



REDHILL SCHOOL
COMMITMENT TO EXCELLENCE

Centre Policy

Summer 2021

Approved/reviewed by	
Date:	



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Centre Policy for determining teacher assessed grades in Summer 2021

Background

Every centre is required to create a Centre Policy that reflects its individual circumstances. Centres must understand and actively implement the centre policy adopted.

This policy takes account of the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*



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Centre Policy for determining teacher assessed grades – Summer 2021:

Redhill School

Statement of Intent

This section outlines the purpose of the Centre Policy document in relation to Redhill School's Centre Assessed Grades Procedures and Practice

Statement of Intent

This section provides details of the purpose of this document, as appropriate to our centre:

The purpose of this policy is:

- To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
- To ensure the operation of effective processes with clear guidelines and support for staff.
- To ensure that all staff involved in the processes clearly understand their roles and responsibilities.
- To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.
- To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.
- To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
- To support our centre in meeting its obligations in relation to equality legislation.
- To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.
- To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.



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Roles and Responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

Roles and Responsibilities

Head of Centre

- Our Head of Centre, Jamie Clayton (Headteacher), will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

Deputy Headteacher and Subject Leaders

The Deputy Headteacher and Subject Leaders will:

- provide training and support to other staff.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.
- be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- ensure teachers have the information required to make accurate and fair judgments.
- ensure that a Head of Department Checklist is completed for each qualification that they are submitting.

Teachers

Our teachers will:

- ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint



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Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.

- ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.
- securely store and be able to retrieve sufficient evidence to justify their decisions.

Examinations Officer

Our Examinations Officer will:

- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.
- securely store and be able to retrieve sufficient evidence to justify their decisions.
- Oversee the assessment arrangements to ensure that the centre has an appropriate level of control.



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Training, Support and Guidance

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining teacher assessed grades this year.

Training

This section provides details of the approach our centre will take to training, support and guidance in determining teacher assessed grades this year

- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.
- The training will be based on the resources provided by JCQ and relevant examination boards.
- Teachers will also receive training and preparation activities for our moderation day on Friday 28th May
- Stour Vale Academy Trust has created an opportunity for senior leaders who are leading the process to share practice and quality assure each other's policies and practices on a fortnightly basis
- Subject Leaders will ensure that NQT's and less experienced teachers receive appropriate levels of training and guidance throughout the process.



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Use of Appropriate Evidence

This section of our Centre Policy indicates how our centre will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers*.

A. Use of Evidence

This section gives details in relation to our use of evidence.

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals. These will be kept in paper folders, stored securely and be available for scrutiny after Friday 18th June.
- At Redhill School we will use a range of evidence to determine Teacher Assessed Grades- the evidence that will be used to determine grades for each subject is set out **in Appendix A – Year 11 Centre Assessed Grades Process**.

Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control or at home. All assessments will have been completed under supervised conditions at Redhill School.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within school.
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
- We will consider the specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.



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Determining Teacher Assessed Grades

This section of our Centre Policy outlines the approach our centre will take to awarding teacher assessed grades.

Awarding teacher assessed grades based on evidence

We give details here of our centre's approach to awarding teacher assessed grades.

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Any necessary variations for individual students will also be shared. See Appendix B.



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Internal Quality Assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

Head of Centre Internal Quality Assurance and Declaration

Internal Quality Assurance

This section gives details of our approach to internal standardisation, within and across subject departments.

- We will ensure that all teachers at Redhill School involved in deriving teacher assessed grades read and understand this Centre Policy document.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process. **This will take place on Friday 28th May 2021.**
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
 - Arriving at teacher assessed grades
 - Marking of evidence
 - Reaching a holistic grading decision
 - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- At Redhill School there will be a further quality assurance process where subject leaders meet with Jamie Clayton (Headteacher) and Nigel Ford (Deputy Headteacher) to review awarded teacher assessed grades and ensure that they are appropriate and fair.
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.



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Comparison of Teacher Assessed Grades to Results for Previous Cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

Comparison of Teacher Assessed Grades to Results for Previous Cohorts

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
- We will consider the size of our cohort from year to year.
- We will consider the stability of our centre's overall grade outcomes from year to year.
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.



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Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

Reasonable Adjustments and Mitigating Circumstances (Special Consideration)

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken. Emma Woolridge (SENCO) will oversee all access arrangements.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.
- We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments. **See Appendix B.**
- To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)



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Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

Objectivity

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Subject Leaders and Centre will consider:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
- how to minimise bias in questions and marking and hidden forms of bias; and
- bias in teacher assessed grades.

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:

- unconscious bias can skew judgements;
- the evidence presented should be valued for its own merit as an indication of performance and attainment;
- teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- unconscious bias is more likely to occur when quick opinions are formed; and Redhill School's internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

There will be training for all teachers and subject leaders awarding grades on unconscious bias and objectivity.



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Recording Decisions and Retention of Evidence and Data

This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data.

B. Recording Decisions and Retention of Evidence and Data

This section outlines our approach to recording decisions and retaining evidence and data.

- We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades. This will be done through the Subject leader document and narrative of how grades were arrived at and the transparency of information in **Appendix A**.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught. This evidence will be collated in pupil folders and retained securely for internal and external moderation purposes.
- We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).



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Authenticating Evidence

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

C. Authenticating Evidence

- Robust mechanisms, which will include examination conditions and appropriate invigilation/supervision will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.



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Confidentiality, Malpractice and Conflicts of Interest

Confidentiality

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

A. Confidentiality

This section details the measures in place at Redhill School to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- At Redhill School, all teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential. The range of evidence has been published to all stakeholders in Appendix A.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

Malpractice

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

B. Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.



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- All staff involved have been made aware of these policies, and have received training in them as necessary.
- All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
 - breaches of internal security;
 - deception;
 - improper assistance to students;
 - failure to appropriately authenticate a student's work;
 - over direction of students in preparation for common assessments;
 - allegations that centres submit grades not supported by evidence that they know to be inaccurate;
 - centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
 - failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
 - failure to keep appropriate records of decisions made and teacher assessed grades.
- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

C. Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.
- Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).



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- We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.



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External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

A. External Quality Assurance

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required. This process will be overseen by Jamie Clayton, Nigel Ford and Liz Dadge.
- All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.



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Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

A. Results

This section details our approach to the issue of results to students and the provision of advice and guidance.

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below).
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/guardians have been made aware of arrangements for results days.



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Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

A. Appeals

This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to parents/carers.



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Appendix A

Redhill School Year 11 Centre Assessed Grade Process



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Year 11 Centre Assessed Grade Process

Parent and Pupil Assessment Timeline and Guidance

March 2021



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Dear Year 11 Parents and Pupils,

Following my initial correspondence regarding Redhill School's approach to awarding Centre Assessed Grades to Year 11 pupils this summer, we are delighted to be able to publish this comprehensive information booklet for pupils and parents. The booklet contains three sections;

Section One - This Introduction Letter

Section Two - An Assessment Timeline. In this section all of the assessments have been published in a simple format to support pupils and parents make the necessary preparations.

Section Three - Centre Assessed Grades Evidence. In this section each subject leader has provided an overview of the evidence that they will use to arrive at grade judgements.

Subject leaders and senior leaders have worked collaboratively to create a curriculum and assessment plan that gives pupils the best possible opportunities of success. We have used a very simple set of principles when designing our Year 11 timeline. The principles are:

- **We want to create opportunities for pupils to improve on their current performance.**
- **The assessment opportunities that have been created should be adequately prepared for in class by teachers and preparations for any assessments should be rigorous.**

Pupils will already be having assessment arrangements communicated to them informally by their subject teachers but this overview should provide a clear overall picture for every pupil regarding when they will be sitting assessments in the coming weeks and months.

Subject leaders have adjusted their curriculum maps to ensure that preparations for assessments will precede any assessment and in most curriculum areas, revision checklists will be provided to support pupils in understanding what they will need to revise.

In the event of pupils having to self isolate for any of the published assessments, procedures will be put in place to ensure that pupils are not disadvantaged and they are able to access the assessment.

We look forward to working with you over the next few months and if you have any questions in the meantime please don't hesitate to contact me.

Best Regards,

Nigel Ford

Deputy Headteacher



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Section 2: Assessment Timeline

March

	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5
MONDAY 15.03.2021			French & Spanish Speaking Endorsement Preparation (In class)		
TUESDAY 16.03.2021				Spanish Speaking Endorsement Preparation (In class)	
WEDNESDAY 17.03.2021	French & Spanish Speaking Endorsement Preparation (In class)		Spanish Speaking Endorsement Preparation (In class)		
THURSDAY 18.03.2021					
FRIDAY 19.03.2021					

	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5
MONDAY 22.03.2021					
TUESDAY 23.03.2021	English Language A Half Paper 2 (Reading) (In class)		English Language B Half Paper 2 (Reading) (In class)		
WEDNESDAY 24.03.2021					
THURSDAY 25.03.2021					
FRIDAY 26.03.2021					



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March/April

	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5
MONDAY 29.03.2021					PE Paper 1 (In class) Cardio Respiratory & Muscular Skeletal Systems
TUESDAY 30.03.2021					
WEDNESDAY 31.03.2021		Music Performance Assessments (In class)			
THURSDAY 01.04.2021				Music Performance Assessments (In class)	
FRIDAY 02.04.2021					

	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5
MONDAY 26.04.2021					
TUESDAY 27.04.2021	English Language A Half Paper 2 (Writing) (In class)		English Language B Half Paper 2 (Writing) (In class)		
WEDNESDAY 28.04.2021					
THURSDAY 29.04.2021					
FRIDAY 30.04.2021	Religious Studies Part 1 (In class)				



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May

	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5
MONDAY 10.05.2021					
TUESDAY 11.05.2021	English Language A Half Paper 1 (Reading) (In class)		English Language B Half Paper 1 (Reading) (In class)		
WEDNESDAY 12.05.2021				Physics Paper 1 Part 1 (In class)	
THURSDAY 13.05.2021	Physics Paper 1 Part 2 (In class)			Travel and Tourism Unit 1 (In class)	
FRIDAY 14.05.2021	Business Paper 2 (Hall/Gym)			Physics Paper 1 (Catch Up) (In class)	

	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5
MONDAY 17.05.2021			Drama Section A Blood Brothers (Hall/Gym)		PE Physical Training (In class)
TUESDAY 18.05.2021	Mathematics Non-Calculator Paper 1 (Hall/Gym)				Food Nutrition & Preparation Paper 1 Part 1 (Hall/Gym)
WEDNESDAY 19.05.2021		Creative iMedia Past Paper 1 (In Class)		Chemistry Paper 2 Part 1 (In Class)	Food Nutrition & Preparation Paper 1 Part 2 (Hall/Gym)
THURSDAY 20.05.2021	Chemistry Paper 2 Part 2 (In Class)				
FRIDAY 21.05.2021				Chemistry Paper 2 (Catch Up) (In Class)	



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May/June

	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5
MONDAY 24.05.2021			French Writing (Hall/Gym)		Creative iMedia Past Paper 2 (In class)
TUESDAY 25.05.2021			English Literature A Christmas Carol (In class)		Geography Physical Environ- ment (Hall/Gym)
WEDNESDAY 26.05.2021	Spanish Writing (Hall/Gym)			Biology Paper 2 Part 1 (In Class)	History Medicine, Anglo- Saxon England and Vietnam (Hall/Gym)
THURSDAY 27.05.2021	Biology Paper 2 Part 2 (In Class)		Mathematics Calculator (Hall/Gym)		Drama Section B Reviewing Theatre (Hall/Gym)
FRIDAY 28.05.2021	Religious Studies Part 2 (In Class) Music Hybrid Paper (In Class)			Biology Paper 2 (Catch Up) (In Class)	

	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5
MONDAY 07.06.2021	Triple Science Physics Paper 2 Part 1 (In Class)				
TUESDAY 08.06.2021		Triple Science Physics Paper 2 Part 2 (In Class)			
WEDNESDAY 09.06.2021					
THURSDAY 10.06.2021					
FRIDAY 11.06.2021					



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Section 3 - Centre Assessed Grades Evidence

Mathematics

Year 11 Data Pillars

- GCSE Non- Calculator Paper (December Mock, 2020)
- GCSE Non-Calculator Paper - w/c 17th May (1hr 30 mins)
- GCSE Calculator Paper - w/c 24th May (1hr 30 mins)

Rationale:

Whilst pupils have already completed two summative GCSE papers in mathematics during the Autumn Term, we feel strongly that further opportunities should be created to enable pupils to improve on these grades previously achieved.

Return teaching will focus on consolidating and extending key threshold concepts required for success on both planned assessments whilst increasing pupil familiarity with mixed skill, problem solving applications.

A walking talking mock experience will be undertaken before Easter to build pupil confidence with exam craft and structure and re-expose them to the types of questions they may be asked in the forthcoming assessments.

Time will be taken to unpick and diagnose what questions are asking, with raised attention to command words etc, before methods and answers are carefully modelled. Pupils will then complete the paper with different numbers, a week later, to see what they are able to re-apply (w/c 29th March). Please be assured that this is purely a learning experience and will not contribute in anyway to CAG calculations.

Alongside this supported GCSE walkthrough, topic lists will be provided for both remaining assessments to support both in class and independent work, with any online learning completed in January, refreshed as necessary.

Both remaining assessments will add another piece to the puzzle in forming our CAG in mathematics. All assessment grades will be considered and squared with an average of all internal, topic assessments completed in KS4 when formulating our final grade.



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English

Year 11 Data Pillars

Language:

- Language Paper 1 Reading
- Creative Writing (Year 10)
- Language Paper 2 Reading
- Viewpoint Writing

Literature:

- Poetry Comparison (year 10)
- Macbeth
- A Christmas Carol

Rationale:

Each unit will be low stakes (assessed in the classroom) and explicit teaching of the unit to be assessed will be done in the run up to each data pillar.

All units we plan to assess have already been taught face to face and online and therefore we will have sufficient data pillars in both language and literature to make accurate and robust judgements.



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Revised Combined Science Data Pillars – amended June 2021

- Biology paper 1 -Biology paper 1 mock December mocks
- Chemistry paper 1 - Chemistry paper 1 December mocks
- Physics paper 1 - Atomic Structure and radioactivity Y11 unit test
- Chemistry paper 2 - Rates Y11 unit test
- Biology paper 2 - Biology summer assessment part 2

Revised Triple Science Data Pillars – amended June 2021

- Biology paper 1 December mocks
- Chemistry paper 1 December mocks
- C7 Organic Chemistry Y11 unit test
- B4 Bioenergetics Biology Y11 unit test
- Physics paper 2 Summer assessment



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Modern Foreign Languages

Year 11 Data Pillars:

- Listening 2019 Paper (December Mock Exam)
- Reading 2019 Paper (December Mock Exam)
- Writing 2019 Paper (December Mock Exam)
- Writing 2020 Paper (w/c 24th May)

Speaking Endorsement Grade: Ofqual have confirmed that the spoken language assessment in summer 2021 will be an endorsement reported on a 3-point scale against common assessment criteria. Students' speaking skills are to be assessed by teachers during the course of study and the endorsement level of Not Classified, Pass, Merit or Distinction will be reported alongside the 9-1 grade.

Consequently, as a team we have been working hard to ensure that pupils not only have the opportunity to demonstrate further their speaking skills in addition to those already shown in lessons but also that a task is conducted with parity across the subjects.

We are therefore proposing that next week (15th March), all MFL pupils prepare a short 2-minute presentation in lessons with staff, using any resources available to them. Staff will be unable to mark this.

We are then asking pupils to record this presentation (by reading what they have written) so that, as a team, we can assess the presentation against the common criteria and use this in addition to the speaking skills demonstrated during the course to finalise the Speaking Endorsement Grade.

Please note due to the nature of the MFL curriculum content was revisited in lessons from Lockdown periods, to prepare pupils for the above exams.



REDHILL SCHOOL

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Religious Studies

Year 11 Data Pillars:

CAG grade will be determined using an average of three formal assessments:

- 1 Year 11 end of topic assessment.
- 1 Year 11 mock exam, taken in December 2020.

(This will be double weighted as it was a more rigorous, long assessment.)

- 1 additional formal assessment to take place in lessons this academic year.

(This will also be double weighted to reflect the size of the assessment.)

Physical Education

Year 11 Data Pillars:

Exam Assessment:

- Paper 1 past paper to be assessed in 2 parts during lesson time.

CAG grade would be determined by the following:

- Grade from paper 2: 1hr 15min mock taken in December 2020 (28% of final grade)
- Grade from paper 1: 2 x 45 min mock assessments taken March 29th /May 17th 2021 (42% of final grade)
- Grade from 2 best practical performances (30% of final grade)

Assessment preparation time from w/c 15th March.



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Music

Year 11 Data Pillars:

CAG grade would be determined by the following:

- Coursework (60%) including Solo performance:

Solo Performance recorded week beginning 29th March during Music lessons.

Composition evidence to be confirmed by exam board March 31st 2021

- Listening exam (40%) in classroom conditions on Concerto Through time, Film Music and Conventions of Pop.

Assessment on May 14th at 8.30 the during Music lesson.

Drama

Year 11 Data Pillars:

Coursework Submission:

- Component 1: Devising Drama (30% of final grade)
- Component 2: Presenting and Performing Text (30% of final grade)

Exam Assessment:

- Section A of a past paper (w/c 17th May, 60 minutes) Blood Brothers
- Section B of a past paper (w/c 24th May, 30 minutes) Reviewing Theatre

This will inform the final 40% of the final grade

Rationale:

Each coursework unit has been completed or is close to being completed. Both components include a performance and written evidence. Component 1 would usually be teacher assessed, component 2 will now also be teacher assessed using guidance provided by the exam board.

The mock exam will mirror what would have taken place in a 'normal' situation. Blood Brothers (section A) has been taught face to face in both year 9 and 10 and was revisited online during our last lockdown.

Reviewing theatre will be taught using a recording of a theatre performance. Students will have ample time to hone the skills needed to perform well in section B.

The submission of coursework, alongside the completion of a past paper in exam conditions, will provide as accurate grade as possible and will fairly reflect the performance and success of the students that have studied Drama over the last 3 years.



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Food Preparation and Nutrition

Year 11 Data Pillars:

CAG grade will be determined by using an average grade/marks from practical and theoretical written evidence. With a 50% weighting for each.

Practical Evidence: This will be based on an average of 7 separate practical assessments.

Year 10

1 Practical Panna Cotta practical assessment.

Year 11.

- Lemon Meringue Pie practical assessment
- Millionaire Shortbread practical assessment
- 4 Trial dishes from the NEA2

These will be supported by photographic evidence and written evaluations justifying ingredients and skills used.

Theoretical Written Assessments.

This will be based on 6 end of unit assessments and 1 full exam paper. Subject content will be delivered in lessons from week beginning 19th April, for testing of knowledge and understanding Week commencing 17th May.

Year 10 (Face to face lesson)

- Unit 6 Cereals assessment
- Unit 7 Protein assessment
- Unit 8 Dairy assessment
- Year 11 (Face to face lessons)

- Autumn Term 1 Assessment Food waste
- Autumn Term 2 Assessment Carbohydrates
- Spring Term 2 Assessment Food Labelling
- Summer Term 1 A full GCSE Paper 1.



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Creative i-Media

Year 11 Data Pillars:

Coursework Submission:

- Unit R082: Creating digital graphics (25% of final grade)
- Unit R084: Storytelling with a comic strip (25% of final grade)
- Unit R092: Developing Digital Games (25% of final grade)

Exam Assessment:

- 2 past papers to be completed (w/c 17th May and w/c 24th May.)

The best score taken to go toward 25% of final grade.

Rationale:

Each coursework unit has been completed or is close to being completed. Coursework includes exam content with time available for exam preparation also.

This mirrors what would take place in a 'normal' situation and will provide as accurate grade as possible and will fairly reflect the performance of the students while in school over the 3 years of completing this course.

Business

Year 11 Data Pillars:

Exam Assessment:

- 2 past papers (Paper 1 already complete and Paper 2 to be completed w/c 10th May) and an exam style assessment w/c 17th May combining all content covered in school during lesson time.

Rationale:

In conventional circumstances, students would be awarded a grade based on their performance in 2 exam papers at the end of the year. Students have completed a paper 1 past paper exam during the Autumn term.

Students will complete a paper 2 assessment and then an exam style assessment containing content from both papers to ensure students get a fair and accurate grade even if they miss one of the assessments due to absence. An average grade will be produced based on these assessments which will be a fair reflection of the students' performance and ability in GCSE Business.



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Geography

Year 11 Data Pillars:

CAG grade would be determined by using grade/mark from:

- 1 hour 30 minute mock in December 2020 (Paper 2: Challenges in the human environment 50%)
- 1 hour 30 minute assessment in May 2021 (Paper 1: Living with the physical environment - Natural Hazards, The Living World, Physical landscapes – coasts/ivers 50%).

Only content from Year 10 (non-lockdown) and Year 11 assessed in May

Students to be directed on content for the final unit (one third of May assessment) – Physical landscapes – coasts/ivers (work from Spring term).

May assessment preparation time from w/c 19th April 2021.

History

Year 11 Data Pillars:

The students CAG grade will be an average between the mock grade from November 2020 (hybrid paper of all areas studied up to that discounting anything learnt during lockdown) and forthcoming assessment in May, 2021.

No content that was taught solely during the two school closures in 2020/21 will be assessed.

Students to be directed on content for the May assessment.



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Art, Craft and Design and Photography

Year 11 Data Pillars:

CAG grade will be determined from marking and moderation of Unit 1, the Portfolio (coursework).

The Portfolio will consist of all the work students have created in year 10 and 11. Students that do not have full projects will not be penalised for this, nor will they be penalised for a lack of variety of materials due to lockdowns and not being able to work in Art rooms.

Sketchbooks and folders will be collected in the week beginning 17th May for marking and moderation on 27th and 28th.

Students will have up to the 17th May to continue to improve the work that is to be submitted.



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Additional Dates:

Thursday 27th and Friday 28th May 2021

Art moderation

Friday 28th May 2021

INSET Day for moderation

Friday 11th June 2021

Submission of moderated grades by Curriculum Leaders

Friday 18th June 2021

Centre Assessed Grades to be submitted to Exam Boards

We are currently awaiting further guidance from the Department for Education and Ofqual regarding recommended leaving dates for Year 11 pupils. When we have received advice and made a decision we will communicate this decision to Year 11 parents and pupils.



REDHILL SCHOOL

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REDHILL SCHOOL
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Appendix B

Assessment Record and Variation Form



REDHILL SCHOOL

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Assessment Record: Variations for Individual Students

[To be completed by the Head of Department for each student where a variation from the Assessment Evidence Grid has been required, or where Access Arrangements or Special Consideration have been taken into account.]

Candidate name: _____

Candidate Number: _____

Centre name: REDHILL SCHOOL

Centre Number: 20576

Circle Level:

GCSE Btec CamNat

Subject title: _____

Subject Code: _____

Section 1: COVID Related Disruption – Learner Context	Y/N/NA
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID 19, in <u>comparison to</u> their class peers?	
Was there any other specific disadvantage considered for this candidate when compared with other candidates in the year group?	
If 'yes' please provide details of how the disadvantage has been considered (including the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades.)	

Section 2: Access Arrangements/Reasonable Adjustments	Y/N/NA
Is the candidate entitled to Access Arrangements/Reasonable Adjustments?	
Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the candidate's grade?	
If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:	

Section 3: Mitigating circumstances (Special Consideration)	Y/N/NA
Has the candidate made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?	
Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence.	
Reason for mitigating circumstances:	