



Shrewsbury Road, Church Stretton Telephone 01694 722209  
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TRUST·ED  
*Schools' Partnership*

**Headteacher:** Mr J Parr BA Hons

Tuesday 6th April 2021

Dear Parent/Carer

We are writing to you now to make you aware of the Year 11 Progress Evening, an update from JCQ (The Joint Council for Qualifications) and the Summer internal Assessment timetable and list of topics covered by the assessments.

### **GCSE Assessments Summer 2021**

Attached to this letter is a timetable for our school Summer Assessments and a list of topics covered by these assessments. It is our intention to use the outcomes of these assessments, together with those taken in Autumn 2020 and Spring 2021 to arrive at a best-fit grade. This grade is not determined by the outcome of a single assessment, however good or bad that grade is. The same evidence will be used for all students unless exceptional circumstances deem otherwise. GCSE Art is not covered by these internal assessments as the outcome will be determined by the portfolio work undertaken in class. BTEC qualifications (Sport, Construction and Digital IT) have similar arrangements in place to the GCSEs but have the majority of the grade determined by portfolio work undertaken in class.

### **JCQ Guidance for students and parents and Ofqual**

JCQ are the body that oversee the exam regulations, they provide common administrative arrangements for examinations on behalf of all the exam boards. Attached to this letter is their published guidance for students and parents. This JCQ document provides an overview of the most important information that you and your child need to know about how grades will be awarded this summer. This includes a timeline of what is happening and when; how teachers, schools and colleges will determine grades; and when students will receive results.

You may have seen reference to Ofqual in the press and wondered who they are? Ofqual is a non-Ministerial government department. It regulates qualifications and awarding organisations. Ofqual ensures standards are maintained in GCSE, AS and A levels and vocational and technical qualifications. This includes ensuring results are fair to students. They have provided information for heads of centre, heads of department, subject leads and teachers about how to generate grades in 2021 and the evidence that should be considered.

The school is required to submit a policy to JCQ that takes into account published Ofqual guidance and quality assurance measures to reflect a fair, reasonable and



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carefully considered judgement of the student's performance across a range of evidence, on the curriculum content that they have been taught. You will see from the JCQ timeline attached that submission of this policy is by April 30<sup>th</sup> 2021.

### **Year 11 Progress Evening Thursday 22nd April 15:30 – 18:45**

We would like to invite you to 'attend' our Year 11 Progress Evening. Given the Covid restrictions it is not possible to hold this event in school, but we do have an online video call system that we will use to allow you to meet the teachers and discuss your child's progress.

The online booking system gives you the opportunity to choose your own appointment times with teachers and you will receive an email confirming these with a link to access the video appointments. This of course raises questions about how the system works and what device you need to access the appointments. There is a short video showing you how this process works and what device you need [here](#). There is also a written guide to making appointments at the end of this letter.

We hope you feel able to attend this event and meet teaching staff to discuss your son/daughter's progress and areas for improvement in preparation for the Summer GCSE assessments. Attached is the timetable of the Summer exams and a list of topics for each subject.

Appointments are 5 minutes long and end automatically after this time, so please do not be offended if your meeting ends abruptly, although there will be a timer on the screen so you will know when the video link will end.

It is possible to use the appointment message section to ask teachers questions in advance to focus each meeting and ensure the meeting is as productive as possible. It would also be beneficial if your son/daughter attended alongside you, so they are involved in the discussions.

Appointments can be made from Tuesday 6<sup>th</sup> April at 8:00 am and will close on Wednesday 21<sup>st</sup> April at 3:30 pm.

Please visit <https://churchstretton.parentseveningsystem.co.uk> to book your appointments.

Login with the following information:

Student's Preferred Name



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[www.churchstretton.shropshire.sch.uk](http://www.churchstretton.shropshire.sch.uk)

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Student's Surname

Date of Birth

The video call system is still new to us, we have used it with Year 7 and 9 Parents and it worked well for most Parents/Carers during this trial, but as is ever the case with technology it sometimes did not function as we had hoped. We have been looking into the issue of meetings starting with a blank screen and failing to connect Teachers and Parents, which was brought to our attention in the Parental feedback. School Cloud have advised us that if a meeting starts with a blank screen that both parties should refresh the web page, as this often allows the video meeting to start. Should your appointment 'fail' we will endeavour to arrange for the teacher to contact you separately. Please contact the school at the email address shown above if this affects you.

### **GCSE Grades 2021**

At the progress evening staff will not be able to discuss the grade that the student is working at or whether or not they are on target to achieve any particular grade. This is because all the evidence will not have been collected or moderated within the department or at whole school level. Any grades put forward by the school in June will be further scrutinised and moderated by exam boards before being issued in August (by the exam boards). The teacher will therefore not be in a position to say what the grade is and anything they may say would not be secure or binding. So please do not be offended when teachers do not mention grades; they will also politely decline any conversation about grades or targets. The recent guidance from OFQUAL requires the school to ensure that staff are not put under pressure regarding the awarding of grades as this may constitute malpractice, so we respectfully ask that you do not request grade information.

You can and should, of course, discuss the actual marks received in assessments at progress evening and how to improve those; this should very much be the focus of discussion on the evening.

Yours sincerely,

Dr A Wood

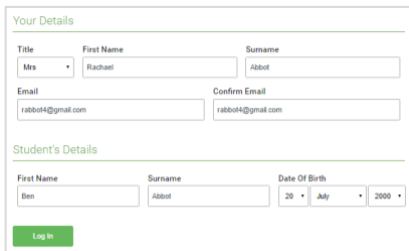
Deputy Headteacher

Mr D Bird

Assistant Headteacher

# Parents' Guide for Booking Appointments

Browse to <https://churchstretton.schoolcloud.co.uk/>

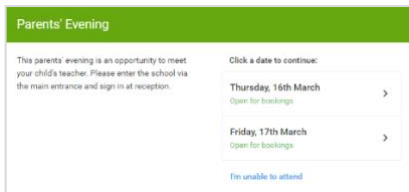


The form is divided into two sections: 'Your Details' and 'Student's Details'. In the 'Your Details' section, there are fields for Title (a dropdown menu with 'Mrs' selected), First Name (text input with 'Rachel'), Surname (text input with 'Abbot'), Email (text input with 'rabbot4@gmail.com'), and Confirm Email (text input with 'rabbot4@gmail.com'). The 'Student's Details' section has fields for First Name (text input with 'Ben'), Surname (text input with 'Abbot'), and Date Of Birth (a date picker showing '20' for the day, 'July' for the month, and '2000' for the year). A green 'Log In' button is at the bottom left.

## Step 1: Login

Fill out the details on the page then click the *Log In* button.

A confirmation of your appointments will be sent to the email address you provide.

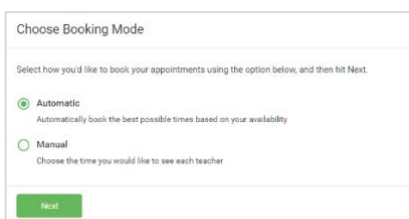


The screen has a green header 'Parents' Evening'. Below it, a text block explains the purpose of the evening. To the right, under 'Click a date to continue:', there are two date options: 'Thursday, 16th March' and 'Friday, 17th March', each with a right-pointing arrow and the text 'Open for bookings'. At the bottom, there is a blue link that says 'I'm unable to attend'.

## Step 2: Select Parents' Evening

Click on the date you wish to book.

Unable to make all the dates listed? Click *I am unable to attend*.



The screen is titled 'Choose Booking Mode'. It asks the user to 'Select how you'd like to book your appointments using the option below, and then hit Next.' There are two radio button options: 'Automatic' (which is selected) and 'Manual'. The 'Automatic' option is described as 'Automatically book the best possible times based on your availability'. The 'Manual' option is described as 'Choose the time you would like to see each teacher'. A green 'Next' button is at the bottom left.

## Step 3: Select Booking Mode

Choose *Automatic* if you'd like the system to suggest the shortest possible appointment schedule based on the times you're available to attend. To pick the times to book with each teacher, choose *Manual*. Then press *Next*.

We recommend choosing the automatic booking mode when browsing on a mobile device.

Choose Teachers

If there is a teacher you do not wish to see, please untick them before you continue.

Ben Abbot

<input checked="" type="checkbox"/> Mr J Brown SENCO	<input checked="" type="checkbox"/> Mrs A Wheeler Class 11A
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[Continue to Book Appointments](#)

## Step 4: Choose Teachers

If you chose the automatic booking mode, drag the sliders at the top of the screen to indicate the earliest and latest you can attend. Select the teachers you would like to book appointments with. A green tick indicates they are selected. To de-select, click on their name.

Confirm Appointment Times

The following appointments have been reserved for two minutes. If you're happy with them, please choose the Accept button at the bottom.

	Teacher	Student	Subject	Room
17:10	Mr J Sinclair	Ben	English	E6
17:25	Mrs D Mumford	Ben	Mathematics	M2
17:45	Dr R Monamara	Andrew	French	L4

[Accept Appointments](#) [Cancel Appointments](#)

## Step 5a (Automatic): Book Appointments

If you chose the automatic booking mode, you will see provisional appointments which are held for 2 minutes. To keep them, choose Accept at the bottom left.

If it was not possible to book every selected teacher during the times you are able to attend, you can either adjust the teachers you wish to meet with and try again or switch to manual booking mode (Step 5b).

	Mr J Brown SENCO (A2) Ben	Miss B Patel Class 10E (H3) Andrew	Mrs A Wheeler Class 11A (L1) Ben
16:30		<input checked="" type="checkbox"/>	
16:40			
16:50	+		+
17:00			+

## Step 5b (Manual): Book Appointments

Click any of the green cells to make an appointment. Blue cells signify where you already have an appointment. Grey cells are unavailable. To change an appointment, delete the original by hovering over the blue box and click *Delete*. Then choose an alternate time.

You can optionally leave a message for the teacher to say what you would like to discuss or raise anything beforehand.

Once you are finished booking all appointments, at the top of the page in the alert box, press *click here* to finish the booking process.

My Bookings

View 11 Appointments

The parent booking is for a 15 minute slot. Please enter the subject in the main column and select the subject for the teacher that will be attending the session. Please log in to the main school or page.

	Teacher	Student	Subject	Room
16:00	Mr J Brown	Ben	English	E6
16:15	Mr J Brown	Ben	English	E6
16:30	Mr J Brown	Ben	English	E6
16:45	Mr J Brown	Ben	English	E6
16:00	Mr J Brown	Ben	English	E6
16:15	Mr J Brown	Ben	English	E6
16:30	Mr J Brown	Ben	English	E6
16:45	Mr J Brown	Ben	English	E6

## Step 6: Finished

All your bookings now appear on the My Bookings page. An email confirmation has been sent and you can also print appointments by pressing *Print*. Click *Subscribe to Calendar* to add these and any future bookings to your calendar.

To change your appointments, click on *Amend Bookings*.

## [Watch the video here about video calls](#)

In order to make video calls you need to have as a minimum:

- a device with a microphone and speaker/headphones
- a compatible up-to-date web browser:  
**iPhone/iPad: Safari** **Note: there is a known issue joining video calls using iOS 14.2. Please upgrade any iOS 14.2 devices to iOS 14.3, or use an alternate device.**  
**Android: Chrome or Firefox**  
**Windows: Chrome, Firefox or Microsoft Edge (Chromium - [download here](#))**  
**Mac: Safari, Chrome or Firefox**  
**Linux: Chrome or Firefox**

We also recommend:

- Using your smartphone for video appointments. If you don't have a smartphone with a front-facing camera, use a laptop or computer with a webcam.
- Using a headset (or earphones with a microphone) to reduce echo.

# Summer GCSE Exams 2021 - Year 11 Timetable

(F = Foundation, H = Higher, bracketed timings are for students with extra time in exams) Week A

Date	Period 1 & 2 9.00 – 11.00	Period 3 11.00 – 11.40	Break 11.40 – 11.55	Period 3 & 4 11.55 – 13.25	Lunch 13.25 – 13.55	Period 5 13.55 – 15.10
<b>Monday 10<sup>th</sup> May</b>	<b>Computer Science</b> 1 hour 30 mins (1 hour 53 mins)	Normal lessons	Break	Normal lessons	Lunch	Normal Lessons
<b>Tuesday 11<sup>th</sup> May</b>	<b>Maths</b> 1.30mins (1 hour 53 mins)	Normal lessons	Break	<b>Construction</b> 45 mins (57 mins)	Lunch	Normal Lessons
<b>Wednesday 12<sup>th</sup> May</b>	<b>French Listening &amp; Reading</b> F 1 hour 20 mins F (1 hour 40 mins) H 1 hour 45 mins H (2 hours 11 mins)	Normal lessons	Break	<b>History - Medicine</b> 55 mins (1 hour 9 mins)	Lunch	Normal lessons
<b>Thursday 13<sup>th</sup> May</b>	<b>History Germany</b> 1 hour 20 mins (1 hour 40 mins)	Normal lessons	Break	<b>French Writing</b> H 1 hour 15 mins (1 hour 34 mins) F 1 hour (1 hour 15 mins)	Lunch	Normal lessons
<b>Friday 14<sup>th</sup> May</b>	<b>Science - Physics</b> 1 hour 10 mins (1 hour 27 mins) <b>Physics</b> 1 hour 40 mins (2 hours 5 mins)	Normal lessons	Break	Normal lessons	Lunch	Normal lessons

# Summer GCSE Exams 2021 - Year 11 Timetable

(F = Foundation, H = Higher, bracketed timings are for students with extra time in exams) Week B

Date	Period 1 & 2 9.00 – 11.00	Period 3 11.00 – 11.40	Break 11.40 – 11.55	Period 3 & 4 11.55 – 13.25	Lunch 13.25 – 13.55	Period 5 13.55 – 15.10
<b>Monday 17<sup>th</sup> May</b>	<b>English Lit - Macbeth</b> 1 hour (1 hours 15 mins)	Normal Lessons	Break	<b>Geography - Physical</b> 1 hour (1 hour 15 mins)	Lunch	Normal lessons
<b>Tuesday 18<sup>th</sup> May</b>	<b>English Lang</b> 1 hour 45 mins (2 hours 11 mins)	Normal lessons	Break	Normal lessons	Lunch	<b>Music</b> 1 hour (1 hour 15 mins)
<b>Wednesday 19<sup>th</sup> May</b>	<b>Science - Chemistry</b> 1 hour 10 mins (1 hour 27 mins) <b>Chemistry</b> 1 hour 40 mins (2 hours 5 mins)	Normal lessons	Break	<b>Drama Opt 2</b> <b>12.20 – 15.00</b>	Lunch	Normal lessons
<b>Thursday 20<sup>th</sup> May</b>	<b>DT</b> 1 hour 30 mins (1 hour 53 mins)	Normal lessons	Break	<b>Drama Opt 3</b> <b>12.20 – 15.00</b>	Lunch	Normal Lessons
<b>Friday 21<sup>st</sup> May</b>	<b>Science - Biology</b> 1 hour 10 mins (1 hour 27 mins) <b>Biology</b> 1 hour 40 mins (2 hours 5 mins)	Normal lessons	Break	<b>Geography – Human</b> 1 hour (1 hour 15 mins)	Lunch	Normal lessons

## CONTENT COVERED: May 2021 Summer GCSE exams

Subject	Topics/Work covered by the exam																																						
<b>English Language:</b>  <b>Literature:</b>	<ul style="list-style-type: none"> <li>English language Paper 1</li> <li>Macbeth</li> </ul>																																						
<b>Maths</b>	<b>Foundation:</b> <table border="1"> <thead> <tr> <th data-bbox="491 674 916 792">TOPIC</th><th data-bbox="916 674 1171 792">Revision Guide PAGE NUMBER</th></tr> </thead> <tbody> <tr><td>Frac/Dec/% conversions</td><td>56</td></tr> <tr><td>Fractions and % of amounts</td><td>13,55</td></tr> <tr><td>Rounding</td><td>3</td></tr> <tr><td>Metric conversions</td><td>61</td></tr> <tr><td>Powers</td><td>8</td></tr> <tr><td>Real life graphs</td><td>40</td></tr> <tr><td>Time</td><td>77</td></tr> <tr><td>Calculating</td><td>20,21</td></tr> <tr><td>Angles</td><td>73-75</td></tr> <tr><td>Simplifying and solving equations</td><td>22,23,30</td></tr> <tr><td>Prisms</td><td>84</td></tr> <tr><td>Pie charts</td><td>118</td></tr> <tr><td>Substitution</td><td>25</td></tr> <tr><td>Area and Perimeter</td><td>79,80,103</td></tr> <tr><td>Best buy</td><td>69</td></tr> <tr><td>Probability</td><td>127,128,131</td></tr> <tr><td>Distance/Speed/Time</td><td>64</td></tr> <tr><td>Sequences</td><td>34,35</td></tr> </tbody> </table>	TOPIC	Revision Guide PAGE NUMBER	Frac/Dec/% conversions	56	Fractions and % of amounts	13,55	Rounding	3	Metric conversions	61	Powers	8	Real life graphs	40	Time	77	Calculating	20,21	Angles	73-75	Simplifying and solving equations	22,23,30	Prisms	84	Pie charts	118	Substitution	25	Area and Perimeter	79,80,103	Best buy	69	Probability	127,128,131	Distance/Speed/Time	64	Sequences	34,35
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	Pythagoras	90	
	Error Intervals	97	
	Angles in polygons	16-Mar	
	<b>Higher:</b>		
	TOPIC	Revision Guide PAGE NUMBER	
	Algebraic Fractions	47	
	Boxplots	119	
	Column Vectors		
	Combinations	13	
	Expanding Brackets	17	
	Forming and solving equations	31	
	Histograms	120	
	Non Right-Angled Trigonometry	99-100	
	Percentages	62-64	
	Plotting Graphs	42	
	Prime Factors/HCF/LCM	1	
	Probability/Venn Diagrams	125, 129	
	Pythagoras/Area	76,80,83	
	Quadratic Graphs	43	
	Quadratic Sequences	24	
	Ratio	60	
	Real life graphs	30	
	Recurring Decimals	9	
	Right Angled Trigonometry	77-78	
	Similar shapes	97	
	Simplifying powers	2,3	

	Surface Area	86	
	Transformations	88-89	
Biology	<ul style="list-style-type: none"><li>• SB1 Key concepts in Biology</li><li>• SB6 Plant structures and their functions</li><li>• SB7 Animal coordination, control and homeostasis</li><li>• SB8 Exchange and transport in animals</li></ul>		
Chemistry	<ul style="list-style-type: none"><li>• SC3 Atomic Structure</li><li>• SC4 The periodic table</li><li>• SC5 Ionic bonding</li><li>• SC6 Covalent bonding</li><li>• SC7 Types of substance</li><li>• SC9 Calculations involving masses</li><li>• SC17 Groups in the periodic table</li><li>• SC18 Rates of reaction</li><li>• SC19 Heat energy changes in chemical reactions</li><li>• SC20 Fuels</li><li>• SC21 Earth and atmospheric science</li><li>• SC22 Hydrocarbons</li><li>• SC23 Alcohols and carboxylic acids</li><li>• SC24 Polymers</li><li>• SC26 Bulk and surface properties of matter including nanoparticles</li></ul>		
Physics	<ul style="list-style-type: none"><li>• SP8 Energy – forces doing work</li><li>• SP9 Forces and their effects</li><li>• SP10 Electricity and circuits</li><li>• SP11 Static electricity</li><li>• SP12 Magnetism and the motor effect</li><li>• SP14 Particle model (only density not energy calculations or pressure in gases)</li><li>• SP15 Forces and matter (only springs not pressure in fluids)</li></ul>		
Combined Science	<b>Biology (Higher and Foundation)</b>		
	<ul style="list-style-type: none"><li>• CB1 Key concepts in Biology</li><li>• CB6 Plant structures and their functions</li><li>• CB7 Animal coordination, control and homeostasis</li><li>• CB8 Exchange and transport in animals</li></ul>		
Combined Science	<b>Chemistry (Higher and Foundation)</b>		
	<ul style="list-style-type: none"><li>• CC3 Atomic Structure</li><li>• CC4 The periodic table</li><li>• CC5 Ionic bonding</li><li>• CC6 Covalent bonding</li><li>• CC7 Types of substance</li><li>• CC9 Calculations involving masses</li><li>• CC13 Groups in the periodic table</li><li>• CC14 Rates of reaction</li></ul>		

	<ul style="list-style-type: none"> <li>• CC17 Earth and atmospheric science</li> </ul> <p><b>Physics (Higher and Foundation)</b></p> <ul style="list-style-type: none"> <li>• CP7 Energy – forces doing work</li> <li>• CP8 Forces and their effects</li> <li>• CP9 Electricity and circuits</li> <li>• CP10 Magnetism and the motor effect</li> <li>• CP12 Particle model (only density not energy calculations or pressure in gases)</li> <li>• CP13 Forces and matter</li> </ul>
<b>Computer Science</b>	<p><b>Component 2: Computational thinking, algorithms and programming</b></p> <ul style="list-style-type: none"> <li>• 2.1 Algorithms</li> <li>• 2.2 Programming</li> <li>• 2.3 Producing Robust programs</li> <li>• 2.4 Computational logic</li> <li>• 2.5 Translators and facilities of language</li> <li>• 2.6 Data representation</li> </ul>
<b>Geography</b>	<p><b>Paper 1 Physical topics:</b></p> <ul style="list-style-type: none"> <li>• Tectonic hazards</li> <li>• Weather hazards</li> <li>• Climate change</li> <li>• Ecosystems</li> <li>• Cold Environments</li> <li>• Coasts</li> </ul> <p><b>Paper 2 Human topics:</b></p> <ul style="list-style-type: none"> <li>• Urban world (Rio)</li> <li>• Urban Change in the UK (Bristol)</li> <li>• Sustainable Urban development (Freiberg)</li> <li>• The Development Gap</li> <li>• Resource management</li> <li>• Food management</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• Medicine Through Time</li> <li>• Germany 1919-39</li> </ul>
<b>French</b>	<ul style="list-style-type: none"> <li>• age, birthdays</li> <li>• physical description and personality</li> <li>• relationships (family and friends)</li> </ul>

	<ul style="list-style-type: none"> <li>• marriage</li> <li>• future relationships</li> <li>• free time</li> <li>• technology in everyday life</li> <li>• for and against technology</li> <li>• books and reading</li> <li>• tv and films</li> <li>• shopping for clothes</li> <li>• customs and holidays</li> <li>• describing festivals and traditions</li> <li>• French speaking festivals</li> <li>• describing daily life</li> <li>• Home town</li> <li>• describing a region/ town</li> <li>• what to see and do</li> <li>• Opinions about where you live</li> <li>• Town V Countryside</li> <li>• directions and asking the way</li> <li>• travel and tourism</li> <li>• Weather</li> <li>• holidays - what you do normally</li> <li>• holidays - past</li> <li>• holidays - future</li> <li>• dream holiday / ideal holiday</li> <li>• booking accommodation</li> <li>• café and restaurant</li> <li>• buying souvenirs</li> <li>• holiday disasters</li> <li>• School subjects and opinions</li> <li>• School rules, timetable and typical day</li> <li>• Describing Schools</li> <li>• Differences between French and UK Schools</li> <li>• School exchanges</li> <li>• Healthy living at school &amp; Youth Health Problems</li> <li>• Career Choices and Future Career Plans</li> <li>• Plans, Hopes and Wishes for the Future</li> <li>• Applying for Jobs &amp; Discussing Work Experience</li> <li>• Job Case Studies</li> <li>• Global &amp; Social Issues</li> <li>• Weather and Natural Disasters</li> <li>• Naming and describing major Global and Social Issues such as famine, war, racism, poverty and homelessness.</li> <li>• Protecting the Environment &amp; naming environmental problems</li> <li>• Recycling and solutions to protect the planet and nature</li> <li>• Ethical Shopping</li> <li>• Volunteering</li> <li>• Big Global events</li> </ul>
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<p><b>BTEC Construction</b></p>	<ul style="list-style-type: none"> <li>• Recyclable building materials</li> <li>• Insulation types (sound and heat)</li> <li>• Site layouts</li> <li>• Partition walls</li> <li>• Foundation types</li> <li>• Sustainable construction</li> <li>• Calculating volume/perimeter/area</li> <li>• Eco joist/timber joists</li> <li>• Brownfield and green field sites</li> <li>• Types of Constuction methods</li> <li>• Floor constructions such as suspended timber and beam and block</li> <li>• DPC/DPM</li> <li>• Flooring</li> <li>• Embodied energies</li> <li>• Brickwork and pointing of brickwork</li> <li>• SIPS</li> <li>• Low- and high-rise buildings.</li> </ul>
<p><b>Design</b></p>	<ul style="list-style-type: none"> <li>• Planned obsolescence</li> <li>• Ductile materials</li> <li>• Technology push and market pull</li> <li>• Alloys</li> <li>• Recycling</li> <li>• Design process (including primary/secondary research and specifications)</li> <li>• Composite materials</li> <li>• Commercial manufacturing processes plus batch/mass/one off JIT systems</li> <li>• Choose ONE specialist material to investigate in greater detail from:METAL/WOOD/TEXTILE/POLYMER/CARD</li> <li>• Basic maths such as area/percentages/perimeter</li> </ul>
<p><b>Drama</b></p>	<p><b>Plays in Performance Practical Exam</b></p> <p>Key features of the text including:</p> <ul style="list-style-type: none"> <li>• Social, cultural or historical context</li> <li>• Genre</li> <li>• Structure</li> <li>• Character</li> <li>• Form and style</li> <li>• Stage directions</li> </ul> <p>How to communicate effectively using:</p> <ul style="list-style-type: none"> <li>• Semiotics</li> <li>• Performance / Design skill</li> <li>• Conventions</li> <li>• Playwright Intention</li> <li>• Voice, movement and language</li> </ul>

	<ul style="list-style-type: none"> <li>• Performance space</li> <li>• Impact of choices</li> </ul>
<b>Music</b>	<p><b>Analysis of study pieces (please ensure you are aware of the selected pieces)</b></p> <p>Musical Language:</p> <ul style="list-style-type: none"> <li>• Musical elements</li> <li>• Reading staff notation</li> <li>• Writing staff notation</li> <li>• Chords and chord symbols</li> <li>• Musical vocabulary and terminology</li> </ul>



Joint Council for  
Qualifications<sup>CIC</sup>

Guidance for students, parents and guardians:  
GCSEs and AS/A Levels in England  
Summer 2021

## What is this document for, and what will it tell me?

Following the impact of the Covid-19 pandemic, the UK government has decided that the Summer 2021 examination series will not go ahead as planned. Instead, teachers will determine your grades, based upon a range of evidence verified by your school or college.

These results will then be reviewed by the exam boards who designed each course, before awarding the final grades which reflect your performance on content you have been taught, and allow you to confidently progress to the next stage of your education or into employment.

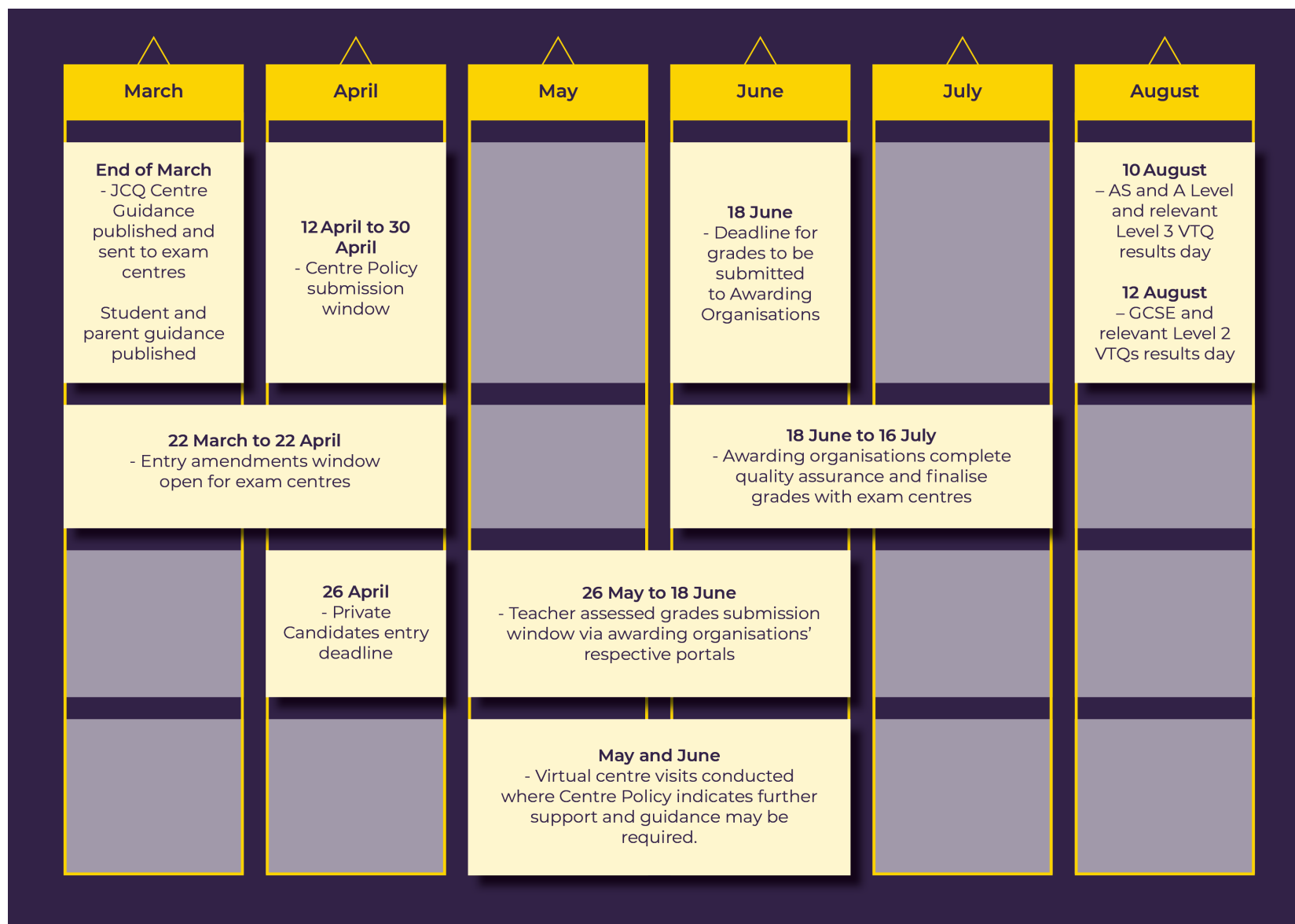
**This JCQ document provides an overview of the most important information that you and your parents or guardians need to know about how grades will be awarded this summer. This includes a timeline of what is happening and when; how teachers, schools and colleges will determine your grades; and when you will receive your results.**

JCQ and the exam boards have been working together actively to support teachers, schools and colleges to determine your grades this summer. Your school or college will be setting their own approach for teachers to follow which will be developed in line with guidance from the exam boards, Ofqual and the Department for Education.

You can find more information in our full guidance document, published on the JCQ website [here](#).



## What is happening, and when?



## How will I be assessed?

Teachers will initially determine your grades, which will then be reviewed by your school or college. The professional judgement of teachers will only be based on what you have been taught and your teachers will use a range of evidence from across the course of study to make their decision. Teachers can assess you based on:

- Records of your performance on the content you have been taught over the entire course of your studies.
- Non-exam assessment, often referred to as coursework or internal assessments, even if you have not fully completed it.
- Work you have produced in tasks set by your school or college that reflects the specification, format and marking of exam boards. This could include substantial classwork, homework, internal tests or mock exams.
- Schools and colleges also have the option to set tests for you in order to gather further evidence. Teachers can develop these tests 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.

Your teachers do not need to assess you on every aspect of each subject. They just need a range of evidence that shows your performance on the aspects you have been taught.

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

### Keeping you in the know

Your teachers will tell you which pieces of work will be used as evidence to inform your overall grade. You will 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. Your teacher will make the final judgement about what evidence is to be included - this is not a negotiation. Your teachers will not be able to tell you the grade they have submitted to the exam board.

### How is the evidence used?

No single piece of evidence will necessarily be more important than another, as teachers will be assessing you based on a range of evidence that can give an overall picture of your performance.

Ofqual has issued separate [guidance](#) to schools, colleges and teachers about the submission of teacher assessed grades, including the evidence that can be used.

### Determining grades

Once all the evidence is selected and assessments are complete, teachers will decide on an overall grade. They will do this objectively – so, if you are performing consistently at a grade B standard in a subject at A Level, you should be awarded a grade B. Exam boards will provide further advice and guidance to show the standard of work expected for particular grades, including additional grade descriptors, to supplement those previously published by Ofqual.

It is important to say that much like with exams in normal years, the grades issued by teachers, schools and colleges will not take account of your potential. They will be a snapshot of the standard you are performing at based on a wide range of evidence. It should be no easier or harder for you to achieve a grade this year based on your performance than in previous years.

## What happens after my teacher determines my grade in a subject?

Once a teacher has determined your grade, it will be reviewed by other teachers in your school or college, so grades are determined consistently with your school or college's policy. Exam boards will check these policies to make sure they meet their requirements.

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

If you have special educational needs, and/or are disabled, and require reasonable adjustments, your school or college should have ensured that these were in place when evidence was gathered. Where appropriate reasonable adjustments were not in place when you took an assessment that is being used as evidence, your teacher should take that into account when determining your grade. Your school or college could also consider whether other evidence could be used instead.

Special consideration requests will not apply in the usual way this summer because you will not be taking exams. If you think that your performance in an assessment has been affected by illness or personal circumstances, you should talk to your school or college about this as soon as possible. It is important that you raise any such instances before your school or college submits your grade.

If you have any questions about how your personal circumstances will be taken into account or want to raise anything with your school or college, now is the best time to speak to them. You should not wait until after you get your results.

**Private Candidates** – see separate guidance [here](#).

## When will I receive my grades and what happens next?

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

The details on when and where you collect your results will be up to your school or college, and they will contact you with these plans in due course. Their plans will take into account any Covid and social distancing measures which are still in place in August.

### Appeals

Although everyone will be working hard to make sure you 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 you believe an error has been made in determining your grade, you will have a right to appeal. There are two stages to the appeals process:

#### Stage 1: centre review

If you don't think you have been issued with the correct grade, you can appeal to your school or college, who will review whether they:

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

To help you decide whether to appeal, you can request that your school or college shares with you the following information on results day if not before:

- their Centre Policy
- the sources of evidence used to determine your grade along with any grades/marks associated with them
- details of any special circumstances that have been taken into account in determining your grade, e.g. access arrangements, mitigating circumstances such as illness

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

If you still don't think you have the correct grade after the centre review is complete, you can ask your school or college to appeal to the exam board, who will review whether

- the school or college made an unreasonable exercise of academic judgement<sup>1</sup> in the choice of evidence from which they determined your grade and/or in the determination of your grade from that evidence.

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<sup>1</sup> A reasonable judgement is one that is supported by evidence. An exercise of judgement will not be unreasonable simply because a student considers that an alternative grade should have been awarded, even if the student puts forward supporting evidence. There may be a difference of opinion without there being an unreasonable exercise of judgement. The reviewer will not remark individual assessments to make fine judgements but will take a holistic approach based on the overall evidence.

- the school or college did not apply a procedure correctly, e.g. they did not follow their Centre Policy, did not undertake internal quality assurance, did not take account of access arrangements or mitigating circumstances, such as illness.
- the exam board made an administrative error, e.g. they changed your grade during the processing of grades.

At both stages of the process you will need to submit your appeal to your school or college and give them your written consent to conduct the appeal or submit it to the exam board on your behalf. It's important to remember that **your grade can go down, up or stay the same** through either stage of the process.

If you have a place at university that is dependent on your appeal, you should tell the university you are hoping to go to so they can decide how to handle your offer. You should also tell your school or college so they can ask the exam board to prioritise your appeal. The timelines for priority and non-priority appeals will be as follows:

#### **10 August to 7 September:** priority appeals window

- » **10 August to 16 August:** student requests centre review
- » **10 August to 20 August:** centre conducts centre review
- » **11 August to 23 August:** centre submits appeal to exam board
- **10 August to end October:** majority of non-priority appeals take place
  - » **10 August to 3 September:** student requests centre review
  - » **10 August to 10 September:** centre conducts centre review
  - » **11 August to 17 September:** centre submits appeal to exam board

Finally, if you believe the exam board has made a procedural error in handling your appeal, you can apply to Ofqual's Exam Procedures Review Service to review the process undertaken by the exam board.

# Appeals Process

## After results day

Results issued (10/12 August)

1. **Student** asks centre for review because they think there has been an error

*Note: Grades can go up, down or stay the same*

**Centre review:** Centre checks for errors and process issues. Centre wants to change grade?

No

Yes

**Awarding Organisation** checks and issues final grade; may require input from Centre

**Centre** informs student of outcome

2. If **Student** thinks the error has not been resolved they ask centre for Awarding Organisation appeal

*Note: Grades can go up, down or stay the same*

**Centre** submits Awarding Organisation appeal

**Awarding Organisation appeal:**

Have processes been followed, is the grade a reasonable exercise of academic judgement?

No

Yes

**Awarding Organisation** issues final grade; may require input from Centre

**Awarding Organisation** issues final grade

**Centre** informs student of outcome

3. If dissatisfied, applications may be made to Ofqual's EPRS (Exam Procedures Review Service)



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