



# CENTRAL FOUNDATION BOYS' SCHOOL

20<sup>th</sup> April 2021

Dear Parents/ Carers,

## **Re: GCSEs, AS/A levels and Vocational Qualifications- Summer 2021**

### **Introduction**

You will be aware that following the impact of the Covid-19 pandemic, the UK government decided that the Summer 2021 examination series would not go ahead as planned. At the end of March JCQ, the organisation that oversees all GCSE, AS/A Level and Vocational qualifications, issued guidance to schools setting out how student grades will be determined this summer. In this letter I set out an overview of how the school will determine the grades this summer in line with the JCQ guidance. As required by JCQ, the school has created a Centre Policy to guide its work in determining student grades. The policy is on the school's website.

### **Identifying what has been taught to the cohort of students**

We have identified what parts of each course have been taught to the students. The students will only be assessed on what has been taught.

### **What evidence will the school consider in determining grades?**

The school will use a range of evidence from across the course of study to make decisions as to grades. The school will assess students based on:

- Records of performance on the content that has been taught over the entire course.
- Non-exam assessment, often referred to as coursework or internal assessments, even if they have not been fully completed.
- Work produced in tasks set by the school that reflects the specification, format and marking of exam boards. This could include substantial classwork, homework, internal tests or mock exams.
- The school also have the option to set tests over the next half term in order to gather further evidence. Teachers can develop these tests themselves or use assessment materials provided by the exam boards. Importantly, these tests are not formal exams, nor are they designed to play the role of exams. The school has already provided to students, in the form of Personal Learning Checklists (PLCs), the subject content that could be assessed in further tests.

The structure of these further assessments will vary between subjects. However, the standard approach will usually involve a longer test or piece of work at the end of the half-term, along with a small number of shorter tests or pieces of work over the first four weeks of the half-term. The subject content covered by these tests will be as set out in the PLCs. For the shorter tests, we will give students prior notice of the reduced subject content that is to be covered in those assessment activities.

**HEADTEACHER: JAMIE BROWNHILL**

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The school does not need to assess the students on every aspect of each subject. Rather, for each subject, a range of evidence is required that illustrates performance on the aspects of the course that have been taught.

In most cases, the range of evidence used to inform grades will be consistent across each class or cohort for each qualification. However, the school may decide that a different range of evidence may be more appropriate to fairly inform the grade for some students if, for example, students have missed significantly more teaching than others in the class or cohort.

The school will inform the students of the pieces of work that will be used as evidence to inform the overall grade. Each student will then have the opportunity to raise any concerns about the evidence being used, for example, if the evidence was affected by personal circumstances, such as illness.

## **Determining grades**

Once all the evidence is selected and assessments are complete, teachers will decide on an overall grade. No single piece of evidence will necessarily be more important than another, as teachers will be assessing the students based on a range of evidence that can give an overall picture of each student's performance. The school will assess the evidence of student performance against materials provided by the exam boards.

As with exams in normal years, the grades issued by the school will not take account of potential. They will be a snapshot of the standard that students are performing at based on a range of evidence. It should be no easier or harder for a student to achieve a grade this year based on their performance than in previous years.

## **What happens once a grade has been determined?**

Once subject areas have determined student grades, the grades will be reviewed by the school to ensure that the consistent processes, in line with the school's policy, have been followed by all subject areas and for all students.

At this point the grades will be sent to the exam boards. The exam boards will carry out their own quality assurance process in respect the school's grades, to ensure that we have followed the correct procedures.

## **Reasonable adjustments, access arrangements and special consideration**

If a student has special educational needs, and/or is disabled, and requires reasonable adjustments for assessments, the school will ensure that these are in place when further evidence is gathered this term. For some evidence collected in the past, these reasonable adjustments were also in place. If they were not, the school will take this into account when determining student grades. We would also consider whether other evidence could be used instead.

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When students take public exams, special consideration requests can be made for students, if it is considered that their exam performance has been affected by illness or personal circumstances. Special consideration requests will not apply in the usual way this summer because students will not be taking exams. If a student does think that their performance in an assessment has been affected by illness or personal circumstances they should inform the school. We will provide students and parents with the opportunity to raise such issues when we inform students of the evidence that will be used for each subject. It is important any such instances are raised with the school before we submit the grades to the exam boards.

## **When will school finish?**

Teaching and assessment tasks will finish on Wednesday 26<sup>th</sup> May. The school is required to submit grades to exam boards by the 18<sup>th</sup> June and will require the intervening time to complete the assessment of evidence and the process of confirming grades.

## **When will results be issued?**

**The results will be provided to schools in the week beginning 9<sup>th</sup> August.**

- AS/A Level/Vocational students will receive their results on Tuesday 10 August 2021.
- GCSE students will receive their results on Thursday 12 August 2021.

We will provide more details about the process for collecting the results nearer the time.

## **Appeals**

Although the school and exam boards will be working hard to make sure students are issued with the correct grades on results day, there will also be an appeals system as a safety net to fix any genuine errors that were not identified earlier on.

If students believe an error has been made in determining grades, they will have a right to appeal. There are two stages to the appeals process:

### *Stage 1: centre review*

If a student does not think they have been issued with the correct grade, they can appeal to the school, and we will review whether we:

- made an administrative error, e.g. we submitted an incorrect grade; or used an incorrect assessment mark when determining a student's grade.
- did not apply a procedure correctly, e.g. we did not follow our Centre Policy; did not undertake internal quality assurance, did not take account of access arrangements or mitigating circumstances, such as illness.

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## *Stage 2: appeal to the exam board*

If a student still does not think they have the correct grade after the centre review is complete, they can ask the school to appeal to the exam board, who will review whether the school made an unreasonable exercise of academic judgement in the choice of evidence from which they determined the student's grade and/or in the determination of the student's grade from that evidence.

I appreciate this is a challenging time for all students receiving grades this summer. I hope that this letter helps to provide clear details on how the grades will be determined. If you have any questions please contact the Deputy Head responsible for the relevant section for the school.

Year 11 – Mr Dilley, [dilleym@cfbs.islington.sch.uk](mailto:dilleym@cfbs.islington.sch.uk)

Year 13 – Mr Barker, [barker@cfbs.islington.sch.uk](mailto:barker@cfbs.islington.sch.uk)

Yours faithfully,

Jamie Brownhill  
Headteacher

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