This is to be read in conjunction with year 11 and year 13 results for summer 2021.  They have come back from the exam boards exactly as we submitted them with no queries about our processes.

As a reminder for governors (KS5 and KS4) this may be helpful:

- the DfE has confirmed its decision not to calculate or publish performance data for secondary schools.  The only data that will be published is KS4 and 5 subject entry data, including EBacc entry (for GCSE)

- Shenfield will not be publishing performance data as this is of very limited value and it cannot be compared to any other year’s results.

- We will not be able to provide governors with contextual progress measures such as Progress 8, as these are not being calculated.  Instead we will be focusing on individual achievement and progression for our students against a backdrop of disrupted learning.

- Governors will already be aware that grades were awarded via a process of Teacher Assessed Grades (TAGs) and will be aware of our policies and processes as reported via documentation and governor meetings.  The Centre Policy outlined the approach we took.

- TAGs were quality assured by the exam boards.  The process we undertook included the following:

-

Writing a Centre Policy that was approved by the exam boards

-

working with our Team Leaders to determine a rationale

-

working with Team Leaders to determine what had been taught and could

be assessed.

-

evidence base and policy shared with students and parents

-

school determined to use ‘internal assessments’ in formal exam

conditions over a specified time period.

-

Assistant Head Inclusion ensured that access arrangements were in

place

-

Head and Deputies ensured that appropriate mitigation was applied for

individual circumstances that had been communicated to us.

-

signed off by 2 subject experts and internal quality assurance took place

-

Head of Centre declaration

-

Sample of work sent to exam boards on request

-

Our submitted grades were not challenged

-

Our appeals process has been clearly communicated.

The Chief Regulator of Ofqual’s, Simon Lebus, has publicly acknowledged that grades may be higher than normal this year and that this is a natural consequence of students being assessed on what they have been reliably taught without the vagaries of what can happen on the day of an exam.  Our grades therefore reflect the professional judgement of our subject experts and are based on evidenced performance of students against national standards.  Because the nature of assessment was so different this year, the term ‘grade inflation’ is unhelpful and inaccurate.  Assessment was different this year and bears no real comparison to normal exam years.

Our appeals process has been clearly set out.  All students may appeal a qualification result.  Students have been reminded that results can go up as well as down.  The appeal process is in two stages:

i)

Centre review - conducted by us to check there is no administrative error

iI)

Awarding Organisation Appeal - conducted by the exam board to check for

exam board admin errors, procedural errors and errors of academic

judgement.

I hope this is a helpful summary for governors.