



Tudor Grange Academy Redditch

FAQ

I am concerned about lost learning due to Covid and the fact that my child has not had the same opportunity to cover content to the same extent as previous year groups will have.

It is important to remember that students do not have to have completed a mandated amount of content or demonstrate skills, knowledge and understanding across every area of the specification as they would normally. Teachers will grade each student on their performance in the subject content they have been taught and will base their assessment on the student's demonstrated knowledge and skills. While there is no set requirement for the minimum amount of content that students must have been taught, we will be required to confirm that students have been taught sufficient content to form the basis for a grade. We are confident that this is the case in all of our examined subjects.

My child has missed a lot of time due to Covid / has been affected by other negative factors which I think have impacted upon their performance.

Special consideration requests will not apply in the usual way this summer because students will not be taking exams. If you think that your child's performance in an assessment has been affected by illness or personal circumstances, please communicate this with us via our special considerations form.

What weighting will be given to each piece of evidence teachers look at to make a judgment on the final grade?

The JCQ guidance makes it clear that we should not use formulaic calculations when deciding upon a grade. This helps us to arrive at the best and most fair grade for each individual student taking into account a range of evidence and considering the context in which each piece of evidence was produced.

Do my child's projected grades give me an idea of the grade my child will receive in their GCSE / A levels?

JCQ guidance states clearly that we are not allowed to use predicted grades as part of our evidence as the grade awarded needs to be based on student achievement rather than on potential. However, we will be able to consider the evidence we used when making the projected grade.

Are the assessments this year count more important than previous assessments?

The JCQ guidance makes it clear that recent assessments are likely to be more representative of student performance. However, it states that there may be exceptions and one piece of evidence does not take precedence over other ones. Formal end of course examinations are not taking place and this is important for student well-being. Allowing us to look at a range of evidence from across the course avoids your child



having the same high stakes end of course examinations that would usually take place. However, the assessments provide an additional opportunity for your child to demonstrate their improved performance.

If my child performs well in the final assessments will they be disadvantaged by previous performance or if they do not perform well in the final assessments will this lower their grade?

Each teacher assessed grade will be a holistic professional judgement, balancing different sources of evidence and data. We will not be using a formulaic calculation to average student performance across assessments and this is where the holistic approach is more favourable as it allows us to take into account assessments a student has not performed as well in. Professional experience and judgment will form a key part of ensuring that the grade awarded to each student is a fair reflection of the standard of work they are capable of producing.

Will the performance of previous cohorts affect my child's grade? For example, if a subject area has a greater number of higher grades than in previous years, will the school adjust the grades?

No, the decisions on your individual child's grade will be made prior to us comparing performance to previous examination years. After the grading judgements have been made, we are required to compare the grades for this year's cohort to cohorts from previous years when exams have taken place (2017 to 2019). We will follow JCQ guidance regarding how to compare grades to previous years' distributions, the level of expected variability of outcomes over time, and relevant limitations of such comparisons, including where centres are small or entries in a subject are small, for instance. Where there is significant divergence from the qualification-level, i.e. AS / A Level and GCSE profiles attained in previous examined years, we are required to prepare a succinct commentary which addresses this disparity and highlights the reasons for it. Therefore, we would not adjust grades but we would need to provide commentary on the reasons for any significant divergence from previous years.

My child qualifies for additional access arrangements and has extra time. However, they have not had this in all of their assessments.

Access arrangements will have been in place for all students during the March and May assessments. If these were not in place in previous assessments, teachers will take this into account when coming to their judgement.

Will my child be told what their teacher assessed grade will be?

The letter we sent home on 20th April outlines all of the evidence teachers may consider in determining the grade. Results from individual assessments will continue to be shared with your child. However, we are not permitted to disclose the final submitted grade we give to examination boards. If the examination boards are confident in our submitted results, the examination boards will award students their teacher assessed grades. We are confident that we have robust policies and procedures in place to ensure the examination boards will determine our grades are fair and robust.

Can my child discuss the grade they are likely to receive with their teacher?

We will be transparent about the range of evidence we are using with students and outcomes of assessments. Teachers are unable to discuss the grades students will receive with students and students should not attempt to second guess the grade submitted or put pressure upon teachers to reveal the grades. If students attempt to do this, this may be considered as exam malpractice.

When will students finish in the summer?

The official leaving date for students leaving in year 11 and year 13 has not been yet confirmed. We will inform students and parents as soon as we know this.

How will you ensure that some students are not favoured / disadvantaged due to teacher bias?

All assessments in March and May will be marked with only candidate numbers on the paper rather than the grade. In many instances, exam papers will be marked by a different class teacher who has no previous expectation of your child's performance. Extensive moderation will take place across departments and across all schools in the Trust. There will be a robust process of internal quality assurance in place and this will be signed off by the examination boards to ensure it is rigorous and in line with national standards. Our results will be quality assured by the examination boards and this may include random sampling of our evidence. If students do not feel their results are accurate, there will be an appeal process and information about this will be advised after the examination grades are awarded in the summer.

When can my child enrol for the sixth form?

Students can apply for sixth form now. We will complete the interview / enrolment process during this half term. Final decisions on courses can be made after the results are published in August.

Can my child do extra work to provide more evidence of their capability?

We are unable to provide individuals with additional opportunities to be assessed beyond those either scheduled by the school in assessment windows or planned by departments. JCQ guidance states that we should use the range of evidence we use should be consistent across the cohort.

