



Pool Hayes
Academy

POOL HAYES ACADEMY CENTRE POLICY

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021



Centre Policy for determining centre assessed grades – summer 2021.

POOL HAYES ACADEMY

Statement of intent

This section outlines the purpose of this document in relation to our centre.

Statement of Intent

This section provides details of the purpose of this document, as appropriate to our centre:

The purpose of this policy is:

- *To ensure that centre assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.*
- *To ensure the operation of effective processes with clear guidelines and support for staff.*
- *To ensure that all staff involved in the processes clearly understand their roles and responsibilities.*
- *To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.*
- *To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, centre assessed grades.*
- *To support a high standard of internal quality assurance in the allocation of centre assessed grades.*
- *To support our centre in meeting its obligations in relation to equality legislation.*
- *To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*
- *To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, to give confidence.*

Roles and responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining centre assessed grades this year.

Roles and Responsibilities

This section gives details of the roles and responsibilities within our centre:

Head of Centre

- *Our Head of Centre, Nicholas Bradnick-Thompson (until June 6th, 2021) and Thomas McDowall (thereafter), will be responsible for approving our policy for determining centre assessed grades.*
- *Our Head of Centre has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *Our Head of Centre will confirm that centre assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.*
- *Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*

Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- *provide training and support to our other staff.*
- *support the Head of Centre in the quality assurance of the final centre assessed grades.*
- *ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.*
- *be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.*
- *ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.*
- *ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*
- *ensure teachers have the information required to make accurate and fair judgments.*
- *ensure that a Head of Department Checklist is completed for each qualification that they are submitting.*

Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo will:

- *ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide centre assessed grades for each student they have entered for a qualification.*
- *ensure that the centre assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.*

- *make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.*
- *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final centre assessed grades. Any necessary variations for individual students will also be recorded.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

Examinations Officer

Our Examinations Officer will:

- *be responsible for the administration of our final centre assessed grades and for managing the post-results services.*

Training, support, and guidance

This section of our Centre Policy outlines the training, support, and guidance that our centre will provide to those determining centre assessed grades this year.

Training

This section provides details of the approach our centre will take to *training, support and guidance in determining centre assessed grades this year*.

- *Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*

Support for Newly Qualified Teachers and teachers less familiar with assessment

This section provides details of our approach to *training, support and guidance for newly qualified teachers and teachers less familiar with assessment*.

- *We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.*
- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*

Use of appropriate evidence.

This section of our Centre Policy indicates how our centre will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers*.

A. Use of evidence

This section gives details in relation to our use of evidence.

- *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.*
- *All candidate evidence used to determine centre assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*
- *We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers, or similar materials such as practice or sample papers.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
- *We will use substantial class or homework (including work that took place during remote learning).*
- *We will use internal tests taken by pupils.*
- *We will use mock exams taken over the course of study.*
- *We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama, and PE.*

We provide further detail in the following areas:

Additional Assessment Materials

- *We will use additional assessment materials to give students the opportunity to show what they know, understand, or can do in an area of content that has been taught but not yet assessed.*
- *We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that has not been taught.*

Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- *We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.*
- *We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.*
- *We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.*
- *We will consider the specification and assessment objective coverage of the assessment.*
- *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*

Determining centre assessed grades.

This section of our Centre Policy outlines the approach our centre will take to awarding centre assessed grades.

Awarding centre assessed grades based on evidence.

We give details here of our centre’s approach to awarding centre assessed grades.

- *Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e., their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.*

Year 11 Assessment Plan

Subject	Exam Board	Evidence Gained Prior to March 2021	Evidence Gathered Between 8th March 2021 and 18th June 2021.
English Language	AQA	Completed past papers. Mock Exam papers. Spoken Language Endorsement completion. Exercise book evidence checks.	In class assessment using past papers and questions. Full Exam papers under timed conditions.
English Literature	AQA	In class and online essay assessments. Completed English Literature papers. Mock Exam Papers, Exercise book evidence checks.	Completed essays on all set works. In class assessments including past papers and questions. Full exam under times conditions.
Art	AQA	In class and online planning and controlled assessments on all coursework Units.	Completion of Coursework Units.
Food	WJEC Eduqas	In class and online assessments. Extended exam questions on all aspects of the examination. Past papers and questions under timed conditions.	Photographic evidence to be taken. In class assessments and Investigations undertaken.
Engineering	OCR Nationals	In class and online assessments on Developing and presenting Engineering designs. Mock Paper.	Portfolio evidence on all examination Units plus final assessments.
I.T.	BTEC	In class and online assessment’s on drawing conclusions, reviewing data	Refining assignments. Unit assessments and assignment completion.

		and presentations. Out comes to use as evidence. Assignment Writing.	
Geography	AQA	Summative and Formative assessments. Mock Exams, Past questions answered in exercise books.	In class assessments on all aspects of the examination using past papers and designed questions.
History	AQA	Mock Exams. Exam questions answered in exercise books as evidence.	In class assessments on all aspects of the written exam. Two past papers taken under timed conditions.
R.E.	AQA	Mock Exams. Exam questions answered in exercise books as evidence.	In class assessments on all aspects of the written exam. Two past papers taken under timed conditions.
Maths	OCR	Mock Exams. Mathswatch exam papers and Practice exams.	In class assessments. Past papers and questions. A timed exam each week.
Dance	AQA	Mock paper. Assessment videos for solo performances and choreography.	Choreography and solo performance assessment completion. Timed Mock paper.
Drama	OCR	Collection and coursework evidence.	In class preparation for practical and written exams. Past papers and questions. Mock papers. Moderated outcomes of practical work.
Music	WJEC Eduqas	Marked Composition, Performance and Listening tests.	Listening exam papers and recordings of Performances for assessment.
Sport	BTEC	Marks from external online exam taken in Feb 2020. Assessment plan predictions from taught Units.	Remaining tasks from Exam Units to be completed and assessed.
Science (Triple)	AQA	End of Unit tests. Online exams and Mock exams.	Assessments of Practical work in all aspects of the exam. Exam Board tests and questions plus Mock exams.
Science (Double)	AQA	End of Unit tests. Online exams and Mock exams	Assessments of Practical work in all aspects of the exam. Exam Board tests and questions plus Mock exams
Health and Social Care	BTEC	Class and online work assessments. Mock Exam.	In class work assessments plus a timed Mock Exam.
Spanish	AQA	Class and online work assessment. Mock exams for Reading, Writing and Listening.	Evidence collected from AQA Exampro tests for all aspects of the Course. Speaking Endorsement completed.
Year 13 Assessment Plan			

Subject	Exam Board	Evidence Gained Prior to March 2021	Evidence Gathered Between 8th March and 18th June 2021.
English Lang/Lit	AQA	In class and online assessment essays on all set works. N.E.A. completed.	In class assessments using past papers and questions. Timed Mock Exams plus assessments on set works.
Art	BTEC	Mock Exam. Online sketchbook work assessments.	In class assessments on Exam Units. Mock Exams both practical and written.
Creative Technology	BTEC	Online work and assessment on Unit 4.	In class practical and written work assessments on all aspects of Unit 4.
I.T.	BTEC	Online work and assessment on Unit 5.	In class practical and written work assessments on all aspects of Unit 5.
History	AQA	Online completion of past papers and questions. End of Unit assessments and Mock Exam.	In class assessments on all aspects of the course. Timed Mock papers and marked essays.
Religious Studies	OCR	Online completion of past papers and questions. End of Unit assessments and Mock Exam.	In class assessments on all aspects of the course. Timed Mock papers and marked essays.
Sociology	AQA	In class and online essays for assessments. Mock Exam.	In class assessment past papers and questions. Timed Mock Exams.
Maths	OCR	2019-20 Mock Exams. Online assessments using past papers.	In class assessments on aspects of the course. Past papers and a timed Mock Exam
Performing Arts	BTEC	In class and online work on all Units of the course.	In class assessments on Exam Board set tasks. Assessments of performance work and filmed evidence.
Sport Double and Single Award	OCR Technical	In class and online assessments. Mock Exams.	Practical assessments on all aspects of the course. Timed Mock Exam.
Applied Science	BTEC	In class and online coursework completion	In class assessment and completion of all outstanding Units
Science. Biology, Physics and Chemistry.	OCR	In class and online assessments using past papers and questions.	In class assessments on past questions and a timed Mock Exam.
Health and Social Care	BTEC	In class and online assessments on exam and coursework. Mock Exams.	In class assessment on all Units. Past papers and questions, Timed Mock Exam.

Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of centre assessed grades, to ensure consistency, fairness, and objectivity of decisions.

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

This section gives details of our approach to internal standardisation, within and across subject departments.

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.*
- *In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.*
- *We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
 - *Arriving at centre assessed grades.*
 - *Marking of evidence*
 - *Reaching a holistic grading decision*
 - *Applying the use of grading support and documentation*
- *We will conduct internal standardisation across all grades.*
- *We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of centre assessed grades.*
- *Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.*
 - *This will be The Head of Centre*
- *In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.*

Comparison of Centre assessed grades to results for previous cohorts.

This section of our Centre Policy outlines the approach we will take to compare our centre assessed grades in 2021 with results from previous cohorts.

Comparison of Centre Assessed Grades to results for previous cohorts.

This section gives details of our internal process to ensure a comparison of centre assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- *We will compile information on the grades awarded to our students in past June series in which exams took place (e.g., 2017 - 2019).*
- *We will consider the size of our cohort from year to year.*
- *We will consider the stability of our centre’s overall grade outcomes from year to year.*
- *We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.*
- *We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.*

This section gives details of the approach our centre would follow if our initial centre assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- *We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.*
- *We will include grades from international GCSEs (for example, in mathematics) because we have previously offered these.*
- *We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.*

This section gives details of changes in our cohorts that need to be reflected in our comparisons.

- *We will omit subjects that we no longer offer from the historical data.*

Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and consider mitigating circumstances in particular instances.

Reasonable adjustments and mitigating circumstances (special consideration)

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained or take account of this when making judgements.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.*
- *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*
- *To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

This section gives details of our approach to address disruption or differentiated lost teaching.

- Centre assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.

Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

Objectivity

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Heads of Department and Centre will consider:

- *sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions).*
- *how to minimise bias in questions and marking and hidden forms of bias); and*
- *bias in centre assessed grades.*

To ensure objectivity, all staff involved in determining centre assessed grades will be made aware that:

- *unconscious bias can skew judgements.*
- *the evidence presented should be valued for its own merit as an indication of performance and attainment.*
- *centre assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics.*
- *unconscious bias is more likely to occur when quick opinions are formed; and*

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data.

C. Recording Decisions and Retention of Evidence and Data

This section outlines our approach to recording decisions and retaining evidence and data.

- *We will ensure that teachers and Heads of Departments maintain records that show how the centre assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.*
- *We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.*
- *We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.*
- *We will comply with our obligations regarding data protection legislation.*
- *We will ensure that the grades accurately reflect the evidence submitted.*
- *We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).*

Authenticating evidence

D. Authenticating evidence

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- *Robust mechanisms, which will include conducting assessments under a variety of controlled conditions, and moderation of work, will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.*

Confidentiality, malpractice, and conflicts of interest

Confidentiality

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

A. Confidentiality

This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- *All staff involved have been made aware of the need to maintain the confidentiality of centre assessed grades.*
- *All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.*

Malpractice

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

B. Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- *Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.*
- *All staff involved have been made aware of these policies and have received training in them, as necessary.*
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
 - *breaches of internal security.*
 - *deception.*
 - *improper assistance to students.*
 - *failure to appropriately authenticate a student's work.*
 - *over direction of students in preparation for common assessments.*

- *allegations that centres submit grades not supported by evidence that they know to be inaccurate.*
- *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series.*
- *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and*
- *failure to keep appropriate records of decisions made and centre assessed grades.*

- *The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status has been outlined to all relevant staff.*

Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

C. Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.*
- *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).*
- *We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.*

Appeals

This section of our Centre Policy outlines our approach to appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

A. Appeals

This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- *All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.*
- *Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.*
- *All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.*
- *Leaners have been appropriately guided as to the necessary stages of appeal.*
- *Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.*
- *Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.*
- *Appropriate information on the appeals process will be provided to parents/carers.*

Appendix A – Timeline



Timeline for CAGs 2021

Week Beginning	What needs to happen?
8 th March 2021	<p>No new content taught from now on with Year 11.</p> <p>In class assessments for Year 11 and 13</p> <p>NBT and PHA Schedule CSI Meetings with Middle Leaders to review evidence.</p>
15 th March 2021	<p>In class assessments for Year 11 and 13</p> <p>Share Timeline with ELT 16th March 2021</p> <p>NBT and PHA CAGs Planning Meetings with English and Maths FLs 17th March 2021.</p> <p>NBT and PHA CAGs Planning Meeting with Humanities FL 18th March 2021.</p>
22 nd March 2021	<p>In class assessments for Year 11 and 13</p> <p>NBT and PHA CAGs Planning Meetings with Spanish, Science and CT FLs 22nd March 2021.</p> <p>NBT and PHA CAGs Planning Meetings with Sport and Performance FL 23rd March 2021.</p> <p>Year 11 Parents Evening 25th March 2021 to communicate assessment portfolios for each student.</p>
29 th March 2021	<p>In class assessments for Year 11 and 13</p> <p>Publish Evidence ‘Portfolio Plans’ on website for Years 11 and 13 by 30th March 2021.</p>
5 th April 2021	Easter Holidays
12 th April 2021	Easter Holidays

19 th April 2021	In class assessments for Year 11 and 13 Fortnightly SLT LM Cycle to review actions following the CAGs Planning Meetings between NBT PHA and Faculty Leads Communicate to all teachers that all evidence needs to be available within ten minutes of an internal request (albeit within normal working hours)
26 th April 2021	In class assessments for Year 11 and 13 Training for Staff on JCQ's 'Maintaining Objectivity' Module (Monday 26 th April 2021)
3rd May 2021	In class assessments for Year 11 and 13
10 th May 2021	In class assessments for Year 11 and 13
17 th May 2021	In class assessments for Year 11 and 13 21 st May Data Drop 3a Internal Deadline (Predictions) 21 st May benchmark data against FFT historic trends
24 th May 2021	In class assessments for Year 11 and 13 25 th May Data Drop 3a Deadline and Submitted to Christ Clarke (Predictions) Year 11s last day in school 28 th May Internal deadline for CAGs to be entered onto centralised spreadsheets for Years 11 and 13
31 st May 2021	Half Term
7 th June 2021	DT to meet with PH to sign off grades by 11 th June.
14 th June 2021	Peter Harvey to upload CAGs to portals by 16 th June 2021. NBT TMD and LXM to QA PH Upload 17 th June 2021 Clerical Errors with upload to be addressed 18 th June 2021.

Appendix B – Qualification Portfolio of Evidence Summary (Exemplar)



Centre Assessed Grades 2021

Subject & Course title	
Exam Board	
Weighting % (exam, coursework, controlled assessment, NEA etc)	
Leader responsible	

Pre January 2021-Evidence: (please detail what evidence may be included and how it was QA'd & moderated):	
Evidence:	QA/Moderation process:

Post March 2021 planned in class assessments (If using the external set assessments from the exam board in lessons, please list here).		
Timeline	Assessment plan	QA/moderation
Spring 8 – w/c 1st March		
Spring 9 – w/c 8th March		
Spring 10 – w/c 15th March		
Spring 11 – w/c 22nd March		
Spring 12 – w/c 29th March		
Summer 1 – w/c 19th April		
Summer 2 – w/c 26th April		
Summer 3 – w/c 3rd May		
Summer 4 – w/c 10th May		
Summer 5 – w/c 17th May		

Post March 2021 Terminal assessment Evidence: (please detail what evidence may be included and how it was QA'd & moderated):	
Evidence:	QA/Moderation process:

Details of exam markers within this subject and how they have supported the QA/moderation process:
Details of external support that has supported the QA/moderation process:
Any further supporting information:

Appendix C- Pool Hayes Academy Policies

Pool Hayes Academy have in place a Contingency Plan, a Lockdown Policy and a Safeguarding Policy with references to Covid-19.

Pool Hayes Academy have in place a Malpractice Policy.

Pool Hayes Academy have in place procedures to deal with Cyber Attacks which states that,

All our systems have Sophos Antivirus software installed as do our servers.

We backup both onsite and to the cloud with a good retention should anything happen.

All our internet connections are protected by FortiGuard Firewalls and internet is filtered both on and off site.

Staff forward suspicious emails to the IT Team for checking before clicking on anything.

