

St. James' School

Awarding Teacher Assessed Grades

How evidence will be gathered and used
Timelines for collection and submission



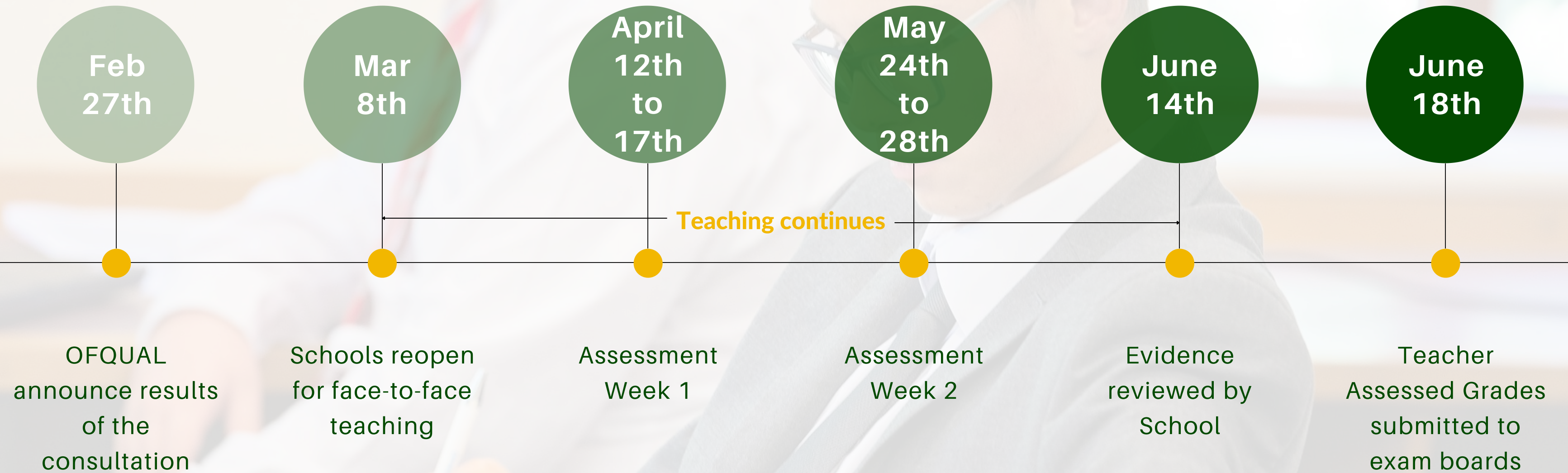
The background of the slide is a dark green overlay on a photograph of students in a classroom. Two students in the foreground are looking down at papers or books. Other students are visible in the background, some looking towards the camera. The overall tone is educational and professional.

Overview

IN SUMMER 2021, EXAM BOARDS WILL ASK EXAM CENTRES TO GENERATE, FOR EACH SUBJECT, **TEACHER ASSESSED GRADES** FOR THEIR STUDENTS.

THESE GRADES SHOULD BE BASED ON A RANGE OF EVIDENCE COMPLETED AS PART OF THE COURSE, **INCLUDING EVIDENCE PRODUCED IN THE COMING MONTHS**, WHICH DEMONSTRATES THE STUDENT'S PERFORMANCE **ON THE SUBJECT CONTENT THEY HAVE BEEN TAUGHT.**

TIMELINE





Sources of Evidence

WHAT WILL STUDENTS BE REQUIRED TO DO?



PAST PAPERS

Student work produced in response to assessment materials provided by the exam board, including groups of questions, past papers or similar materials such as practice or sample papers.



COURSEWORK

Non-exam assessment (NEA) work (often referred to as coursework), even if this has not been fully completed.



MOCK EXAMS / TESTS

Student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. This can include substantial class or homework (including those that took place during remote learning), internal tests taken by pupils and mock exams taken over the course of study.



PORTFOLIOS / PERFORMANCES / COMPOSITIONS

Records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.



Volume of Evidence

HOW MUCH EVIDENCE NEEDS TO BE GATHERED?

SUBSTANTIAL PIECES

Each exam board has the autonomy to set its own volume of evidence requirement.

Cambridge International, whom we use for IGCSE English, requires 3 substantial pieces of work for each syllabus.

Subject to other exam boards **not** imposing radically different requirements, St. James' School will determine students' grades based upon a collection of substantial pieces of evidence.

What is a substantial piece?

- TESTS LASTING 40 MINUTES OR MORE
- EXTENDED WRITING PIECES OF AT LEAST 500 WORDS
- COURSEWORK
- SKETCH BOOK / PORTFOLIO

THAT IS COMPLETED UNDER CONTROLLED CONDITIONS ACCORDING TO EXAM BOARD GUIDELINES ON ASSESSMENT/CONTENT/STYLE

The background of the slide features a photograph of three students in a classroom setting. A male student in the foreground is looking down at a book or paper. Behind him, a female student is smiling and looking towards the camera. To the right, another student is partially visible. The entire image is covered with a semi-transparent yellow filter. Two thin white vertical lines are positioned on the left and right sides of the text area.

Collection of Evidence

WHEN WILL STUDENTS BE ASSESSED?

ASSESSMENT WEEK 1

12TH - 14TH APRIL

ASSESSMENT WEEK 2

24TH - 28TH MAY



WHY ARE WE HAVING ASSESSMENT WEEKS RATHER THAN ROLLING OR AD-HOC ASSESSMENT?

So students are mentally prepared and we can assess on very well defined periods of teaching/learning.

Assessment Week 1 will cover material studied between the November mock exams and March 8th. The remainder of the term will be spent recovering this work. There are five weeks to prepare for this, three in school and two at home over Easter.

Assessment Week 2 will cover material studied between Assessment Week 1 and Assessment Week 2.

The **November Mock Exams** will be used as a substantial piece of evidence for all Year 11 and Year 13 students*

*if these results were significantly unrepresentative another provision will be made





Students are sitting
exams after all then...

NO. ASSESSMENT WEEK DOES NOT JUST MEAN EXAMS

When tests are fairest

In some subjects, testing remains the preferred way of assessing students' understanding. But in others, longer-term continual assessment, or drafted and re-drafted portfolio work may be more beneficial.

Some subjects have multiple *disciplines*, for example, Modern Languages with reading, writing, listening, and speaking components, or practicals in the sciences. It is right that we *try* to assess students in each component of a subject, but in those cases the assessments *may* take the form of more frequent shorter exercises, together forming the ***substantial piece*** to be graded.

Not every subject will *examine* students during the assessment weeks, but they will all require the submission or accumulation of a substantial piece of work within that timeframe.

After Half-Term

There will still be opportunities after Assessment Week 2, for students to demonstrate improvement and a continued upward trajectory.

Lessons will continue to be taught, with homework set, completed, and graded until just prior to June 18th.





After June 18th

June 18th will be the last day of school for the Upper Sixth.

For Year 11, if they wish, we will continue teaching lessons in subjects they wish to pursue at A-Level / College until July 10th. This is also, if COVID allows, a perfect time to organise a work experience placement.



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