



SSAT policy update

Monday 11 May

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School 're'openings

Johnson's announcement 10 May

- Primary schools opened for reception, year 1 and 6 as early as 1 June
- Ambition for exam classes to see teachers before summer holidays (year 10 and 12)
- More parents encouraged to return to work, especially manufacturing and construction industries

The government advice for schools remains unchanged, and schools shouldn't knee-jerk, but might consider:

- Increased numbers when more parents return, if allowed
- Half term and summer openings
- Safeguarding and health and safety measures
- Staffing
- A 'recovery' curriculum

Government's Covid19 Strategy

Published 11 May

Phase 1

The rate of infection remains too high to allow the reopening of schools for all pupils yet. However, it is important that vulnerable children (including children in need, those with an Education, Health and Care plan and those assessed as otherwise vulnerable by educational providers or local authorities)²³ and the children of critical workers are able to attend school, as is currently permitted.

Approximately 2% of children are attending school in person, although all schools are working hard to deliver lessons remotely. But there is a large societal benefit from vulnerable children, or the children of critical workers, attending school: local authorities and schools should therefore urge more children who would benefit from attending in person to do so.

The Government is also amending its guidance to clarify that paid childcare, for example nannies and childminders, can take place subject to being able to meet the public health principles at Annex A, because these are roles where working from home is not possible. This should enable more working parents to return to work.

Phase 2

A phased return for early years settings and schools. Schools should prepare to begin to open for more children from 1 June. The Government expects children to be able to return to early years settings, and for Reception, Year 1 and Year 6 to be back in school in smaller sizes, from this point. This aims to ensure that the youngest children, and those preparing for the transition to secondary school, have maximum time with their teachers. Secondary schools and further education colleges should also prepare to begin some face to face contact with Year 10 and 12 pupils who have key exams next year, in support of their continued remote, home learning. The Government's ambition is for all primary school children to return to school before the summer for a month if feasible, though this will be kept under review. The Department of Education will engage closely with schools and early years providers to develop further detail and guidance on how schools should facilitate this.

Reminder on current Ofqual proposals

Teacher assessed grade

- Teachers use a range of evidence, and professional judgement and expertise, to come with *the most likely* grade a student would have got had they sat exams as normal
- This is **not necessarily**, but maybe the same as their last working-at grade, target grade (which should include stretch), or last predicted grade given to you / other stakeholders
- It's also not a 'deserved' grade. Ie – a student may do really well in class and home work, but just doesn't perform well in exams. Your teachers are being asked what they would have achieved on the exam
- Average day, average exam

Evidence used

- Use as much evidence as possible, including classwork, book work, recordings, photos, etc, intangible evidence such as input to class discussions
- Ofqual advise caution about using assessment done during lockdown, as this won't be under normal controlled conditions
- This doesn't mean teachers can't use evidence from this period, but must be cautious and use professional judgements to make inferences about what the data says, and doesn't
- No need to provide evidence for exam boards, but if moderated, HoDs and teachers will need to be able to support their submissions

Parents, families and bias

- Parents are naturally concerned about this process, and want to offer their own evidence and explanation
- However, this is unhelpful and does not encourage a fair process
- Examples of behaviours that should be avoided: parents informing teachers of private tuition, parents providing their own assessments of learning or progress, parents giving reasons for poor performance in previous mocks

Ranking

- For each qualification, every student must be ranked from most secure (1) to least secure within each grade boundary
- No two (or more students) can have same rank order, so subjects have to make difficult decisions about who is more secure than who
- Harder for larger subjects, with more teachers
- All students entered for a qualification, including early entries and resitters, are included in one single list
- Teacher assessed grades may be changed, **but your school's rank order will NOT be changed**

National standardisation

After grades and rank order are submitted, exam boards will use a formula to award a final 'calculated' grade. This to stop grade inflation or deflation.

The formula will take account of:

- Expected **national** grade distribution
- The prior attainment of **your** exam cohort
- **Your** school's previous results

Confidentiality, data regulation and data subject requests

- Until calculated grades are published in August **schools MUST not release the teacher-assessed grades or rank order of students**. To do so is considered exam malpractice, and may be considered gross misconduct by the individual
- After publication, the results should still be considered confidential and not released or discussed.
- **However**, under current data protection laws (GDPR), a student can request, after results are published: a) their teacher assessed grade, b) their order in the rank, c) any written or recorded correspondence that relates to this
- Schools are not allowed to make a blanket exemption

Appeals and autumn series

- Appeals are seen to protect the school and teachers
- Only centers (schools) can appeal, on behalf of individual candidates. Candidates cannot appeal themselves.
- A centre should only appeal if they think the data submitted was used incorrectly / became corrupted
- No appeals either the process / teacher assessment / or national standardization formula
- Students unhappy with their grade will be encouraged to sit exams in the autumn series or 2021 summer series

Exam fee refunds

- Exam boards are currently working out what refunds they are able to offer, if any
- Only a small amount of the fee is used on the exam and assessment itself
- Exam boards are also putting in huge additional resource to respond to this summer
- Because school costs are protected, there is an argument not to offer refunds in order that less staff employed by exam boards are made furloughed
- Any refunds may be on a qualification by qualification basis.

Accountability

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- School performance tables for 2020 will not be published by the DfE
- Therefore parents and other stakeholders will only get the narrative you choose to give them
- DfE clear, results should not be used for performance management at all this year
- Early entry data will not be used in 2021
- Ofsted inspections currently suspended, but not clear whether any suspension would continue when schools reopen

Q&A

1. To enter or not to enter? School v parent choice. Year 10 and 12.

“The exam boards are now allowing centres to amend their entries. Centres that had entered students in year 10 and below for exams this summer will be able to retain those entries or withdraw them if they would prefer their students were not part of the exceptional arrangements for summer 2020.”

‘We have therefore made the decision that students in year 10 and below who had been entered to complete exams in GCSEs, AS and A levels this summer should be issued with results on the same basis as students in year 11 and above.’

2. Dip in exam results, expecting better results. How will this be accounted for?
3. BTEC and vocational exams with two years of study – should we set teacher assessed grade for first year exam, and will these count in performance measures?
4. If students do teacher assessment AND sit exams, which counts?
5. What qualifications count in the early entry rules?
6. How can we include private candidates in a fair way? Does it disadvantage our current cohort?
7. Can we make late entries?
8. How are tiered qualifications ranked?
9. Even if yr 10 English lang early entry doesn't count, will it count towards double weighting in 2021?
10. Sixth forms are asking for predicted grades, can we give them?

Thank you – stay ~~safe and healthy~~ alert

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ssat the schools, students
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