



WOODBIDGE HIGH SCHOOL

Pride In Achievement

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Dear Parent/Carer,

I write with further important updates about the process for awarding grades for GCSE, A Level and Vocational qualifications this summer.

Please ensure you have read this letter carefully. There may be actions that you will need to take in response.

Joint Council for Qualifications (JCQ) and Ofqual Regulations

I would like to draw your attention to the full range of JCQ and the awarding bodies' regulator Ofqual documentation available on their websites. These documents set out the regulations that we are required to follow as a school in awarding grades this summer. To access the JCQ documents click [HERE](#), and to access the full set of Ofqual documents, click [HERE](#).

In particular, I would like all parents and students to read the JCQ Guide for Parents and Students, which is available [HERE](#).

Woodbridge High School Centre Policy

We have now written our Centre Policy on the awarding of grades, as required by JCQ and Ofqual. The policy has been approved by our governing body, and we have submitted it to JCQ for final approval. Please ensure you have read this policy, which is available on our website [HERE](#).

Evidence for Grading Decisions

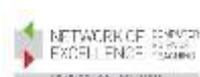
As you are aware, we are required to set out in detail the evidence which will be used for grading decisions in each subject. In lessons over the coming week, teachers will give each student a copy of the Assessment Record document which sets out the evidence that will be used in that particular subject. The full set of Assessment Records for all subjects is available on the school's website [HERE](#).

Where the evidence used for a particular student differs from that used for the whole cohort, for example if a student missed an exam or in-class assessment, or where Exam Access Arrangements (EAAs) are in place, an individual version of the Assessment Record will be created. These will be given to students individually and retained with their work.

We are required to retain all evidence used in grading decisions. In lessons, students will work with teachers to compile their evidence folder for each subject. These folders will be required for the internal and external quality assurance processes.

Exam Access Arrangements

Some students with special educational needs are entitled to Exam Access Arrangements (EAAs). Over the period of assessments since 24th March (when the process for grading decisions was announced), we have endeavoured to ensure that all students who have these entitlements are given them in their assessments.



Where this has not been possible, or where assessments used as evidence were undertaken prior to 24th March and arrangements were not in place, the student's entitlement to EAAs will be factored in to the final grading decision. All teachers are aware where students have entitlements to EAAs.

Special Consideration in the Use of Evidence

In normal circumstances where exams are taken, students can only apply for Special Consideration in situations limited by clear criteria, such as temporary illness (not long term health issues), temporary injury or some other event outside of the candidate's control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a student's ability to take an assessment or demonstrate their normal level of attainment in an assessment.

This year, where exams have not taken place, we are required to ask students and parents to let the school know if they believe that there is a reason beyond their control that has affected their performance in a particular mock exam or assessment that is being used as evidence for grading. Teachers are then required to take this Special Consideration into account in their holistic grading judgements.

If you feel that the school should be aware of any reason which might merit Special Consideration related to a particular piece of evidence used in awarding grades then you will need to inform us about this using the form [HERE](#). You will need to use a separate form for each piece of evidence affected.

For your information, JCQ's advice on Special Consideration for Summer 2021 states:

- The usual process of centres submitting special consideration applications to awarding organisations for qualifications will not apply this summer.
- As the range of evidence is flexible and can be tailored to an individual student according to coverage of the specification, then instances of special consideration should be limited.
- Centres should be able to select work completed by a student where they were unaffected by adverse circumstances.
- Where this is not possible and a temporary illness, a temporary injury or some other event outside of the student's control may have affected their performance in assessments which will be used to determine a grade, teachers should take this into account and document how they have done so.
- Special consideration cannot be applied due to lost teaching and learning. This can be addressed through the flexibility of the range of evidence centres may use to determine students' grades.
- Students should only be assessed on the content of the specification covered.
- Centres must be satisfied that the issue or event has had, or is reasonably likely to have had, a material effect on a student's ability to demonstrate his or her normal level of attainment in an assessment.
- Centres must record how they determined the impact of the misfortune.
- Students must be reminded to raise any mitigating circumstances which warrant special consideration.
- It is important that students raise these issues as soon as possible, ideally at the time of the assessment and prior to the submission of the teacher assessed grade.

Last Day of Normal School

We will have completed all our assessments by Wednesday 19th May. This will also be the last day of normal attendance for all students in years 11 and 13. No students will be in school on Thursday 20th May to allow us to standardise, moderate and check the assessment data.

The leavers' day for year 11 will be Friday 21st May. Mr Laws will write to you separately with details of this. The leavers' day and other events for year 13 will be during the week of Monday 24th May.

Availability for Additional Assessments

Students in year 11 and 13 will generally not be required to attend school in the normal way from 24th May onwards unless we ask them to attend to undertake specific additional assessments as required due to a lack of evidence for their grading decision. Students must be available to attend for additional assessments up until 18th June if needed.

Sixth Form Transition

Students in year 11 will have an onsite and distance learning transition programme if they will be joining us in the Sixth Form. This will begin from 7th June onwards and further details will be shared in due course. It is very important that any students planning to join us in the Sixth Form engage in this programme.

Malpractice

Please be reminded that teachers are not permitted to share their grading decisions with students or parents, and that students and parents are not permitted to put pressure on teachers to assign a particular grade. This could be considered to be malpractice and could result in an awarding body investigation and no grade being awarded.

Results Days

Results for A Levels and Level 3 VTQs will be published on Tuesday 10th August and results for GCSEs and Level 2 VTQs will be published on Thursday 12th August. I will let you know the arrangements for these days, and also for Sixth Form enrolment, in due course.

Appeals

Ofqual is currently consulting on the detail of the arrangements for appeals where students are unhappy with the grade that they have received. You can respond to this consultation [HERE](#) if you wish.

All students will have the right to appeal to the school and then request that we appeal to the awarding body on their behalf in specific circumstances. It will be up to the student to explain the grounds for appeal to the awarding body.

The appeals process will have two stages:

- Stage 1 is a Centre Review. The school will check that there have been no administrative or procedural errors. Administrative errors are where data has not been entered correctly. Procedural errors are where we have not applied our own policy correctly.
- Stage 2 is the Appeal to the Awarding Organisation. This can be three grounds:
 - The student believes an administrative error has affected their grade and this has not been corrected at the Stage 1 Centre Review.
 - The student believes a procedural error, or the Centre's failure to follow its Centre Policy, has affected their grade and this has not been corrected at the Stage 1 Centre Review.
 - The student believes that there was an unreasonable exercise of academic judgement by the Centre, either in the selection of evidence used to determine the grade, or in the determination of the grade from the selected evidence.

In all three cases, the student will be required to explain what they believe to be the grounds for appeal. In the third case, the student would need to explain what evidence should have been included and why, or why the grade derived from the evidence that was included was unreasonable because it did not reflect the standard of the evidence.

At Stage 2, the Centre will need to submit the evidence to the awarding body and they will determine whether the appeal is upheld, and may change the grade as a result. In the case of an appeal on the grounds of an unreasonable exercise of academic judgement, the awarding body will consider whether the original decision was one which could reasonably have been made given the evidence.

At both stages, the grades can go up or down and students will need to take this into consideration before requesting an appeal.

I will set out further details of the appeals process in due course.

And Finally

Congratulations on getting this far. Please do keep this letter safe so that you are aware of all the details of the grading and awarding process this Summer.

As we approach the final sets of assessments, I wanted to thank all students and parents for their resilience and hard work. I have seen some superb commitment from all our staff and students to do their very best. It has been a difficult time, as we negotiate the pages of guidance and complex new systems.

In so many ways, the Woodbridge community remain an inspiration to me. I wish you all the very best for the final few weeks of the assessment process.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'S. Hogan', with a horizontal line drawn through it.

Steven Hogan
Headteacher