



Ark All Saints Academy

Thursday 18th March 2021

Dear Parents,

RE: Year 11 Assessments

I hope this letter finds you well. Firstly, I want to acknowledge the resilience our year 11 scholars have shown. Their determination over the last twelve months has been phenomenal. This is evident from the “can do” manner with which they have returned to school with, their SMHW submissions, the quality of their work, attendance to live lessons and extra lessons with their teachers. You should be proud of their efforts to carry on in spite of the uncertainty brought on by cancelled GCSE exams.

The purpose of this letter is to:

1. Update you on how GCSEs will be awarded in summer 2021.
2. Inform you about the Evidence Assessments in Term 5 that all scholars should prepare for.
3. Let you know how we will be supporting scholars during this time.

How GCSEs will be awarded in summer 2021

The government and Ofqual have now issued guidance to all schools about how to assess and grade GCSE's. Ark have also given all their schools additional support and a framework to follow. We are however missing guidance and materials from exam boards on what this will all look like in practice. Our plans therefore are subject to change, but hopefully we can give you a broad overview of what's happening and how best to support your child.

GCSEs this year will be determined by centre assessed grades (CAGs). Scholars will **not** be graded by an algorithm. Instead, scholars will be graded based on what their teachers and we as an academy believe they would have achieved in normal circumstances. There will be no official GCSE exams.

We have decided on the following 4 guiding principles to ensure that this process is completed well:

1. Results are fair for all scholars.
2. We have a robust data on which to base judgements.
3. We work as a school and with the Ark network to ensure robust quality assurance.
4. Scholars and parents feel informed, involved and supported in the process.

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How will we ensure results are fair for all scholars?

Evidence, we will be clear with you and scholars about what evidence and assessments will count towards judgements and which ones will not. More details about this are below and will follow after the exam boards have released their guidance, this will not be until after the Easter break.

Curriculum, we will only assess scholars on the areas of curriculum that scholars have had the opportunity to learn well. More details of this are in the next section.

Access Arrangements, if scholars would have had access arrangements in real GCSE exams then they will have the same support (e.g. extra time or a scribe) in any assessments that count.

Special Consideration, as in a normal year, special consideration can be applied for extenuating circumstances that would affect performance in any assessment. An example of this would include a serious illness close to an assessment. If you there is something you think we should know then please contact us.

Moderation, we will follow an effective moderation process that ensures every single grade is checked and agreed by staff in school and checked again by expertise in the Ark network.

What evidence will be used?

We will look at a range of evidence to decide upon each Centre Assessed Grade. Each subject will be slightly different, and we will give you a full breakdown by subject on what will count once we have the guidance from each exam board.

The evidence will include a mixture of assessed work already completed and **further assessments after Easter**. Other than work for coursework and NEA (non-exam assessments) there will be no evidence that counts this side of the Easter holiday.

For most subjects these three things will be critical:

- Autumn Mock Exams
- NEAs
- Term 5 Evidence Assessments

Term 5 Evidence Assessments

Starting on **Tuesday 27th April** there will be assessments in all subjects that will give all scholars the opportunity to show what they have learnt and what skills they have developed during Key Stage 4. These assessments will be used as evidence towards the final grade, and it is therefore essential that scholars attend all assessments to give themselves the best chance of the highest grade. All assessments will be sat under strict exam conditions and will be run according to the timetable that is published.

Before the Easter holidays we will share with you a more detailed timetable for these assessments, so you know which subject you will have on which day. Below is an overview for you:



Ark All Saints Academy

		Mon	Tues	Weds	Thurs	Fri
1	19th April	Lessons				
2	26th April	Lessons	Assessments			
3	3rd May	B/H	Assessments		Lessons	
4	10th May	Lessons				Assessments
5	17th May	Assessments				

In order to support our scholars and parents with this we will be telling you what content will be in these assessments so that scholars are fully prepared. We have included this below so that scholars know where to focus their revision.

How can I find out more information?

There will be a virtual **Parents Evening** hosted by Mr Chapman and Mr Ade on Wednesday 24th March. You and your child can attend at 4:30pm or 5:30pm. More information to follow.

What should my child revise?

Below you will find all the topics that will be included and won't be included in any future assessments. In subjects where the curriculum is finished all content will be assessed. While in others where the curriculum hasn't been able to be completed, scholars will only be assessed on what they have had an opportunity to learn well.

A good rule of thumb is to "revise what you have been taught".



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Examined subjects

Subject	Examined Units	Non-examined Units
Maths Higher	All other content	Units 8b Constructions, Loci and Bearings Unit 13a Graphs of Trig Functions Unit 14a Collecting data Congruent triangles Complicated bounds
Maths Foundation	All other content	Unit 15 Plans and elevations, constructions, loci and bearings.
English Literature	Power and Conflict Poetry Macbeth An Inspector Calls	Unseen Poetry A Christmas Carol
English Language	Lang Paper 1 Section A & B Lang Paper 2 Section B only	Lang Paper 2 Section A Speaking and Listening
Biology – Foundation	All paper 1 and 2 content	
Biology – Higher	All paper 1 and 2 content	
Chemistry – Foundation	All paper 1 and 2 content	
Chemistry – Higher	All paper 1 and 2 content	
Physics – Foundation	All paper 1 and 2 content	
Physics – Higher	All paper 1 and 2 content	
Religious Education	Paper 1 – Christian Beliefs and Christian Practices Paper 2 – Themes A, B and D	Paper 1 – Jewish Beliefs and Jewish Practices Paper 2 – Theme E (untaught)
Music	Component 1: Performance Component 2: Composition Component 3: Listening and Appraising Q1-6 and Q9	Question 7: Musical dictation Question 8: unfamiliar listening
Drama	Component 1: Performance and Portfolio Q1-4 Component 2: Performance Component 3: An Inspector Calls	Component 3: Live theatre evaluation Portfolio Q5 and 6
Spanish	Identity & Culture (Family and relationships / Celebrations / Food and Drink) / Free time. Local area, Holiday and travel School	International global dimension (environment / bringing the world together)



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	Work and future aspirations	
Geography	<p>Paper 1 Topic 1A/B Hazardous Earth (Climate/Tectonics) Topic 2 Development Dynamics Topic 3 Urbanising World</p> <p>Paper 2 Topic 4A/B Coasts and Rivers Topic 5 Dynamic Cities</p>	<p>Paper 2 Topic 6 Fieldwork All of Paper 3</p>
History	<p>Paper 2 - Elizabeth 1558-1588 Paper 2 - Superpower Relations and the Cold War 1943-1991 Paper 3 - Russia: Topic 1 - Revolutions of 1917. Topic 2 – The Bolsheviks in Power 1917-24. Part of topic 3 – Stalin's rise to power and dictatorship 1924-41 (sub-topics: 3.1 The struggle for power 1924-29/3.2 The use of terror in the 1930s)</p>	<p>Paper 1 - Crime and Punishment (untaught) Paper 3 – Russia (Subtopics – 3.3 propaganda/3.4 Cult of Stalin) Topic 4 – Economic and social changes 1924-41</p>
Design and Technology	<p>1.1.1 New and emerging technologies (see exceptions) 1.1.2 Energy generation and storage (see exceptions) 1.1.5 Mechanical devices 1.1.6 Materials and their working properties (see exceptions) 1.2.1 Selection of materials or components 1.2.2 Forces and Stresses 1.2.3 Ecological and social footprint 1.2.4 Sources and origins 1.2.5 Using and working with materials (see exceptions) 1.2.6 Stock forms, types and sizes (see exceptions) 1.2.7 Scales of production 1.3.1 Investigation, primary and secondary data 1.3.3 The work of others 1.3.4 Design strategies 1.3.5 Communication of design ideas <u>LINKS TO MATH/SCIENCE:</u></p>	<p>1.1.1. industry, people, environment, production techniques and systems 1.1.2 everything apart from: Energy storage systems including batteries 1.1.6 metal and alloys 1.2.5 metal-based materials and electronic and mechanical systems, the modification of properties for specific purposes, how to shape, cut etc timber, metals, polymers, electronic systems 1.2.6 metal-based materials and electronic products/systems</p>



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	<p>7.1.1 Arithmetic and numerical computation</p> <p>7.1.2 Handling data</p> <p>7.1.3 Graphs</p> <p>7.2.1 Use scientific vocabulary, terminology and definitions</p> <p>7.2.2 Life cycle assessment and recycling</p> <p>7.2.3 Using materials</p>	
Computer Science	<p>3.1.1 Representing algorithms.</p> <p>3.1.2 Efficiency of algorithms</p> <p>3.1.4 Sorting algorithms</p> <p>3.2.1 Data types</p> <p>3.2.2 Programming concepts (Some)</p> <p>3.2.3 Arithmetic operations in a programming language</p> <p>3.2.4 Relational operations in a programming language</p> <p>3.2.5 Boolean operations in a programming language</p> <p>3.2.6 Data structures (1D Arrays only)</p> <p>3.2.8 String handling operations in a programming language</p> <p>3.2.9 Random number generation in a programming language</p> <p>3.2.10 Subroutines (procedures and functions)</p> <p>3.2.11 Structured programming</p> <p>3.2.12 Robust and secure programming (Validation and Authentication routines only)</p> <p>3.3 Fundamentals of data representation</p> <p>3.3.2 Converting between number bases</p> <p>3.3.3 Units of information</p> <p>3.3.4 Binary arithmetic</p>	<p>3.1.3 Searching algorithms.</p> <p>3.2.2 Programming concepts (Repeat -Until) programming Structure</p> <p>3.2.6 Data structures (Not 2D Arrays or records)</p> <p>3.2.7 Input/output and file handling</p> <p>3.2.12 Robust and secure programming (Not suitable test data)</p> <p>3.2.13 Classification of programming languages</p>



Ark All Saints Academy

	<p>3.3.5 Character encoding 3.3.6 Representing images 3.3.7 Representing sound 3.3.8 Data compression 3.4.1 Hardware and software 3.4.2 Boolean logic (Some)</p> <p>3.4.3 Software classification 3.4.4 Systems architecture (Some)</p> <p>3.5 Fundamentals of computer networks 3.6.1 Cyber security threats 3.6.1.1 Social engineering</p> <p>3.6.2 Methods to detect and prevent cyber security threats</p>	<p>3.4.2 Boolean logic (Not create/convert logic circuit diagrams only)</p> <p>3.4.4 Systems architecture (Not Cloud storage)</p> <p>3.6.1.2 Malicious code</p> <p>3.7 Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy.</p> <p>3.8 Aspects of software development</p>
Physical Education	<p>1.1 Skeletal System 1.2 Muscular System 1.3 Movement analysis 1.4 Cardiovascular System 1.5 Respiratory System 1.6 Aerobic and anaerobic exercise 1.7 The effects of exercise on the body 1.8 The components of fitness 1.9 The principle of training 1.10 Preventing injuries. 2.1 Socio-cultural influences 2.2 Ethics in sport 2.3 Sports Psychology 2.4 Health, fitness, and well-being 3.1. NEA – Sport 1 3.2 NEA – Sport 2 4.1 AEP</p>	<p>The Principle of Training: SPOR and FITT</p> <p>Sports Psychology: SMART Goal Setting</p>



Ark All Saints Academy

Non-examined subjects

Subject	Components included	Components excluded
Art	UNIT 1: AO1, AO2, AO3	UNIT 1: AO4 UNIT 2 (This was dropped by the exam boards in July 2020)
I-Media	Ro81 Written Exam (25%) NEA: Ro82 Creating a Digital Graphic (25%) and Ro83 Creating a character (25%)	NEA: Ro89 Creating a Digital Video (25%)

Summary

How GCSEs, AS and A levels will be awarded in summer 2021



Ofqual/21/67517

Working out your grade	Evidence	Results and appeals
<ul style="list-style-type: none"> Graded by teacher judgement Not graded by an algorithm School and college assessments can continue You'll only be assessed on what you've been taught Your teacher will tell you what evidence is used to grade you Private candidates to work with a school, college or exam centre to provide evidence for them to be graded 	<ul style="list-style-type: none"> Mocks, tests and work already done can be used as evidence Non-exam assessment should continue Non-exam assessments can be used as evidence even if incomplete Art & design grade based only on your portfolio Teachers can use question banks provided by exam boards if they want to Results will be based on completed and future work, so keep doing your best 	<ul style="list-style-type: none"> Results days AS and A level 10 August GCSE 12 August If you're unhappy with your grade, you can appeal it. First step is to submit an appeal to your school or college. <p>You can find out more details from your school, college or exam board, or by visiting the Ofqual website</p> <p> www.gov.uk/ofqual</p>

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How can you best support?

You can support your child by doing the following things:

1. Ensure they come to school every day and on time.
2. Make sure they give their maximum effort in classwork, homework and independent study. A good start to this would be using their QLA booklet from autumn mocks and using that as their guide for what topics they should be focusing on and matching this to the list above.
3. Reminding them to trust that their teacher will apply the utmost integrity to gather the evidence needed to generate CAGs.
4. Talk to us if you are at all concerned, we have a team of people ready to support scholars during this time.

What are we doing to support?

Intervention and study hub plans

Continuing our drive to ensure Year 11 have all knowledge gaps closed, we started after school academic intervention and study hub again on **Monday 15th March**. The sole purpose of these sessions is to support our scholars in relentlessly pursuing academic excellence.

- **Intervention sessions** every day from 3:30-4:30 (apart from Wednesdays) will be small group sessions with their teachers, focussing on **closing gaps** identified in learning checks and classwork.
- **Study hub sessions** every day from 3:30-4:30 (apart from Wednesdays) will be an opportunity for scholars to do **silent independent study** and homework in a calm, quiet and purposeful environment.
- On Wednesdays, **virtual private tuition sessions** will continue with **selected scholars**. Scholar must quickly make their way home in time for a 3:00 start. Scholars should see Mr Ade if they do not think they will be able to get home in time for their session.

GCSE results day is much earlier this year. It will be on **Thursday 12th August 2021**. This will be a day where we celebrate the outcomes your child receives and a day they continue on their journey to university and beyond!

Please also see below for more details on summer 2021 exams:

[Decisions on how GCSE, AS and A level grades will be determined in summer 2021](#)

If you would like to discuss this then please do not hesitate to contact us at

info@arkallsaintsacademy.org

Yours faithfully

Lucy Frame
Principal

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