

**Woodlands School – Standardisation and Verification Process for the Centre Assessment  
Grades, Non-GCSE Results Summer 2020**

**Standardisation Process**

- 1) Firstly, we collated all of the data from each vocational qualification, asking subject leaders to indicate which aspects of the course were complete and which were internally and externally verified.
- 2) Where a qualification has an external exam, which had yet to be sat, subject teachers were directed to refer to data from previous assessments sat under exam conditions. This included a consideration of any access arrangements pupils were entitled to. We then asked staff to consider what progress pupils would have made from this last data entry point in March 2020, based on a range of evidence such as classwork, homework, attitude to learning score, KS2 prior attainment and progress between prior data collection points (as suggested by Ofqual).
- 3) For external assessments which have already been sat, where pupils had already been identified to resit the exam after March 20<sup>th</sup>, we asked staff to consider what grade the pupils would most likely have achieved in this resit, based on a range of evidence such as classwork, homework, attitude to learning score, KS2 prior attainment and progress between prior data collection points (as suggested by Ofqual).
- 4) For any incomplete units, we asked staff to consider what grades pupils would have most likely achieved in these units based on any work in the unit, which had been completed before March 20<sup>th</sup>, as well as their performance in previous units. In addition, staff were directed to consider a range of evidence such as classwork, homework, attitude to learning score, KS2 prior attainment and progress between prior data collection points (as suggested by Ofqual). We then asked staff to enter a Centre Assessment grade for each pupil.
- 5) We next asked staff to meet remotely within their departments and rank order the pupils within each qualification or component (where required by the awarding body), with the top pupil being the most secure and the bottom pupil, the least secure. All Year 11 teachers within the department were consulted, and the final ranking was confirmed by the Head of Department.

**Department-Specific Standardisation Process**

Each department also provided detail regarding their internal standardisation process, which was signed off by the Head of Centre (David Wright – Head Teacher), the Head of Department and a second teacher within the department.

**Verification Process**

- 1) Once provided with the standardised data from each department, we analysed their overall attainment data and compared it with the department's data over the last two years, where possible (some of the courses are running this year for the first time).

- 2) Where the grade variation compared to the previous 2 years was greater than 5%, we analysed the percentage gain between the March data collection window and the summer results over the previous two years.
- 3) If the percentage gain between the March data collection window and the department's teacher-assessed attainment data for this year is in line with the previous two years' gain, the grades have remained unchanged.
- 4) If the percentage gain between the March data collection window and the department's teacher-assessed attainment data for this summer differs, we amended grades to be in line with previous years.
- 5) Where courses were running for the first time this year, we attempted to make like-for-like comparisons, as explained above, with previous courses ran in the school which had similar content (i.e. the course that department ran over the last two years.)