GCSE Examinations. Vocational qualifications will be covered separately.

The primary objective of this policy is to ensure that all PACA staff involved in the Centre assessment process, provide a holistic professional judgement and fair grades and rank orders, for all students entered for examinations in the summer of 2020.

Staff adhere to all instructions from Ofqual regarding the centre assessment of grades according to the advice given here;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/880611/Summer_2020_grades_for_GCSE_AS_A_level_EPQ_AEA_in_maths_-_guidance_for_heads_of_centres.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/887046/Guidance_Summer_2020_results_for_vocational_technical_and_other_qualifications_22MAY2020.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/886919/VTQ_Guidance_for_Centres_21MAY2020.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/883150/Summer_2020_grades_for_GCSE_AS_A_level_guidance_for_teachers_students_parents_UPDATED_05MAY2020_FINAL.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/88

Advice drawn from Ofqual guidance

Teachers should draw on existing records and available evidence (as far as possible in the context of current public health advice). It is important that the judgements are objective, and they should only take account of evidence about student performance. This will include the following, where it is available

- records of each student's performance over the course of study, including for example progress review data, classwork, assessments, bookwork, and/or participation in performances in subjects such as music, drama and PE.
- performance on any non-exam assessment (NEA), even if this has not been fully completed. You should not ask students to complete their NEA work and you do not

need to submit marks for any completed NEA. But you will need to bear in mind that many students achieve a higher grade on their NEA than in their exams, so you should not base your judgment on NEA alone. You should balance it with your judgement about their likely performance in the written paper(s), where appropriate. In case students decide that they want to enter in a subsequent exam series, you should retain any NEA work completed to date.

- for re-sitting students, any information about previous grades achieved or NEA marks that would, under normal circumstances, have been carried forward.
- performance on any class or homework assessments and mock exams taken over the course of study - refer back to the DDI sheets as necessary.
- previous results in our centre in each subject – these will vary according to a number of factors, including prior attainment of the students, but data shows that for most centres any year-on-year variation in results for a given subject is normally quite small.
- tier of entry in tiered subjects – centre assessment grades must reflect the tier of entry (9 to 3 for higher tier; 5 to 1 for foundation, as well as U).
- the performance of this year’s students compared to those in previous years.
- any other relevant information eg ELPs scores.

Access Arrangements and Reasonable Adjustments

Where students who have previously qualified for access arrangements or reasonable adjustments (for example a reader or scribe) the judgement should take account of likely achievement with the reasonable adjustment/access arrangement in place. Special consideration requests, in the event that a student is unable to take an assessment or suffers a traumatic event that might affect their performance, will not apply this summer. Instead judgements should reflect how the students would have performed under ordinary circumstances. Where illness or other personal circumstances might have affected performance in mock exams, centres should bear that in mind when making their judgements.

The Assessment Process

- Teachers will be provided with marksheets within Progresso to provide a centre assessed grade. Heads of Departments will be issued with a spreadsheet which includes summer 2020 entries for their subjects with previous assessment data from 2019/2020 data rounds and the student’s target Grade.
- A gantt project chart has been produced with a timeline of events. [Covid 19 - Exams - Centre Assessment Grades](#)

- Teachers will be asked to identify students for whom assessment evidence is unavailable or insufficient to make an objective judgement and withdrawal can be considered by the Head of Centre.
- Heads of Department (Faculty) should discuss these with teachers in departments, making assessments and judgments to complete the Teacher assessed grades column in their marksheets.
- A formulated approach will be used to create preliminary ranking by the Data Manager for the assistance in providing centre assessed ranking orders to enable a consistent approach.
- Heads of departments should discuss and interrogate each student's ranking order to ensure this is as accurate as possible. Heads of Faculty will work with heads of department to ensure where there are single teacher departments, the process is collaborative.
- Particular support should be given to NQTs where they are responsible for exam classes by the Head of Department.
- Each Teacher and their Head of department should ensure they have checked and agreed the teacher assessed grades and the ranking order or make adjustments where it has been agreed to do so.
- Each Faculty Lead will have an overview of departments within their Faculty and will request further information where any grade or rank order merits it.

Department sign-off Each set of centre assessment grades for a subject must be signed off by at least two teachers in that subject, one of whom should be the head of department (or where if there is only one teacher or only one is available, by the Head of Centre). Where a staff member might have a personal interest in a candidate (for example as a relative), Heads of Centre should make sure that additional controls are put in place, as appropriate.

- Once HOD's and teachers have completed assessed grades and ranks, they will be compared against the expected results from KS2 and Progress 8 analysis (provided through Sistra) to enable a QA process of the assessment grades and ranking by SLT. Where the process highlights any significant outliers or unusual grades, departments may be asked to check and/or verify grades, provide evidence and/or provide an explanation of assessment grade.
- Final moderation will be carried out by Polly Lovell and Helen Johnston to ensure that the Grades awarded are in line with expectations. Where there are any anomalies, departments may be asked to provide further evidence to justify Centre assessment grades.

Head of Centre sign-off The Head of Centre will be required to confirm that the centre assessment grades and the rank order of students are a true representation

of student performance. If the Head of Centre is unavailable to do this, it may be delegated to a Deputy. In reviewing these centre assessment grades, the Head of Centre should consider how the distribution of centre assessment grades compares with grades achieved by the centre in previous years.

Supporting Evidence

- Departments will be required to provide a copy of the minutes/notes from meetings where teacher assessment grades have been awarded. The minutes/notes should detail the process used to determine centre assessment grades and ranking, the evidence considered and the staff involved. Where departments have NQTs teaching exam classes, additional information on the support provided should be included. Confirmation that these have been shared with all relevant teaching staff should be noted.
- To ensure that teachers can work under the conditions conducive to securing fair grades for all students, grades from summer 2020 examinations **will not be used in any performance management performance** next year or any future year.
- A list of processes and key dates can be referenced here [Covid 19 - Exams - Centre Assessment Grades](#)
- Centres and teachers ***must not***, under any circumstances, share the centre assessment grades nor the rank order of students with students, or their parents/carers or any other individuals outside the centre, before final results have been issued.

This is to protect the integrity of teachers' judgements, and to avoid teachers, heads of department, senior leaders or Heads of Centre being put under pressure by students and parents, to submit a grade that is not supported by the evidence. Since the final grades for some or all students in a centre could be different from those submitted, it also helps to manage students' expectations.

Final Declaration

The Head of Centre will be required to submit the following declaration when the data is submitted.

I confirm that these centre assessment grades, and the rank order of students are accurate and represent the professional judgements made by my staff, and that entries were appropriate for each candidate. Having reviewed the relevant processes and data, I am confident that they honestly and fairly represent the grades that these students would have been most likely to achieve if they had sat their exams as planned, and that they have not been disclosed to either the candidate or their parent/guardian. I understand that exam boards will conduct a statistical standardisation exercise, using a model developed with Ofqual, and that, if the profile of grades submitted is Summer 2020 grades for GCSE, AS and A level, Extended Project Qualification and Advanced Extension Award in maths 12 substantially different from what might be expected based on my

centre's historic results and the prior attainment of this year's students, the grades for my centre will be adjusted to bring them into line with national standards.

Malpractice

Exam boards may investigate any attempts to undermine the Ofqual system which might be regarded as malpractice.

Further Guidance

Any member of teaching may if they wish seek further clarification from centre staff, in particular the Exams and Data Manager, Verena Emond, or direct from the appropriate examination board, should the centre be unable to satisfy their query.