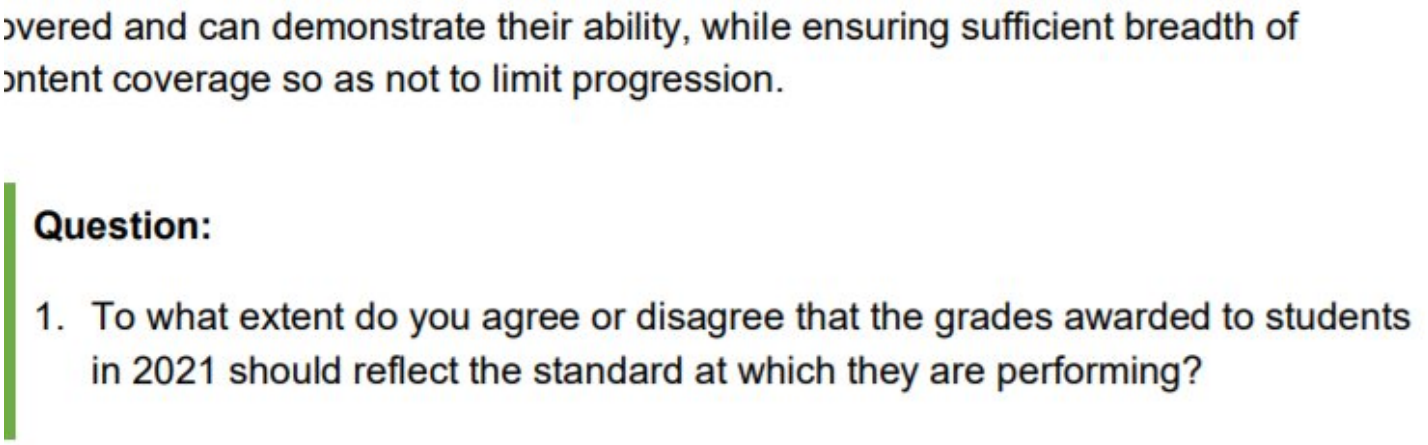
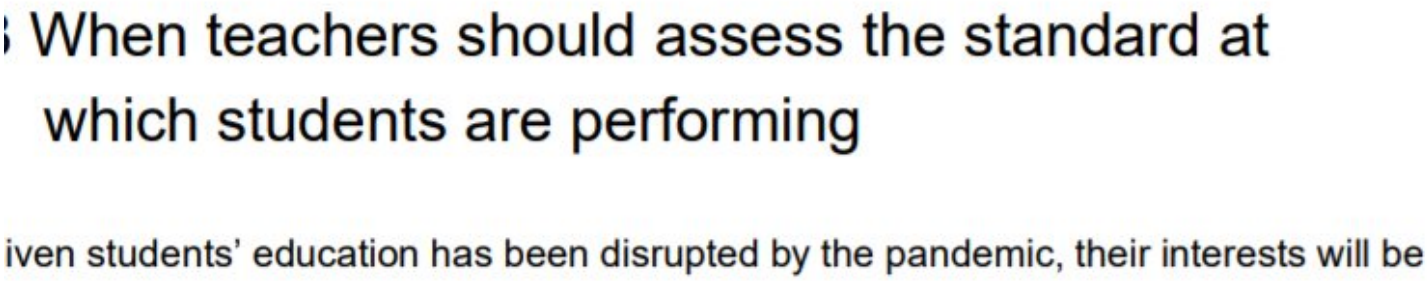
Twitter Thread by Jonathan Mountstevens

Jonathan Mountstevens
@MrMountstevens

Actually reading through the Ofqual/DfE consultation rather than what has been said about it by others. It's not making me feel any better.

But, but, but...! This is such an unreasonable question!





Just hold the **** exams, for God's sake!

Provision of papers by exam boards would support consistency within and between schools and colleges. The teacher, through the marking of the papers, could consider the evidence of the student's work and use that to inform their assessment of the grade deserved. The exam boards could also sample teachers' marking as part of the external quality assurance arrangements and to seek to ensure this was comparable across different types of school and college, wherever students are studying. The use of exam board papers could also help with appeals.

We propose that the exam boards should use in their papers, questions that are similar in style and format to those in normal exam papers. This means that the sorts of questions used will be familiar to students, who typically use past papers to help them prepare for their exams. The exam boards might use a combination of questions from past papers and new questions to develop their papers.

The nature of the papers set by the exam boards will need to be appropriate for the subject. Students must be given opportunities to show what they can do. For example, a student who was working towards a high grade in GCSE mathematics must be given the opportunity to show they could perform to a standard associated

This passage makes zero sense to me. It's like a Boris announcement on the importance of following guidance. NEA is important, but only if the kids have all done it. It's the only evidence you can use in Art, but it's ok if it's not very good. Oh, and you can just make it up.

> In some subjects, students will not have completed their non-exam assessments because of the disruption caused by the pandemic. Teachers will need to take this into account when deciding on the relative weight they give to the paper and the non-exam assessment. We believe that students should not be penalised if they have been unable to complete their non-exam assessment for reasons beyond their control. Teachers would therefore need to assess the evidence that was available for the students. The exam boards could provide guidance on this, including on any changes to the conditions under which the assessments should be taken. The weighting used by the teacher would need to be recorded, to support the exam boards' quality assurance and any appeal by the student.
>
> Art and design GCSE, AS and A levels are assessed by non-exam assessment only. For 2021, students' grades were to be based on their portfolio. We propose that the student's portfolio – whether or not it is complete at the time of the assessment – should be the sole evidence teachers use to decide on the grade the student should be awarded. As with other subjects, we believe that students should not be penalised if, for reasons beyond their control, they have been unable to complete their portfolio.
>
> We propose that while teachers should mark non-exam assessments, the exam boards should not be required to moderate their marking this year.
>
> In GCSE English language qualifications students are assessed on their spoken

Oh, and if all else fails, just make it up using whatever stuff you can find to justify what you want to give.

4.3 Other performance evidence

We propose that teachers should be able to take other evidence of a student's performance into account when deciding on the grade to be submitted to the exam board.

If teachers do not use the exam board set papers, or even where they do, they should use additional ways to assess students and to gather evidence of the standard at which their students are performing. The exam boards would provide guidance on how they could do this.

We propose that where teachers devise their own assessment materials, they should be comparable in demand to the papers provided by the exam boards. Any assessment must allow students to demonstrate the standard at which they can perform.

We propose that any teacher devised assessments used to support the final assessment should be used at the same time as the exam board papers would be taken, to avoid any students being unfairly advantaged or disadvantaged by the timing of when they are assessed. Teacher devised assessments should be supported by mark schemes, in order to support consistent marking within a school or college and any appeals.

We propose that the exam boards should provide guidance for each subject on the relative use of different forms of performance evidence.

Ah good, that's fixed the concerns over paper integrity. Nothing could possibly go wrong with these robust measures in place.

If schools and colleges use exam board provided papers or create their own, we propose they should be used by teachers within a set period of time. If students who are completing the papers do so at different times there is a risk that students taking the papers later in the window might be at an advantage, particularly if the content of the papers is leaked.

This risk could be reduced by:

(a) the exam boards creating a menu of papers from which teachers would choose. The papers could be deliberately published shortly before the assessment window opened, although students would not know which one(s) they would be required to complete

(b) all students completing the papers for a particular subject within a certain time frame—and we are seeking views on how long that should be

It is important to consider what would happen if the course of the pandemic is such that papers cannot safely be sat within a school or college (see the next section).

Following this consultation, the exam boards will seek views from schools and colleges on the dates between which the papers for each subject can be used by teachers. We propose that, in the interests of fairness and consistency, students assessed with and without the use of the exam board papers should be assessed as late as possible in the academic year

I'm sure nobody will do anything dodgy if this happens.

We expect that students' performance will be assessed within their school or college – we are hopeful that the course of the pandemic will make this possible in line with public health guidance in place at the time. However, even if this is possible for most students, it might not be possible for all. We therefore propose that, if the pandemic makes it essential, where papers are to be used in the final assessment, the papers could be completed at an alternative venue, including a student's home, where that is an option.

If any evidence used to determine a final assessment was not completed under the supervision of a teacher (either directly or remotely), the student (and anyone supervising them) would be required to make an appropriate declaration that they had not received unauthorised assistance.

For any paper it had set, an exam board would specify the time that a student should be given to complete it and whether they should have access to any materials, such as a calculator. Usual provisions for disabled students to have reasonable adjustments would be made.

It's ok guys. Who cares that the whole plan doesn't work since they're going to give us some training!

7 Supporting teachers

We propose that the exam boards should provide support materials and training to help teachers objectively and consistently assess their students' performance. This would likely cover exemplars where possible to guide teachers as they assess their students, guidance on how to conduct the assessments, information on other

performance evidence that could be taken into account, and best practice on

And if it all goes wrong, it's you they'll be appealing to! Enjoy!

We propose that teachers should not tell students the grade they have submitted to the exam boards on their behalf. However, we propose that once results have been issued a student who believes their teacher has made an error when they assessed their performance in 2021 should be able to appeal to their school or college on that basis. The review would encompass both a review of the marking of any papers provided by the exam board or the school or college itself, the marking of any non-exam assessment, as well as a review of the other evidence used by the teacher to arrive at the overall grade.

We propose that the appeal should be considered by a competent person appointed by the school or college, who had not been involved with the original assessment – this could be another teacher in the school or college or a teacher from another school or college.

If an error was found it would be corrected. The outcome of the teacher assessment could be adjusted up or down as necessary to correct the error. However, in line with normal practice, the outcome of the teacher assessment should only be changed if the person undertaking the appeal found that the outcome was not legitimate – that the outcome could not have been arrived at by a person who was reasonably exercising their academic judgement.[5]

We propose that a student should also be able to appeal further to the exam board. This would not be an appeal on the merits of the teacher assessment of the school or college's appeal decision. Rather an appeal to the exam board would be on the grounds that the school or college had not acted in line with the exam board's procedural requirements, either when assessing the standard at which the student was performing or when considering the student's appeal. A student could not appeal to the exam board on the basis that either the teacher assessment or the appeal decision was not a reasonable exercise of academic judgment where the correct procedure had been followed.

To be fair, I don't really blame Ofqual for this complete mess. The parameters they were given were impossible. Nobody could have come up with anything sensible from them. But we'll be the ones who have to pick up the pieces.