



Porthcawl Comprehensive School Centre Policy on Assessment and Quality Assurance Processes for the Summer 2021 Alternative Arrangements

Centre Name: Porthcawl Comprehensive School	Centre Number: 68576
Policy adopted by Chair of Governors on (insert date): 24/03/21	Policy issued to staff on (insert date): 26/03/21
Members of staff responsible for the policy: Mr A Slade – Head of Centre Mrs A O'Brien – Deputy Headteacher Ms C-A Painter – Director of Progress	

Statement of Intent

The purpose of this Centre Policy is:

- to ensure that Centre Determined Grades (CDG) are conducted fairly, consistently, free from bias and effectively within and across departments and maintained throughout the process
- 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 Qualification Wales requirements
- to achieve a high standard of internal quality assurance in the allocation of CDGs
- to ensure the centre meets its obligations in relation to equality and disability legislation
- to ensure we meet all requirements set out in the Special Regulatory Conditions, Joint Council for Qualifications and Awarding Organisation instructions for Summer 2021 qualifications.

It will be the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand, and implement the policy.

Please note that this policy is supported by appendix documentation.

1. Roles and responsibilities
<ul style="list-style-type: none">● Chair of Governors - Mrs A Thomas will

- seek approval of this policy from the full Governing Body, and incorporate it into the policy documentation of the school.
- Headteacher - **Mr A. Slade** as Head of Centre has overall responsibility for the school as an examination centre and will
 - ensure due care and regard is taken to account for the school's legislative and regulatory duties, as an examination centre
 - ensure the planning and management of centre determined grades, in line with existing policies and practices, are conducted efficiently and in the best interest of all learners
 - ensure that publicised processes are followed by all staff
 - ensure the appropriate conduct of data collection and Quality Assurance processes
 - ensuring the best interests of the learners remain central to the process
 - keep parents and learners informed throughout
 - be responsible for overseeing internal processes, where a concern is raised by staff, regarding the authenticity of students' work provided and/or where a student wishes to review a Centre Determined Grade
 - provide any necessary training for staff in the determination of grades
- Senior staff - **Mrs A O'Brien** and **Ms C-A Painter** - with overall responsibility of assessment and quality assurance will
 - provide training and support for staff
 - support the Head of Centre in the internal quality assurance of final CDG's
 - provide a clear centre policy on how records and evidence are stored securely
 - provide guidance to achieve a consistent approach across departments
 - will QA the Grades to be awarded to ensure consistency in outcome and ensure they are in line with grades awarded in previous years
 - to ensure that quality assurance processes at school level are robustly followed. This includes ensuring that each qualification has successfully completed internal moderation of evidence, while all decisions are recorded in line with WJEC protocols.
- Examinations Officer **Mrs B Henderson** will
 - ensure accurate and timely entries
 - share promptly all information from WJEC with all relevant staff
 - assist subject leaders and members of the leadership team, specifically those with responsibility for examinations and Executive Headteacher and/or Head of School to ensure agreed processes are followed
 - undertake other key duties such as making applications for appeals keeping records of conflict of interest of any teaching staff
 - provide teaching staff with information on the provision of special consideration which does not occur in the same way this year as usual. ([Appendix 1](#))
 - ensure the accurate submission of CDGs to WJEC is documented

- **ALNCo Mrs A Dilley will**
 - provide a specialist role in respect of access arrangements ([Appendix 2](#))
 - ensure that all staff are aware of the necessary access arrangements in place for students, including reasonable adjustments for students who are entitled to these.
 - coordinate the provision of additional support to help students achieve the course aims, as they would do in normal circumstances.

- **Heads of Faculty and/or Subject leaders will**
 - be responsible for ensuring processes within the department they lead meet the requirements of the publicised WJEC Qualification Assessment Framework. This includes setting assessment tasks to enable all students within the cohort, to demonstrate what they know and understand. This is designed to enable them to have the opportunity to achieve the highest possible grade.
 - will produce a subject assessment overview and plan ([Appendix 3](#))
 - ensure that students entitled to access arrangements have these in place for the qualifications they are responsible for
 - ensure that internal moderation of work is undertaken to ensure standardisation across the team they are responsible for, which includes accurate records of internal processes.
 - be responsible for managing the accurate recording of outcomes and associated decision-making for each qualification.
 - will identify any conflicts of interest and how they will be managed in collaboration with Senior Staff with oversight of Examinations, and guidance from WJEC.
 - will identify and meet any training needs for the staff involved in assessments to allow them to correctly run and administer the assessments. ([Appendix 4](#))

- **Teaching Staff will**
 - ensure that evidence is gathered within the published schedule ([Appendix 5](#)) and that activities set, follow the expectations set by subject leaders and relevant WJEC Qualification Assessment Frameworks
 - make students aware of the nature and criteria of the task set and ensure students understand when an activity will contribute towards the determination of a grade.
 - ensure assessments are completed under the centre's appropriate level of control
 - have sufficient evidence in line with the centre policy to provide CDGs for each learner which are a fair, valid and reliable reflection of the assessed evidence available for each learner

- work with relevant subject leaders to ensure that students entitled to access arrangements, within their designated classes, have these in place.
- will ensure that reasonable adjustments for identified students are met.
- mark submitted work within the agreed timeframes, set by subject leaders.
- complete Learner Decision Records
- ensure that each learners' work is stored securely and can be retrieved to support internal reviews and/or appeals
- not provide students with an opportunity to improve their work, once submitted.

It will be the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand and implement the policy.

2. Subject assessment plans

Each subject will generate an assessment plan that outlines how grades will be awarded. This will include the evidence to be used, the way that grades will be awarded, the date of proposed assessments, the assessment mechanisms including level of control and what the quality assurance arrangements will be in place to ensure consistency and rigour. Each subject plan will also outline how access arrangements and matters relating to equality will be addressed.

Training requirements will also be indicated in the subject plan.

Subject assessment plans will be quality assured by the relevant line manager in the Leadership Team and then on a collective basis by the responsible Senior Staff, Mrs O'Brien and Ms Painter.

For each qualification, teachers will make use of WJEC assessment frameworks which include descriptors for key grades. Each grade awarded by the school must be underpinned by robust evidence.

In determining a grade, the following types of evidence can be used in each qualification:

Adapted past paper questions -

The school will make use of WJEC adapted past papers when setting tasks to help determine a grade for each qualification. Adapted past papers have already been externally quality assured; are fully supported by mark schemes; are familiar to both learners and staff. Teachers will ensure that these past papers are incorporated into normal teaching and learning in replacement of other activities undertaken in lessons.

Non-examination Assessment -

NEA exists in many qualifications. Teachers will use the performance of learners in this element to help contribute towards the determination of a grade. However, teachers will need to consider the weighting of this element to ensure that the grade awarded accurately reflects the overall standard.

Current restrictions may hamper learners' ability to complete all aspects of their NEA (for example they may have restricted or no access to specialist equipment, facilities, and software). Due to such restrictions, incomplete work, or alternative evidence demonstrating learners' knowledge, understanding and application of skills in the relevant aspects of the qualification specification, irrespective of the form the NEA is presented, can be used as evidence.

As with past papers, if subjects adapt our published or previously published NEA tasks, they will need to adapt the accompanying mark scheme and notional grade boundaries to account for the changes in content and, where appropriate, the standard.

NEA Adaptations for Summer 2021 - Information Book -

<https://www.wjec.co.uk/media/4yzjhf4u/wjec-gcse-and-gce-nea-booklet-summer-2021-e-feb-2021.pdf>

Notice to centres WJEC Approved GCSEs, AS and A levels - NEA controls 2021 -

<https://www.wjec.co.uk/media/lkrmb2kv/notice-to-centres-document-for-website-e.pdf>

Other contributing evidence -

a) Teachers may use evidence from previously completed WJEC past papers which have been externally quality assured and published with an approved mark scheme and completed under appropriately controlled conditions.

b) Assessments undertaken prior to the publication of the agreed WJEC approach. This type of evidence may be used to confirm a judgement but not necessarily to determine a judgement. The reason for this is that at the time of completion, learners would not have been aware that this piece of work would be required for determining their grade. This is designed to ensure fairness and equity for all learners.

Subjects can choose to set their own assessments and HOD have been advised to read the Assessment Creation Guide to ensure the assessments they devise are valid and reliable, especially for the purpose of awarding qualifications to learners.

Alternatively, HOD might adapt questions from past papers to match aspects of the specification content that has been taught and to ensure the tasks remain valid, reliable, and fair.

When assessing the areas studied, HOD have been advised to consider how knowledge, skills and understanding are usually sampled by us in each examination series. HOD are to refer to the grade descriptors provided in the Qualification Assessment Framework, and/or current specification assessment criteria/mark schemes to ensure centre-developed assessments are of a comparable standard.

To ensure valid and reliable outcomes, centre-devised tasks, whether taken as in-class tests, or completed as classwork (either face-to-face or remotely), will follow the same format as the SAMs and will be marked in a way that reflects the WJEC marking schemes.

The number of pieces of evidence required to determine a grade will vary per qualification. Teachers will ensure that there is sufficient opportunity for learners to provide clear evidence to demonstrate competency against the key themes and skills, as specified in each WJEC subject frameworks. It may be that relatively few pieces of clear evidence

would be sufficient to demonstrate attainment across overarching key themes for many qualifications. Teachers will ensure that the generation of evidence does not create unnecessary duplication of work.

Learners will be informed of how and when they will be assessed as subject assessment overviews will be published to learners and parents/carers w/c 12th April ([Appendix 6](#))

Subject staff will also need to evidence that online training has been completed.

Quality assurance will take place at Departmental and Leadership level and is referenced below in further detail.

3. Centre devised assessments

Staff are guided to use the standardised assessment materials (SAMs) where possible.

If a subject area decides to use a centre devised assessment they should first discuss the implications of doing so and outline their plans to SLT line manager and /or Ms C Painter - Senior Leader responsible for Assessments

If the selected past paper covers almost all the taught content, with some minor omissions, the teacher can remove the questions that assess the content not taught. The teacher will adapt the mark scheme and account for the removal of the content in relation to the notional grade boundary provided by the WJEC for that paper.

Activities must meet all of the assessment criteria and make careful reference to the WJECs Centre Assessment Creation Guide

Teaching staff should also indicate their attendance at WJEC training sessions

4. Assessment delivery

Assessments will be carried out under a level of control that satisfies the Centre that the learners work is their own.

Subject areas will document the assessment mechanisms in their subject assessment plans:

- Location of assessment
- Level of control
- Nature and duration of assessment
- Access arrangements

The evidence generated will not be completed in the form of an examination i.e. in the Sports Hall with external invigilators. However, students will produce work within a specified timeframe, to reflect the volume of work. It is anticipated that the time to produce evidence would not exceed the length of the unseen examination in the qualification. However, unlike an unseen examination, evidence may be produced over a series of lessons.

Work will be completed independently by students, under similar 'control levels' to existing arrangements, which are supervised by teachers, for non-examination assessment. This is to ensure evidence produced is the student's own. Wherever possible, this work will be completed in class in place of standard work, which is then assessed.

Where external factors prevent this from happening, such as national lockdowns etc, then work will need to be completed at home. However, where this is the case, the school will introduce mechanisms to support authenticity of student's work such as to consider the work produced against previously assessed work to verify authenticity, where the evidence submitted is atypical of the usual standard by the student.

If teachers suspect that a learner's work is not their own unaided work, as declared by the learner, it should be reported as malpractice.

Regular checks will be undertaken to authenticate work not completed under the direct supervision by the teacher. This could be achieved by:

- conducting a question and answer session with the learner to discuss aspects of their responses
- online video conferencing to observe working and discussing progress with the learner
- comparing learner performance at home with work completed within the classroom
- setting specific timescales for the work to be started and finished, and keeping records of when the work was produced
- reminding learners of the risks of getting help at home from family members which could constitute over-assistance and might lead to a malpractice investigation.

To ensure fairness, all learners in the class will take the same assessment at the same time. If a learner is unable to take the assessment at the same time as others, then they should be given a different assessment of the same nature.

In the case of NEAs, if it is the case that levels of control are altered part way through the process and that work may be completed without the usual level of supervision, consideration needs to be made as to how comparisons can be made to work that has been supervised, with that already completed without supervision.

As with any assessment how feedback is given to the learner needs to be considered and recorded prior to making the final grading.

Decisions relating to the awarded grade will not be communicated to learners and/or parents by individual staff within the subject, until the given date in June.

In line with existing policies in relation to Public Examinations and Controlled Assessment, the school will ensure that it is compliant with its Public Sector Equality Duty.

The school will also ensure that it is compliant with data protection and data processing regulations.

To ensure that no learner is advantaged or disadvantaged, HOD, when setting summative assessment activities, must consider in their subject assessment plan:

- supervision (direct/indirect and face-to-face/remote)
- duration of each task (reflective of the duration of related tasks in a standard series)
- feedback provided to the learner whilst undertaking the assessment
- opportunities to re-draft work - no opportunity to be given to improve on an assessment once completed.
- access arrangements provided to learners who have been approved to receive such arrangements.

Learners will be:

- given sufficient notice of the assessment and told which topics will be covered, although the teacher should not provide the assessment to the learner to view in advance,
- given the same time to complete the assessment as in a standard series
- given the same access to resource materials as in a standard series (ie audio/visual material; unannotated texts)
- informed that the evidence they produce must be their own unaided work
- informed they cannot access mobile phones or the internet unless this is required to access the assessment.

Learners with approved access arrangements will be given their additional extra time to complete the assessment tasks. This is to ensure fairness for all learners, and to avoid task taking conditions being used as a grounds for appeal by learners when they receive their final centre determined grade.

To ensure fairness for all learners, teachers must be confident that any work completed remotely by a learner is authentic and is their own unaided work.

A conflict of interest will exist if staff are involved in assessing and/or internal quality assuring assessment/grading decisions of members of their family or close friends. This is to be managed by the Examinations Officer, Mrs Henderson.

HOD will inform learners that any work they produce that will be used as evidence to determine their final grade must be their own work, and if that is not the case and remains undeclared, it would constitute malpractice. As is standard practice, The Examinations Officer will be informed of any potential malpractice and the centre will follow the Malpractice and Maladministration Policy as set out by JCQ.

https://www.jcq.org.uk/wp-content/uploads/2020/09/Malpractice_20-21_v2-1.pdf

Where a learner has received assistance, this must be acknowledged in the subject assessment plan so that centres can award accurate and fair grades. Additionally, if a learner has had access to additional resource material, has been given a lengthy period to produce the evidence, or has only been assessed on a very narrow aspect of the content, this must be taken into account when weighting the evidence and in awarding the overall grade.

5. Quality assurance of assessment and grading decisions

Assessing work will be the responsibility of each teacher who teaches the subject. They will assess the work of the students in their class, using a RED pen and the appropriate WJEC mark schemes to support the accurate awarding of grades. The subject teacher will record the mark and grade awarded. Physical copies of evidence will be retained and stored securely within the department.

Information for centres on retention of candidates work for the summer 2021 series JCQ - <https://www.jcq.org.uk/wp-content/uploads/2021/03/Retention-of-evidence.pdf>

Overall Grading Decisions

Grades will be decided on a holistic approach but grades must be underpinned by evidence of attainment in areas a learner has covered.

It will not be permitted for subject teachers to issue a Centre Determined Grade based on professional prediction or the potential of a learner in a given subject. Teachers will be required to apply professional judgement and decide whether the knowledge and skills that has been demonstrated by a learner meets the usual standard for a specified grade.

The standard expected for any particular grade is no lower than previous years, but the volume of work completed in the specification will be inevitably lower.

The school will be required to make use of 'best fit' judgements when determining a grade.

Learners are not required to demonstrate all aspects of a grade descriptor in order to be awarded the grade. Learners should be awarded a grade supported by evidence across sufficient breadth of content as determined by WJEC. The same grade may be achieved by demonstrating different combinations of knowledge, skills and understanding.

Where there is insufficient evidence, or where evidence is below that required for the lowest awarding grade of a qualification then a U grade will be awarded.

The school will document all decisions through the learner decision making record. This document will outline all evidence used to determine a grade and offers a rationale for the grade awarded. On this form a clear explanation will be given to help parents and learners understand the reason for the grade that has been awarded. This may form the basis of any appeal enquiry.

Special Consideration

This will be awarded by selecting work that has been completed when the learner was unaffected by the special circumstance.

It will be the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand and implement the policy.

Quality Assurance

The purpose of internal standardisation and quality assurance is to:

- provide teachers with confidence in the Centre Determined Grades they have assigned,
- ensure fairness and objectivity of decisions, and
- ensure consistency in the application of assessment criteria and standards.
- resolve any teachers' differences of opinion over awarded grades.

The school will apply the following approach to the assessment of evidence

- The teacher will assess the students' work in red pen, using WJEC mark schemes to support the accurate award of grades. Moderation activities, to establish standardised approaches to assessments will take place w/c 7th June or as soon as is reasonable and practicable, once the evidence has been submitted.
- Subject leaders will ensure that the sample of work to be moderated covers the full spectrum of grades and all teachers who have assessed work;
- Moderation activities may involve a number of teachers. Therefore, where a piece of evidence is moderated, additional comments by a separate member of staff will be made in green pen;
- Subject Leaders will review any discrepancies, with comments made in purple pen;
- At all stages, appropriate forms (either provided by WJEC or school developed) will be retained as evidence to support the final determined grade.

In order to mitigate bias class teachers will -

- ensure that only the work/evidence produced by the learner is looked at and disentangle performance from other knowledge or perceptions of the learner
- review outcomes considering other pieces of data that can help to highlight any unusual or unexpected patterns

Moderation

Internal standardisation will also ensure learners of different protected characteristics are included in the sampling and cross checked (to conform with Equality and Disability legislation).

Internal standardisation will involve all those involved in teaching the subject, cross checking the marking across the full range of marks and including learners from each class.

Each subject area will determine the size of the internal moderation sample. The exception to this is where a cohort size is less than 10; in this case the whole class cohort will be moderated.

For larger samples, the school will ensure that evidence is considered from a range of student profiles, from more able students to those with additional learning needs; and those students with protected characteristics.

All work sampled will be marked anonymously to mitigate the risk of conscious and/or unconscious bias.

No one member of staff will be able to both assess and verify the evidence of a student. In

departments where teachers work in isolation, the school will provide an opportunity for evidence to be moderated, through another centre.

Similarly, any staff who have a conflict of interest (eg. Teacher who is relative or known to a student), will need to be declared, and suitable mitigation in place to ensure the process is not compromised (eg. Teacher not involved in either assessment or verification of work).

Learner assessment data (i.e. the pupil's previous performance in that subject) will form the basis of discussions around the decisions made.

As a result of internal moderation, it may be necessary to adjust a teacher's decision to:

- match the standards as established and understood in the guidance provided.
- bring judgements in line with those of other teachers in the department.
- satisfy requirements in relation to Equality and Disability legislation

The Head of Department will ensure that the CDGs are in line with the subject's performance in recent years and provide a rationale for any significant variation.

Any variances, adjustments etc. as a result of the internal standardisation process, will be recorded.

Internal quality assurance processes will be used as a safety net to ensure outcomes are free from bias: anonymised sampling; sampling of targeted profiles (e.g. performance of boys relative to performance of girls, learners with SEND provision, learners with FSM, learners from diverse backgrounds etc.)

A further Quality Assurance process will be undertaken by the Senior Leaders - Mrs O'Brien and Ms Painter to ensure that the grades awarded are in line with those from previous external examination series.

The Senior leaders will draw together and submit contextual performance information for a given year group. This may include Key Stage 3 levels, National tests, ALPS scores and Key Stage 4 and 5 tracking data. This information will provide an anchor to the performance data.

The senior leaders will mitigate bias by

- comparing data for different learner groups across the cohort
- interrogate data from a multi-directional base involving a panel of reviewers
- use teachers' knowledge of individuals to help disentangle the narrative
- look clearly at the evidence and ask questions within a framework such as Is this what we expect to see? Are there any anomalies for particular subjects/groups? Is there anything of concern here?
- consider tracking individual learners across their range of subjects
- keep open a discussion about judgements between staff members with different viewpoints

The school will engage in Centre-Centre discussions wherever possible in order to review its processes of determining grades with leaders in other Centres. This will take place at

key milestones of the process from planning to implementation to the review of outcomes. The intention of this process is to further ensure that the awarding of grades is done in a valid, reliable and fair manner.

Recording Decisions

A decision making record (provided by the WJEC) will be completed by each teacher. This must be used by centre staff to record the Centre Determined Grade for each learner, along with a clear and unambiguous rationale as to how the evidence selected led to the final grading judgement. This helps to ensure that the correct grade for a learner has been determined and the grade awarded could be justified should there be a request for a review of the grade or an appeal.

The decision making record will include:

- identifier for each piece of evidence used to determine the grade
- mark or grade awarded for each piece of evidence
- provisional grade determined by the centre
- rationale for the grade (outlining how the different forms of evidence have been balanced in determining the final grade)
- confirmation of any special consideration or access arrangements provided (only if relevant)
- outcome of the internal quality assurance process (only for learners selected as part of the internal sample)
- confirmation that the range of processes, outlined by WJEC, have been implemented.

The school will keep a record to document clearly the rationale for grade decisions. This will include clarity of explanation which students and their parents/carers will understand. Decision records will detail who assessed the evidence and when; the decision taken; identification of any reasonable adjustments or special considerations applied; and where the evidence is safely stored;

Records will also be kept from internal moderation to standardise work, and verify performance.

The school will record the reviews requested by students and the outcome of these, along with reasons for the decision.

On submission of a Centre Determined Grade, the school will be required to make an overall declaration in relation to the processes carried out.

Private Candidates

Staff at the school are unlikely to be able to authenticate the work of private candidates. Therefore, on this basis, the school will not be accepting private candidates for summer series 2021. Private candidates will be able to apply to the local authority for arrangements to undertake assessments in summer 2021.

Public Sector Equality Duty and Data Protection

In developing an approach to centre determined grades in 2021, the school has taken steps to ensure it meets its Public Sector Equality Duty. This is a legal requirement and forms part of the Equality Act (2010), which ensures due regard to the need to

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act (2010);
- Advance equality and opportunity between people who share a relevant protected characteristic and those who do not; and
- Foster good relations between people who share relevant protected characteristics and those who do not.

The evidence gathered by the school to support the determination of grades will make use of standardised materials, produced by WJEC. This includes the use of adapted past-paper questions, and mark schemes. These materials have already been through a robust process of equality impact assessment, as part of their own process of quality assurance, to ensure they meet the needs of the general equality duty. This approach, and individual subject assessment plans, ensure that arrangements for those students entitled to concessions are met. Moderation activities will ensure that a broad range of students, which include those from protected characteristics, are included. This is to enable the school to ensure that its approach contributes to the equality of opportunity.

<https://hwb.gov.wales/api/storage/cce7f4fb-251c-4b3f-a0c8-e1990eb88437/steps-to-meet-the-public-sector-equality-duty-in-wales-e-for-publication.pdf>

The school will ensure it meets data protection and processing regulations. The school's data manager and examinations officer will undertake a review of data impact assessment and privacy notices. This may result in modifications to existing policies and practices. However, it is anticipated that joint examination regulators may coordinate this to provide assurances that data is handled appropriately and for the intended purpose.

Professional Learning

Working with Welsh Government, Qualifications Wales and WJEC, the school will ensure that appropriate training is provided to staff at all levels in order to ensure that the assessment plan, and associated processes, are implemented fully.

In addition to providing training on the assessment plan and associated actions for staff at all levels, the school will revise its existing training programme to help manage staff workload.

All staff have been guided to attend the online specific training on the WJEC secure Website on equalities issues, including public sector duties; managing conscious and unconscious bias; data processing and data protection, with particular reference to fair processing notices. ([Appendix 4](#))

Mrs Anna Morgan - Vice Chair of Governors will be available for guidance on PSED in her role as **Equality and Diversity Consultant**.

6. Learner and parents/carers communication

The involvement of learners and parents and the utilisation of a clear and transparent communications plan will be a priority to instil confidence in the approach used by the school.

A parents and learner communication plan will be implemented to provide information on the key areas.

Prior to Easter, learners will be provided with:

- An overview of the CDG process
- Types of assessment and delivery methods used
- What information will be considered by subject teachers when determining their CDGs.
- The need to ensure that all work completed in assessment activities is the learners own work and that if this is not the case then this would be considered malpractice.

Once Quality Assurance of the Centre Assessment Plan by the WJEC has taken place (w/c 12th April),the policy will be published for parents/carers and learners.

In addition to the points above, this will also set out:

- How specific and relevant access arrangements and special consideration have been met
- The recording of evidence contributing to the determination of their final qualification grade
- The internal moderation processes that will be undertaken by the school
- The recording of reviews/appeals requested by the learners and the outcome of such reviews and appeals

After Easter and by subject teaching and learning, learners will be informed of:

- Their subject assessment dates
- The topics that will be covered in each assessment. Please note that learners will not be provided with the assessment to view in advance.
- Their right to their usual 'access arrangements' if appropriate.
- Pupils will be informed of their Centre Determined Grade on June 21st.

(Appendix 7)

7. Internal reviews and complaints

All learners will be informed of their right to request a review of their grade once provisional grades are issued in June.

Stage 1: A learner may ask for a provisional grade to be reviewed before submission to WJEC. This may lead to a grade being raised or lowered. The member of staff that undertakes this review process will be an objective member of staff and not the relevant subject teacher. Reviews will take place June 21st - 25th.

Stage 2: Once final results have been issued on results days, learners may appeal to WJEC through the school, if a judgement is felt to be unreasonable or erroneous. WJEC may lower or raise the grade following this process.

Stage 3: Learners may request an Exam Procedures Review Service from Qualifications Wales to check whether WJEC has followed the required procedures.

The school complaints policy is available to all learners and parents/carers on the school's website.

APPENDIX 1

Guidance on Special Consideration for Summer 2021

Introduction

The purpose of this guidance is to provide advice to centre staff when making decisions on centre determined grades.

The guidance covers the following Qualification Wales approved qualifications:

- Qualifications Wales approved GCSE, AS and A level
- Skills Challenge Certificates
- Level 2 and Level 3 Health and Social Care: Principles and Contexts
- Level 2 Children's Care, Play, Learning and Development (Unit 216)

Special consideration

The process of centres submitting special consideration applications to awarding bodies will not apply this summer.

As the evidence is flexible and can be tailored to an individual candidate according to the coverage of the specification, instances of special consideration should be limited. Centres should be able to select work completed by candidates where they are unaffected by adverse circumstances.

Where this is not possible and a temporary illness, injury or other event outside of a candidate's control may have affected their performance in assessments which will be used to determine a grade, teachers should take this into account.

The event must relate to the candidate's performance(s) at the time of taking relevant assessments which contribute to the centre determined grade and due to events outside of their control. These include:

- Temporary illness or accident/injury
- Bereavement
- Domestic crisis

The centre is not implementing previously approved access arrangements.

Candidates will not be eligible for special consideration if preparation for, or performance in their assessments is affected by:

- Long term illness, disability, or other difficulties unless the illness or circumstances manifest themselves at the time of an assessment
- Bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment or there are on-going implications such as an inquest or court case
- Consequences of disobeying the centre's internal regulations.

Special consideration is never applied due to lost teaching and learning time. Lost teaching and learning is being addressed this summer via the assessment methods

and the flexibility afforded to the centre in the content that will be assessed, as outlined in the qualification assessment, frameworks provided by WJEC.

How to apply for special consideration

Special consideration should be implemented by the centre at assessment level through applying an allowance of additional marks to each assessment affected. The size of the allowance depends on

the timing, nature and extent of the illness or other circumstance. The maximum allowance given will be 5% of the total raw marks available in the assessment.

The severity of the circumstances and the date of the assessment in relation to the circumstances should be considered.

Centres must be satisfied that the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to demonstrate his or her normal level of attainment in an assessment.

Special consideration cannot be applied in a cumulative fashion. For example, because of a recent trauma at the time of the assessment and the candidate suffering from a viral illness. Special consideration should only be applied for the most serious indisposition.

The following are examples of circumstances which must apply at the time of the assessment.

5% - This is the maximum allowance and will be reserved for the most exceptional cases, such as:

- terminal illness of the candidate
- terminal illness of a parent/carer
- death of a member of the immediate family within two months of the assessment
- very serious and disruptive crisis/incident at or near the time of the assessment.

4% - Very serious problems such as:

- life-threatening illness of candidate or member of immediate family
- major surgery at or near the time of the assessment
- severe disease • very recent death of member of extended family
- severe or permanent bodily injury occurring at the time of the examination
- serious crisis/incident at the time of the assessment.

NB 'Very recent' is defined as within one month of the assessment(s) taking place.

3% - A more common category (more cases will fall into this category), including:

- recent traumatic experience such as death of a close friend or distant relative
- recent illness of a more serious nature
- flare-up of a severe congenital/medical condition or a psychological condition
- broken limbs
- organ disease
- physical assault trauma before an assessment
- recent crisis/incident
- witnessing a distressing event on the day of the assessment. NB 'Recent' is defined as up to four months prior to the examination(s) taking place.

2% - The most common category of allowance – most cases will fall within this category:

- illness at the time of the assessment
- broken limb on the mend
- concussion
- effects of pregnancy (not pregnancy per se)
- extreme distress on the day of an assessment (not simply assessment related stress).

1% - Reserved for more minor problems:

- illness of another candidate which leads to disruption in the assessment
- stress or anxiety for which medication has been prescribed
- hay fever on the day of an assessment
- minor upset arising from administrative problems

Appeals

As in other series, appeals may be submitted on the grounds of the application of special consideration.

Appendix 2

Access Arrangements (AAs) and Reasonable Adjustments (RAs) Summer 2021

In normal years, awarding bodies ensure that a learner's entitlement to reasonable adjustments is met via access arrangements e.g. extra time in an exam is allowed for a dyslexic learner or a visually impaired learner has a paper modified with enlarged font size.

In the absence of exams, centres are expected to ensure that arrangements are made for all eligible learners to access the assessment, as appropriate.

Reasonable Adjustments are those made to an exam or assessment to enable candidates with disabilities to demonstrate their knowledge, skills and understanding so that the disability does not put the candidate at a substantial disadvantage in comparison with a candidate who is not disabled. For summer 21, centres are required to facilitate reasonable adjustments for eligible learners where appropriate.

Centre Policy.

We must:

- ensure that we meet our obligations in relation to equality and disability legislation
- make every effort to ensure that AAs are in place when assessments are being taken. Where that has not been possible, the judgements should be reflected in the final judgement.
- ensure that we meet all requirements set out in the Special Regulatory Conditions JCQ and Awarding Organisation Instructions for Summer 2021 Qualifications -

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

- reference our policy to ensure that appropriate provision is made for learners with approved AAs including how this has been updated to account for the alternative arrangements in place Summer 2021
- provide a summary of how all evidence on which a learner's grade is based. The summary should include information relating to a learner's AAs and how it is stored during the grading process.
- reference any training provided to centre staff on provision of AAs and RAs

- For learners with SEN and/ or disabilities, schools should make their judgement assuming learners had continued to receive usual additional learning support

The decision making record should include evidence that centres have considered reasonable adjustments for learners who are entitled to them. The decision making record should also include whether guidance has been sought from specialist disability teachers and support workers.

Summer 2021 Assessment Guidance

Guidance Covers: GCSE, AS, A Levels, Skills Challenge Certificate, Level 2 and 3 Health and Social Care

Separate guidance on Access Arrangements will be provided by WJEC to support this- to follow.

Appendix 3



Centre Determined Grades – Subject Assessment Plan

Faculty:

Subject:

GCSE/AS/A2/Other:

Part 1: Checklist

Checklist	Yes/No
I have a password for the WJEC secure website	
I have downloaded and read the WJEC Assessment Creation Guide	
I have viewed all WJEC Assessment Materials	
I have spoken to my SLT link about the proposed subject assessment plan	
I will ensure fairness to all pupils is at the centre of our thinking	
I will ensure that my department participate in staff training and key meetings lead by HOD, HOF and SLT where necessary	
My department staff are aware of the accepted evidence that can contribute to the CDG	
My department staff are aware of the content of the subject assessment plan and internal timeline for the CDG process	

Part 2: Collection of Evidence

<p>Evidence to be used - Please tick one to indicate the nature of the assessment you are using</p> <ul style="list-style-type: none">• Standardised Assessment Material (SAMs e.g. adapted past papers)? <input type="checkbox"/>• A combination of SAMs and a Centre Devised Assessments (CDA)? <input type="checkbox"/>• Centre Devised Assessments only (An assessment you have created) <input type="checkbox"/> <p>Briefly outline why you have reached this decision -</p> <p>Is any training required? Y N</p>	<p>If you intend to use Centre Devised Assessments yourself please confirm that you have read and understood:</p> <p>The implications of your plans and these have been discussed with your line manager <input type="checkbox"/></p> <p>The WJECs Centre Assessment Creation Guide <input type="checkbox"/></p> <p>Your assessment meets all of the assessment criteria <input type="checkbox"/></p> <p>The need for staff to complete the online training that can be found on the WJEC secure website <input type="checkbox"/></p> <p>Initialed by HOD <input type="text"/></p> <p>HOF <input type="text"/></p>
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Choice of Assessments

	SAM or CDA	Assessment Activity eg Past Paper 2018 Paper 1, AO covered, Timing,	Tiered Paper Y/N	Date/Week to be completed
1				
2				
3				
4				

● Add more rows to table if required

NEA

Is it a requirement that the NEA is completed, even in a modified form?
Y /N

Has the NEA been completed as yet?
Y /N

How will you undertake the NEA?

Proposed date of NEA completion:

What proportion of the final awarded grade comes from the NEA _____ %

Which topics/AOs still need to be delivered/taught?

How will these be delivered prior to the assessment?

How will pupils be prepared for the assessments? e.g. Knowledge/skills delivery Retrieval practice; Past paper questions & Mark schemes;

Part 3 : Delivery of Assessments -

The questions below can be used as prompts and also you will need to amend the paragraph underneath so that the information you keep/add applies to your department

How will the assessment be undertaken? Please state the nature of venue, duration, supervision by whom, level of control, adaptations made in the event of school closure or pupils self-isolating, provision for digitally excluded pupils if appropriate.

All assessment material must be completed within the time frame.

Learners who are absent will be given another opportunity to complete the assessment but these opportunities will be limited; where reasonably practicable, if a learner is unable to take the assessment at the same time as others, then he/she will be given a different assessment of the same nature.

Learners will be required to complete assessment tasks independently.

They will complete them in school and under the conditions required to ensure that work produced is their own.

Learners will be informed of the period within which assessment tasks will be completed.

Learners will be given the required time allocated by WJEC to complete the assessments. This time will be disaggregated across a number of lessons/sessions but should not exceed the total time set by the WJEC.

Feedback can be provided to learners on the scores (**not grades**) attained in the assessment tasks but decisions relating to the awarded grade will not be communicated to learners and/or parents by individual staff within the subject, until the given date in June.

Access Arrangements and Reasonable Adjustments - The department will liaise with the ALN department to ensure that all learners entitled to additional time will be provided with this opportunity. The department will also ensure that learners receive the reasonable adjustments required to access their optimal attainment including modified assessment materials that may need to be provided, where required, following consultation with the ALNCo.

Please attach the names of any FSM/AN/LAC pupils giving the nature of entitlement and how that will be met.

Part 4 : Marking Procedures -

The questions below can be used as prompts and also you will need to amend the paragraph underneath so that the information you keep/add applies to your department

Outline your procedures for marking, feedback and quality assurance (Who is responsible for ensuring all pupils complete the assessments, follow up on those who haven't? Marking tasks? Conduct of the internal moderation? Proposed date, What is your sample size and reason? How will the sample be determined? Are Learner groups appropriately represented?)

Mark-schemes provided by WJEC will be utilised by all teachers to assess WJEC-devised tasks.

Any supplementary evidence must have evidence of use of WJEC-provided guidance on marking.

Staff will use the WJEC-set grade descriptors provided to give a general indication of the standards of achievement likely to have been shown by learners awarded particular grades. The descriptors must be interpreted in relation to the content set out in the GCSE specification (as adapted for 2021).

Training will be provided, via standardisation meetings, to all staff responsible for marking of assessment materials.

A printed and signed* agreement on the application of the mark scheme will be provided within the evidence of learner work for scrutiny, where required.

Adaptations – based on methods used by learners – will be identified at this stage.

Cross-set marking may be undertaken to avoid any unconscious bias.

Staff will mark assessment tasks in red pen. Where appropriate, annotation should be provided to justify a given mark.

Part 5 : Quality Assurance

A representative sample will be identified (Males/Females/eFSM/EAL/ALN/MAT).

All teaching staff within the department will be involved in the moderation procedure. Work provided for the sample will be anonymised.

Moderators will confirm marks by initialling in GREEN pen next to the awarded marks.

Where amendments are required, HOD will sign to confirm that these are accurate. This will be done in PURPLE pen. The department will identify exemplars within the sample relating to specific standards for grades A* - G.

All changes implemented to marks awarded will be documented and the record retained as evidence.

* Where there may be a conflict of interest, this responsibility will pass to HOD

All staff will complete the Decision Making Record when available from the WJEC.

How will pupil completion of assessment tasks (and catch up where necessary) be monitored?

Arrangements post assessment if learner evidence is below expectation/not secure/pupils are absent:

Part 6 : Reviews

Any review of a grade will follow the expectations outlined by the school and, in line with expectations outlined by WJEC.

Stage 1: Review will take place 21st June - 25th June. A learner may ask for a provisional grade to be reviewed before submission to WJEC.

This may lead to a grade being raised or lowered.

Stage 2: Once final results have been issued on results days, learners may appeal to WJEC through the school, if a judgement is felt to be unreasonable or erroneous. WJEC may lower or raise the grade following this process.

Stage 3: Learners may request an Exam Procedures Review Service from Qualifications Wales to check whether WJEC has followed the required procedures.

Part 7: Final Checklist

Subject Assessment Plan Final Checklist	Yes/No
I have read and understood the Centre Assessment and Quality Assurance Policy	
My department is clear about what needs to be taught and how the assessments will be administered and supervised	
I will ensure that mark schemes are understood and consistently applied	
My department staff are aware of the access arrangements for pupils in the cohort	
My department staff are aware of the special consideration procedure and have declared any conflict of interest before CDGs are awarded.	

Signed HOD

Signed HOF

Signed SLT Link.....

Date

Appendix 4

WJEC Assessment 2021 - Training Log

Teacher: _____

Subject: _____

Training Information	Date completed	Actions / Comments / Follow Up
<p>Download the Training and Guidance pack for your subject area.</p> <p>Summer 2021 Subject Assessment Resources</p> <ul style="list-style-type: none">● Select the level● Scroll for subject● Right hand side of screen – Training materials for download <p>Please note, not all subjects are available as yet.</p>		
<p>Session 1 - The Foundations of Assessment and Assessment Creation - 5th March</p>		
<p>Session 2 - Centre Approach to Assessment and quality Assurance (w/c 8th March)</p>		

Session 3 - Microsoft Teams Live Event - Questions and Answers with WJEC - 12th March		
Session 4 - Objectivity in Assessing learner Evidence and Unconscious Bias - provided by Diverse Cymru (w/c 22nd March)		
Session 5 - Microsoft Teams Live Event - Questions and Answers with WJEC and Diverse Cymru - 25th March		
Session 6 - Making final Adjustments on Qualification Grades (w/c 19th April)		
Session 7 - Good practice in Assessing and Awarding Grades to leavers (w/c 26th April)		
Session 8 - Microsoft Teams Live Event - Questions and Answers with WJEC - 5th May		

Session 9 - How to submit CDGs to WJEC - 17th May		

Teachers Signature: _____

HOD signature _____

WJEC Timeline -

<https://www.wjec.co.uk/media/xabdcgua/summer-2021-timeline-march-infographic-8.pdf>

PCS Key Dates for Staff

19th March - Centre Policy Document to WJEC

26th March - Assessment Overview to CAP

12th April - Centre Policy feedback from WJEC

13th/14th April - feedback to HOD to 'tweak' assessment plans

19th April - Subject Assessment Plan - Final document

28th May - all assessments to be completed

7-11th June - Finalising CDGs - Department QA and Moderation

11th June - Provisional CDG onto marksheet

15th/16th June - SLT Quality Assurance by AOB/CAP

17th June - Feedback to HOD - adjustments made if necessary

18th June - Finalise CDG outcomes

21st June - Provisional CDG issued to learners

21st -25th June - Appeals Stage 1

28th June - 2nd July - Exam Officer to submit Provisional CDGs to WJEC

Appendix 6

Subject Assessment Overview



Subject and Qualification

Assessment Source (Past Paper, NEA, Centre Devised Assessment)	AO Covered, Unit of Spec.	Delivery Method (teacher supervised - test, classwork, unsupervised homework) time allowed, number of lessons)	Total Marks and Weighting	Date to be delivered/ Already undertaken

Appendix 7

Key Dates for Learners

Date	Event
By Easter	The school will inform students how you will be assessed and graded for your qualification
12th April - 28th May	You should have face-to-face teaching and some additional assessments
21st - 25th June	You will receive your provisional Centre Determined Grades and you will have the opportunity to ask for your grades to be reviewed
28th June - 2nd July	The school will submit the provisional Centre Determined Grades to WJEC
10th August	AS and A level Results Day
10th August – 7th September	You will have the opportunity to appeal your AS or/and A level result to WJEC
12th August	GCSE Results Day
24th August – 21st September*	You will have the opportunity to appeal your GCSE result to WJEC
Post results day	You will have the opportunity to appeal to Qualifications Wales for an Exam Procedures Review Service (EPRS)

*Provisional Date