



HOLDERS ROAD
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Maths &
Computing

THE STONEHENGE SCHOOL

CAD/dah

31st March 2021

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Headteacher

Mr. N. D. Roper B.Sc., NPQH

School Business Manager

Mrs. J. Wakeham

Dear Parents of Year 11

Thank you to all of you who attended our virtual Parents' evening last week. It was lovely to see you all and to be able to inform you of the process going on in school in this important year, and hopefully provide you with the information that you need right now to support your child. Thank you also to those of you who gave us feedback on the evening as it is obviously a new way of working and we are taking that feedback forward to inform future evenings.

I realise you have been pretty much inundated with information this term, however JCQ (the authority responsible for GCSE grading) have issued their full guidance to schools within the last week and there are a few more areas that I need to raise with you all, plus give some extra advice before Easter.

Easter revision

Hopefully each subject gave you a good idea of what students needed to work on over Easter. In my last letter on 8th March I also included a plan for what is being delivered in each subject over the next term. This is potentially a revision plan so that students look at what is coming next in each of their subjects and they can use Easter to prepare. It is here to help you find it again:

<https://www.stonehenge.wilts.sch.uk/app/uploads/2021/03/Year-11-subject-plans.pdf>

What else will help?

Teachers will have set key tasks or ideas for revision on SMHW. Remember that BBC Bitesize, Seneca and Tassomai are also useful as well as our other e-learning platforms like Mathswatch etc. Often low stakes tasks like these are ideal for supporting the memory (while also not feeling too onerous for students to complete when the sun is shining).

What extra information has been released by JCQ?

Alongside this letter, we are also attaching the guide that JCQ have produced for parents and students. It explains what is happening and when, how students will be assessed, including what evidence we will use, how that is used, how grades are determined, access arrangements and special consideration, results day, and appeals. We will also place this



on our website for future reference, plus the image at the end of this letter is a handy overview.

Malpractice

As highlighted in my letter on 8th March I raised the issue that where parents and students place pressure on schools and staff in an attempt to influence our professional judgements, this may be regarded as malpractice. This has now been confirmed by JCQ and I draw your attention to the following:

It is possible that some students may attempt to influence their teachers' judgements about their grades. Students might attempt to gain an unfair advantage during the centre's process by, for example, submitting fabricated evidence or plagiarised work. Such incidents would constitute malpractice and centres are asked to report these to the appropriate awarding organisation in the normal way.

Students, or individuals acting on behalf of a student, such as parents/carers, might also try to influence grade decisions by applying pressure to centres or their staff. The awarding organisations anticipate that the majority of such instances will be dealt with by the centre internally – in such cases, we ask that the centres retain clear and reliable records of the circumstances and the steps taken, and that students are made aware of the outcome. However, if a student continues to inappropriately attempt to pressure centre staff then please inform the relevant awarding organisation. The awarding organisations will contact your centre if we receive credible allegations that such pressure has been applied in order that appropriate steps can be taken.

What other information will we receive?

The next set of information that we will release to you will be the details of the exact evidence that we will be using to determine grades in each subject so that you and the pupils understand which work is being included in the process.

We are expecting more information about the appeals process after Easter which is explained to some extent in the attached document, but it is likely that a guide will be produced for you in a similar style to add to this.

The other usual information includes full details of results day (12th August) and arrangements will be based around whether the governments covid roadmap has been realised, and we will let you know about arrangements for leaver's day on 28th May. As ever, thank you for your support.

Yours faithfully

C A Dean
Deputy Headteacher



Deadline for submitting grades: 18 June 2021

Teachers will make a holistic judgement of each student's performance based on a broad range of evidence. Students completing general qualifications and Cambridge Nationals and Cambridge Technicals this summer should be given a grade at qualification level, not at paper, component or unit level.

Do not share teacher assessed grades with students, parents, carers, or anyone outside the centre.

TEACHERS

Teachers should:



make holistic judgement of each student's performance based on the grade at which they are working, not their predicted grade



use a **broad range of evidence** to help determine each grade



assess student performance based **only on content that has been delivered** (it is not necessary that every aspect of the specification is assessed)



use grade descriptors to make a judgement about each student's performance



mark assessments, portfolios and endorsements and non-exam assessment using the normal mark scheme



not limit the **overall grade** awarded if these include grades from examined components/units or internal assessment, particularly if they are impaired by coronavirus/other factors



continue teaching for as long as possible and determine student grades as **late in the academic year as possible**



make students aware of the evidence you are using to determine their grade but do not tell them the grades you are submitting

Teachers can use evidence from **throughout the course** to help determine a student's grade and there is no hierarchy of evidence.

AWARDING ORGANISATIONS

To help determine student grades, OCR will provide teachers with a package of **support materials** in every subject:



Past papers, unpublished questions, such as those stored securely on Interchange, with mark schemes and candidate exemplars to help you understand applying the mark scheme



Guidance on marking and making judgements

It is **not compulsory** to use these OCR support materials.

RECOMMENDED EVIDENCE

When determining a student's grade, we recommend the following evidence:



Student work on materials such as past papers, sample papers, tests or groups of questions



Non-exam assessment (also known as NEA, or simply coursework) work, even if this has not been fully completed



Class or homework



Internal tests taken by pupils



Mock exams devised by a centre



Records of each student's progress and performance over the course of study



In performance-based subjects such as music, drama and PE, records of a student's capability and performance over the course of study



For vocational qualifications – evidence from completed units including examined components that have been sat previously

EVALUATING EVIDENCE

When evaluating evidence teachers should consider:

- how the evidence was produced and measures taken to ensure it is the student's own work
- what students were asked to do

FURTHER INFORMATION

For the latest information and guidance, visit the [OCR summer 2021 support website](#) and make sure you [sign up for updates](#).

Full guidance will be published at the end of March.

