



## Summer Grades FAQs

We've had lots of queries regarding the awarding of grades this summer. We've listed some of the most frequently asked below and will keep adding to the list as new questions come in

**Q. *Does everything depend on the summer assessment?***

A. NO! Summer assessments are an opportunity to improve on your current position.

**Q. *If I get a good grade on the summer assessment will that count as my overall grade?***

A. It is very likely to. The summer assessments will cover enough of the course content and assessment objectives that it will be sufficient evidence for us to award the grade. It also follows OFQUAL advice that more recent evidence can carry more weight, however we would still need a view of the overall portfolio.

**Q. *Will my mocks count?***

A. We can use a range of evidence to support awarding your grade. So, if your summer assessment is not in line with expectations, or is below your prior performance we will go back to look for other evidence and this is where mocks come in to play. Your mock data is banked. Your teachers want the best grades for you and you'll get the benefit of the highest grade that we have sufficient evidence for. Remember that the evidence must demonstrate you've met the course requirements so in some subjects it may need to be a combination of mocks.

**Q. *What is included in mocks or prior attainment?***

A. In most cases prior attainment is all the assessment windows from this year academic year. So, for Year 13 you did your end-of-Year 12 assessment in September, a mock in November and another one in March; all of these will be considered. For Year 11 you have a September assessment and your mocks before Christmas. Wider evidence can be drawn upon in any exceptional circumstances.

**Q. *What about essays, year 12/10 mocks and other evidence?***

This is more complicated. When awarding the grade, we have to have a portfolio of evidence that demonstrates coverage of course content, assessment objectives and be confident that it is the student's own work. This is why we will start with the summer assessment then look at the prior data explained above. If there are exceptional circumstances or your teacher still feels the grade isn't fair, we'll go back and look at other data – but this will need to be a pattern of attainment covering content and assessment objectives rather than relying on a single grade.

**Q. *What will the exam boards check?***

A. They'll look to see if there's any unusual pattern of results in a school and then investigate. They will be looking for a fair process and then the evidence we have for making grade decisions against subject grade descriptors. This is why it is important that we have assessment evidence to back up decisions rather than teacher predictions. In effect teachers will have a folder with the evidence we have used to award the grade.

**Q. *What's the difference between a summer assessment and an exam?***

A. Your summer assessments will be shorter, cover less content, will be in your classroom (where possible) and with a subject teacher. No invigilators, no reading of exam rules and some flexibility around timing. It should feel the same as other assessments you've taken in class. It is however important that it is a robust assessment in order to provide evidence.

**Q. *Will any assessments take place outside of the classrooms?***

A. Only where we have to. For example, if a subject has multiple classes and we have made the decision that assessments should be sat at the same time to avoid giving one class an advantage over another. This means your normal rooms may not be available and we may need a bigger space, but, where at all possible, it will be in a classroom and in as relaxed an environment as we can make it.



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### **Q. How will you be flexible with the length of assessments?**

A. Any assessment in lessons has some constraints as we need to make sure the teacher and room are available. So, your assessments will be either period 1 or period 5. This gives your teacher flexibility around start or finish times.

### **Q. How will access arrangements work?**

A. Where possible, your access arrangement will take place within the classroom. But where students need extra time beyond the lesson, a reader, scribe or PC you will be able to use a designated area. For Sixth Form, this will be the Quiet Study Room and for Year 11 this will be the library.

### **Q. What happens in June?**

A. Whilst face to face lessons will stop, we will still provide some independent online materials, tutor drop in sessions and we are putting together a number of in-school sessions covering extra-curricular skills such as first aid. We will want to stay in touch to support your well-being.

### **Q. Why are you running timetabled assessments rather than just letting teachers do it in normal lessons?**

A. We want to avoid a situation where students come in and could potentially face a five-period day of assessments, this needs some co-ordination. We also want to avoid anyone having an unfair advantage from seeing assessments before others.

### **Q. Could assessments happen outside of the timetable slot?**

A. Teachers will have some flexibility in this, particularly if they think there's an evidence gap. They may put in an extra session, but this will be short and students will be told.

### **Q. What happens if I miss an assessment?**

A. The same as any other in class assessment; your teacher will try to rearrange and may offer an alternative assessment. If you miss is completely we'll use prior data. We can also use evidence completed remotely.

### **Q. Can you just use my predicted grades?**

A. No. We are being asked to provide evidence that a standard has been reached.

### **Q. Could my mocks/summer assessment be affected by moderation?**

A. Yes. To make sure we are being fair and consistent both within school and across other schools, your work and grades will be moderated. We will moderate internally so that a department agrees that standards have been met. The exam boards may then moderate externally to see that we haven't been too harsh or too generous.

### **Q. What about vocational qualifications**

A. Largely the same process will apply. Each individual course is slightly different depending on which units have already been completed, what is outstanding and the course make up. Your teacher will talk you through how outstanding units will be completed and graded.

### **Q. How will you avoid bias?**

A. The exam board have released information around how to avoid any form of bias and your teachers will be trained in this. Your grades will be moderated by at least one member of staff who is not your teacher. We will also be using (and have used) exam board materials and mark schemes. There will also be a data check that looks at any inconsistency.



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### Example of how grading is expected to work

There is a process recommended by JCQ:

1. Consideration of what has been taught and evidence available
2. Teacher selects the relevant substantial assessment that covers specification and assessment objectives and considers the level of control under which the assessments were taken
3. Teacher evaluates evidence in line with JCQ guidelines and the Centre assessment policy. Particular attention is paid to mocks/assessments where the teacher is confident the student had not received support and published boundaries were used. More recent evidence is likely to be a stronger indicator of performance.
4. Teacher reviews individual evidence for each student with regard to JCQ guidelines and Centre Policy. Consideration is given to JCQ access arrangements and reasonable adjustment document.
5. Teacher takes all relevant evidence into account using the subject grade descriptors and assigns a grade
6. Assigned grades are then moderated internally and submitted. Grades are then moderated by exam boards where necessary

Full guidance can be found on the Joint Council for Qualifications (JCQ): <https://www.jcq.org.uk/summer-2021-arrangements/>



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### Year 13 simplified Example:

In all cases the evidence will need to be assessed against the subject grade descriptors and subject to moderation.

Summer assessments will include sufficient subject content, coverage of assessment objectives, completed in supervised conditions and is most recent. When evidence is assessed against descriptors a grade B is likely to be assigned

In this case, the summer assessment is below expectation but there is insufficient evidence to award the predicted grade. The teacher will consider any exceptional circumstances and any wider evidence to see if there is a consistent, substantial pattern of performance, but the likely outcome is a D.

Assessments/Mocks	Subject A	Subject B	Subject C	Subject D
September	D	B	B	E
November	C	B	C	D
March	C	C	C	D
Summer	B	C	D	D
Predicted grade	B2	B1	C2	C2
<b>Likely Outcome</b>	<b>B</b>	<b>B</b>	<b>C</b>	<b>D</b>

The teacher is confident that a combination of the September and November mock provides enough evidence of course coverage and assessment objectives, and it was the student's own work. When looking at the whole portfolio against the grade descriptors Grade B is most appropriate grade.

In this case, the teacher does not believe the September assessment alone had sufficient coverage. In combination with the other assessments, there is enough evidence and using the grade descriptors to assign C grade.



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### Example of a possible teacher class evidence sheet

Year 11	End of Course Target	Year 10 Spring B Prediction	Year 11 Autumn A Prediction	Year 11 Autumn B Prediction	Year 11 Autumn A Assessment	Year 11 Autumn B Mock	Coursework if applicable	Year 11 Summer A Assessment	Other Evidence exceptional circumstance. If available, that covers course and assessment objectives					LIKELY TAG	Evidence Used for TAG
Student 1	7	6+	7-	7-	6	6		7						<b>7</b>	Summer assessments most recent and robust assesment covering all Assesment Objectives and content.
Student 2	6	5+	5+	6-	5	6		5						<b>6</b>	Autumn B mock was a full paper covering all AO and content. Looking at the whole portfolio of evidence against grade descriptor, grade 6 is assigned.
Student 3	7	6-	6-	6+	6	5		5	6+	7-	6-	6+	6+	<b>6</b>	Other evidence, the student did not perform as expected in SA and mock and had been isolated 3 times in the autumn term. September assesment alone didn't cover sufficient course/assessment objectives, but we have a consistent pattern across 5 end of unit tests. Across 18 months, these test covered the full spec and provides evidence of all assessment criteria.
Student 4	8	7+	7+	7+	6	7		8						<b>8</b>	Summer assessments most recent and robust assesment covering all Assesment Objectives and content.
Student 5	7	7-	7-	7+	6	7		8						<b>8</b>	Summer assessments most recent and robust assesment covering all Assesment Objectives and content.
Student 6	6	5-	5+	6-	5	5		5	6	5	4			<b>5</b>	Summer assessment. Teacher reviewed grade as below final prediciton, but there's insufficient evidence of a 6 that covers AOs. The evidence measured against grade descriptor is a 5

Grades assigned then moderated by department, school and externally