



Pearson

Supporting our
customers during
Coronavirus (COVID-19)



**Pearson's guidance on
calculated grades for
assessments in Summer 2020
Functional Skills and ESNI
Level 1 and 2 Qualifications**

28th May 2020



Functional Skills Qualifications Level 1 and 2 English (legacy and reform specification), Maths (legacy and reform specification) and ICT COVID 19 guidance

Essential Skills Northern Ireland Qualifications Level 1 and 2 Application of Number and Communication COVID 19 guidance

Ofqual's current proposed approach, in line with the directive from the secretary of State for Education, is that Functional Skills learners due to complete their qualification between **20 March 2020** and **31 July 2020** should ideally receive a calculated result (rather than an adapted or postponed assessment), where there is sufficient evidence to support a calculated results approach. CCEA have adopted the same approach for Essential Skills.

Pearson is working closely with Ofqual and other awarding bodies to ensure guidance for Functional Skills is consistent. Detailed cross awarding body guidance will be published later in May.

The purpose of this document is to outline the timelines and administrative steps required to ensure your Pearson registered learners impacted by the COVID 19 pandemic receive a calculated result.

Summary of changes:

- *Added clarification on submitting grades on page 3 'You must only provide a Pass outcome for learners in this process where you have evidence to support the request for a calculated result.'*
- *Added dates for Stage 2: '8-19th June'.*
- *Added section regarding 'Equalities and objectivity' on page 6.*

Pearson approach to calculating results

Stage 1 (15-29 th May)	Stage 2 (8-19 th June)	Stage 3 (July date TBC)
Centre registers learners and submits test bookings (see note 1 and 2)	Centre submits centre assessment grades for the learners with test bookings made at Stage 1 (see note 3 and 4)	Pearson issues results (calculated grades)



STAGE 1 - Notes

1. Ensure all learners who require a calculated result are registered with Pearson by 29 May

15 May - 29 May: Make test bookings for all learners who you will be submitting centre assessment grades for who would have completed in the time period **20 March – 31 July**. These bookings must be for **all learners** you anticipate either passing or failing. You must only provide a Pass outcome for learners in this process where you have evidence to support the request for a calculated result. (see 'supporting evidence for centre assessment grades' for more information)

These bookings are required so we will be able to publish calculated results for your learners. Bookings will be assigned to a 'COVID19' test version and will not lead to the despatch of a test paper or onscreen test file.

When you make test bookings these must be for a test date between **1 and 15 June 2020**. This will help us to identify the correct learners who require a calculated result. **You must wait until 15 May to make test bookings for any learners you expect a calculated result to be**

produced for. Until 14 May, it will be possible to book live assessments. Live assessments will be unavailable from 15 May 2020 until we advise they are available again. **If you have already made bookings which fall within the time period 1-15 June 2020 and you want a calculated result for these learners,** the booking can remain. If you do not want a calculated result for these learners, the booking should be withdrawn before 15 May 2020.

We will review the number of test bookings to ensure the information provided is consistent with historic entry patterns and may contact you as part of this process.



STAGE 2 - Notes

2. **8-19th June:** submit your centre assessment grades for the learners you have previously made test bookings for during STAGE 1.
3. **Mid June - July:** Pearson may contact you during this period if we need to ask you to review your centre assessment grades so it is important that you retain any supporting evidence you have used in reaching your decisions as we may need sight of this as part of our quality assurance process.

STAGE 3 - Notes

4. **End of July:** Pearson will publish the calculated results.

Please note: Unlike our usual on-demand process calculated results will be issued in one batch in July on a set results date which we will communicate to you once the date is confirmed.

Supporting evidence for centre assessment grades

We are working with Ofqual and other awarding bodies to define what supporting evidence would be acceptable for centres to use in deriving centre assessment grades. The following description, previously outlined in Ofqual's VTQ consultation, may help you:

'Centre assessment grades involves asking centres to provide a judgement about the grade that each learner is most likely to have achieved. This professional judgement is to be derived from evidence held within the centre (learner work or evidence of learner work) and which has been reviewed by subject teachers/tutors/assessors and relevant heads of department.

This should be a holistic professional judgement, balancing the different sources of evidence, using knowledge of the assessment aims and criteria. Teachers and heads of department in many cases will have a good understanding of their learners' performance and how they compare to other learners on the same course this year, and on previous courses and in previous years.

While teachers will not know precisely how each learner might have performed on assessments that had not been encountered, they will have a good understanding of how learners with similar achievements have performed in the past on the same or similar assessments. They should use this knowledge, combined with other evidence including previous formal and informal assessments, mock examinations and homework in coming to their judgements.

Pearson's proposed approach



We want teachers to consider each learner's performance over the course of study and make a realistic judgement of the grade each learner would have been most likely to receive if they had completed the relevant component(s) or qualification as requested by the awarding organisation. This should include U (ungraded) or fail. Where the centre has no evidence upon which to base a centre assessment grade, the centre should not provide a centre assessment grade.'

It is important that you only request a calculated result for learners where you have suitable evidence to support the request and the Head of Centre is supportive of the centre assessment grades being put forward. All decisions must be based on evidence of each learner's progress held within the centre.

Listed below are items which you should consider as evidence to support any centre assessment grades. Additional guidance is being prepared across the awarding bodies which we will share as soon as it is finalised.

Supporting evidence could come from all or some of the following:

- Mock test results from completed Pearson practice papers
- Learner work completed during the course towards the qualification. This can be work that has been undertaken in class or at home.
- Learner work demonstrating the skills assessed by the relevant Functional Skills qualification that has been completed in support of another qualification learning aim.
- Centre-marked attempts at Functional Skills practice tests.
- Previous attempts at the live exam (based on feedback previously supplied by the AO).
- Formative assessment results. Formative assessment is defined as assessment undertaken to check learning has taken place and assess progress towards the FS level. This can be centre-devised or a commercially available product. This does **not** include initial assessment (see below). A diagnostic assessment showing distance travelled is a possible example of progression but should not be the only evidence.

Initial assessment and placement tests are **not** acceptable forms of evidence and should **not** be included. This is because these tests measure the level at which the learner is operating at the point of enrolment. Therefore, results of such assessments cannot be used as supporting evidence of a learner's progress during or at the end of the course.



Equalities and Objectivity

It is important that when forming any judgment on a Centre Assessment Grade for a learner a centre should consider any reasonable adjustment to mitigate any adverse impact of the Centre Assessment Grade process. We are committed to ensuring that all learners are treated fairly through these mitigating measures, and we acknowledge that centres will be best placed to accommodate this within their Centre Assessment Grade judgements.

As Ofqual has advised, "centres should use their professional experience to make a fair and objective judgement of the grade they believe a learner would have achieved had teaching and learning continued as normal and they were able to complete their assessments. For learners with special educational needs and/or disabilities (SEND), or other vulnerable learners, we propose centres should make their judgement assuming learners had continued to receive any usual additional learning support and had any agreed reasonable adjustments in place."

Centres will be aware of any reasonable adjustments in place for learners and Centre Assessment Grades should be made on the basis that reasonable adjustments would have been in place should assessment have taken place. Protected characteristics should also be considered as part of this. Similarly, centres should also take into account any special consideration which may have impacted upon a learner's achievement in previous work/assessments if this is used as a basis for a Centre Assessment Grade.

In its published outcomes, Ofqual has recognised the importance of ensuring non-bias in Centre Assessment Grades during this time and has provided additional guidance to Awarding Organisations and Heads of Centres to support this which can be found [here](#).

If you need support or guidance please do contact our sector specialists, whose details are [here](#).

Further information

Further information agreed across awarding bodies, to support the Functional Skills calculated results approach will follow later in May. This will also include guidance on equality and ensuring learners in need of a Reasonable Adjustment or Access Arrangement are not disadvantaged.