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Principal: Mr I Patel

Dear Parent / Carer

I hope you have had some rest over the Easter holidays and enjoyed family time together.

On Friday 26th March 2021, the governing body for examinations (JCQ) released their detailed guidance notes to help schools ensure that the grades awarded to students follow a robust process so that students receive a fair and reliable grade which reflects their work.

This letter outlines the key points of the process for you so that you have a clear understanding of how the grades will be finalised.

Further information from JCQ can also be found here:

[JCQ-Guidance-for-Students-and-Parents-on-Summer-2021.pdf](#)

How the Grades are Determined

- Grades will be based on a holistic, objective judgement of the evidence of the students' performance on the subject content they have been taught.
- The final grade is derived solely based on performances produced by students, a grade derived based on a predicted trajectory or target grade is not permitted. So termly tracking can't be used as this is a prediction – **therefore we ask that you don't assume that the grade your son/daughter has been predicted in reports sent home so far will be the grade they receive this summer.**
- The grade can only be based on marked and moderated evidence that the teachers are confident reflects the students own work.
- The grade will **NOT** come solely from one piece of work. What the students achieve in their Mock exams can be used as evidence **BUT** the grade they achieve in the mock, isn't necessarily going to be their final GCSE grade.
- Some students may have missed a section of teaching due to valid reasons such as bereavement or long-term illness, or it may be the case that reasonable adjustments or access arrangements weren't in place for a particular assessment. Where such adjustments/arrangements weren't in place, teachers will consider whether to either:
 1. use the evidence when assigning a grade on the basis that it is the most appropriate evidence available, and disregarding it would disadvantage the student – if this is the case, the impact must be accounted and the rationale recorded; or
 2. use alternative evidence to replace assessments that are not appropriately representative of individual students' performance and if so, document and record these decisions.

Standardisation

- All teachers' grading decisions will be subject to a school's overall quality assurance processes.
- Students work will undergo an internal and some external moderation process to ensure the correct marks/grades have been given for that particular piece of work – this means that grades given out previously may be subject to change.
- Exam boards will be releasing example work to support with the moderation process and inform final grading.
- JCQ has provided Grade Descriptors that provide guidance as to the standard each student should be at to achieve each grade – these will be used to cross reference with student evidence to ensure the appropriate grade is awarded.
- Teachers will undergo training to ensure they fully understand the process and that all grades that are awarded are done so following the school's procedure.

Bias and Objectivity

- JCQ are emphasising that evidence used should be wherever possible, the most recent and which covers as many assessment objectives as possible and have been completed under a high level of control – for example the decision to sit the Mock Exams under JCQ exam conditions ensures that they were completed under a high level of control so make for excellent evidence.
- Grades will not be affected by student's positive or negative behaviour, character, personality, appearance, performance of their siblings, parental opinions, or the knowledge that the grades are needed to meet things like a scholarship offer.
- To avoid bias when marking, teachers have been told to do one of the following:
 1. Blind marked – students do not put their name on the assessment so they cannot be identified. Only candidate numbers are written on the assessments.
 2. They can be marked by someone who is not their class teacher.
- Training will be provided to teachers on how to further avoid bias when assessing student work.

We feel confident as a school that we have put the proper procedures in place to ensure that your child will receive the grade which reflects the work that they have done.

This is a completely different procedure to how Centre Assessed Grades were awarded back in 2020 which was not based on evidence and was more of a prediction. This new process in 2021 is much fairer and a more robust system to ensure no child is disadvantaged by the Covid 19 Pandemic and that they get the grade that they deserve based on the hard work that they have put in.

Thank you for your continued support. If you have any questions please don't hesitate to ask.

Yours sincerely



S Johal - Vice Principal