



YEAR 11 GATHERING EVIDENCE RATIONALE 2021

Year 11 evidence gathering rationale

On 6 January 2021, the government confirmed that in summer 2021, students taking GCSE, AS and A levels regulated by Ofqual, should be awarded grades based on an assessments conducted internally by their schools. Schools will be asked to use evidence to make a judgement based on a student's current performance, within each subject, and not their potential within that subject.

The assessments will be used to gain evidence to give a centre-assessed grades, and should be based on what students have been taught, ensuring sufficient coverage of the curriculum to enable progression on what students have currently learnt. Teachers will use the time remaining to balance continued teaching with any assessments they need to undertake.

The assessments taking place do not have to be on the entire curriculum in one go. The evidence will be gathered in a sequential manner on aspects of the curriculum. Constant mini-assessments will be utilised to gather a bank of evidence over time.

Types of assessment evidence deemed acceptable:

- Assessment material provided by the exam boards
- Non-exam assessments (NEA)
- Mock examinations
- Substantial work done within lessons (exam questions).
- Work completed as homework (assignments completed during the lockdown period).
- Records of student progress

Balancing the different sources of evidence

Schools must take into account the following considerations when gathering evidence:

- When the evidence was produced - More recent evidence is likely to be more representative of student performance, although there may be exceptions.
- What students were asked to do - Centres should aim to use consistent sources of evidence for a class or cohort that relate closely to the specification requirements
- How the evidence was produced - Centres should be confident that work produced is the student's own and that the student has not been given inappropriate levels of support to complete it, either in the centre, at home or with an external tutor.

Taking into account all of the above criteria and information West Grantham Secondary Academy have developed the following plan for gathering evidence

Action	Reasoning
Assessments used to gather evidence will be based on 'chunks' of the curriculum.	Although we have provided students with an excellent virtual learning curriculum, they are still at a disadvantage compared to previous cohorts. They have simply lost curriculum time, and time with a subject expert, to guide them through the curriculum. In many subjects the curriculum still hasn't been taught in its entirety. Therefore, we feel it is unfair if we give students full mock examinations on what they don't know.
Assessments will come in cycles. The cycle will involve roughly 2 weeks of teaching new content / revisiting material previously taught, followed by an assessment.	By teaching and assessing in this cycle we are gathering evidence whilst ensuring lesson time is dedicated to covering the curriculum. We are also using the most recent evidence

	produced by students to give a true representation of what they can currently do.
The assessments used will be based on material provided by the exam boards.	Broken down past papers / exam questions will be used in the assessments every 2 weeks. These are most appropriate and effective materials to assess student learning and performance.
All faculties are to produce an assessment cycle plan indicating what content will be taught and assessed	By mapping it out in this manner we can ensure that the majority of the curriculum is taught and assessed within each subject.
Performance in assessments must be tracked and physical copies of assessment must be kept by the teacher.	Readily available if called upon by the awarding body
All assessment will take place in controlled conditions within classrooms	The process of students engaging in formal mock examinations would result in a further loss to curriculum time, teachers have full control over the time they have remaining
Vocational subjects will continue to complete units of the NEA.	The NEA (coursework) produced by students can easily be graded against set criteria to produce a judgement on performance.
Performance in previous mocks will be used when generating centre assessed grades	Although the mock examinations completed in November are not the most recent data we have on student performance, they do indicate where students were at before lockdown and as such will provide a good initial benchmark
Assessment material provided by awarding bodies towards the end of March will be used to gather evidence to support the generation of centre assessed grades	These assessments are the most up to date method of assessing student performance and comparable nationally, there is also the most reliability as these papers will have been in the public domain for the shortest time
A rigorous moderation will take place after all centre assessed grades have been entered	There will be 3 levels of moderation taking place at the academy. <ol style="list-style-type: none"> 1. Faculty level moderation. CTLs will be using the clear rationale of progress grades, evidence and reasonable progress to give students a centre assessed grade. They will then compare these grades to previous years' attainment and progress scores. 2. SLT will look at the centre assessed grades for each individual student. SLT will be checking for any discrepancies in a student's grades. If discrepancies are identified SLT will ask for evidence as to why this faculties grades are different to the trend in the rest of the school. Centre assessed grade should be in line with the progress and attainment data from previous years 3. External moderation. Another school within the trust will be examining our data and asking for evidence.
Preventative measures aiming to reduce student appeals	The evidence-based nature of gathering evidence combined with a rigorous moderation of the centre assessed grades and open / honest conversations with students should prevent any surprises for students in terms of the grades they are given.