

The Ofqual letter to schools and colleges regarding exam resilience arrangements October 2024 can be found here:

<https://www.gov.uk/government/publications/letter-to-schools-and-colleges-october-2024/letter-to-schools-and-colleges-october-2024>

In summary:

- Ofqual expects national results in 2025 to be broadly similar to those in summer 2024.
- It is normal for results to vary a little each year.
- It is helpful when preparing students for assessment to make them aware that grade boundaries typically change each exam series and are often different between exam boards. Grade boundaries are set after students have sat the assessments and marking is almost complete. The grade boundaries set reflect any differences in the difficulty of the assessments. This is important to ensure that students are not advantaged or disadvantaged based on the exam paper that they sit.
- Formulae and equations support – The Department for Education has confirmed that students taking exams in 2025, 2026 and 2027 will not need to memorise formulae and equations in GCSE maths, Physics and combined science. Formula sheets will be provided.
- Long term resilience arrangements continue – schools to have appropriate arrangements in place to gather and retain evidence of student performance in GCSEs, VTQs and A Levels, in the unlikely event that exams and assessments cannot go ahead as planned.

Ashby School's resilience arrangements:

Our trial exams in the Spring term provide our resilience arrangements. Students will be assessed under exam-like conditions wherever possible. For example, students:

- will not know the questions in the assessment beforehand
- will work independently and without assistance (other than as required for a reasonable adjustment)
- will not have access to books or revision notes
- will be supervised during the assessment.
- will be assessed under timed conditions equivalent to those under which they would expect to complete the assessment (or part of an assessment) during their exam

Papers taken in and before 2019 and from 2023 onwards will be most useful when considering the standard of work expected at each grade. This will also support teachers where the assessment undertaken also informs decisions on predicted grades, be that for use internally or for external use such as UCAS predictions.

Student Awareness:

Assessment evidence collected and retained under this guidance would be used to determine grades only in the unlikely situation that exams and formal assessment could not go ahead. Students should be told, where possible, before taking any assessment, whether their performance in the assessment would be used as part of the evidence to determine a grade for them if exams cannot go ahead as planned.

Marking:

- Teachers should mark the assessments in line with published exam board mark schemes and guidance where appropriate. The school will support teachers to mark work for the same qualification to the same standard.
- Students should be given feedback, which could include marks or comments. Students should not, however, repeat assessments with the same questions following such feedback for the purpose of evidence collection. This may be a classroom activity to reflect on learning.
- Teachers may tell the student the grade at which their performance in the assessment indicates they have performed.
- Teachers should take into account that approaches to grading were exceptional in autumn 2020 and 2021 and summer 2022. There was greater leniency in grade boundaries that is not normally applied in exams. Teachers should therefore ensure we do not consider grade boundaries from these years when providing an indicative grade for students.
- Teachers should make it clear to their students that any grade used to indicate the level at which the student has performed is not an indication of what their final grade would be if it became necessary to award a qualification using the evidence.

Retention of the work:

- Student work, either the original or a copy, must always be retained by the centre. Student work can be retained digitally or physically. Students may be given copies, or the original work, where this would support their study.