



If you can dream it...
Ysgol Bae Baglan

Ysgol Bae Baglan Assessment and Quality Assurance Policy

MONITORING AND EVALUATION OF POLICY

Date passed by Governing Body: March 2021

Chairperson.....*E.V. Latham*.....

Centre Name: Ysgol Bae Baglan	Centre Number: 68804
Policy adopted by Board of Governors on (insert date): 23 rd March 2021	Policy issued to staff on (insert date): 24 th March 2021
Member of staff responsible for the policy: Gareth Williams	Policy accepted by WJEC 19/4/21

Introduction

In the absence of an exam series, and ongoing disruption to teaching and learning, centres will be determining the GCSE, AS or A level grades awarded to learners in summer 2021.

The school assessment and quality assurance processes policy aims to provide clear guidance of the school's approach to assessment and quality assurance of the provisional Centre Determined Grades based on the evidence which has been produced in accordance with the WJEC Qualification Assessment Frameworks. This guidance gives an overview of what decisions teachers need to make, how they should make those decisions and what types of evidence should be used to support those decisions.

This plan only applies to those qualifications GCSE, AS and A level, which are regulated in Wales. For the very few qualifications outside of this remit, and regulated by Ofqual, the school will apply the relevant guidance once it is published.

To ensure transparency and inspire confidence, we endeavour to communicate with pupils, parents and other stakeholders an up-to-date assessment approach via our website at <https://ysgolbaebaglan.j2bloggy.com/centre-determined-grades/> our school twitter account and through direct correspondence with pupils and parents. Further information on the policy is available from WJEC www.wjec.co.uk. A detailed timeline can be found in **Appendix A**.

The purpose of this Policy is to:

- Ensure that provisional Centre Determined Grades (CDG) are conducted fairly, consistently, free from bias and effectively within and across departments and maintained throughout the process
- Ensure the operation of effective processes with clear guidelines and support for staff
- Ensure that all staff involved in the processes clearly understand their roles and responsibilities
- Support teachers to take evidence-based decisions in line with Qualification Wales requirements
- Achieve a high standard of internal quality assurance in the allocation of CDGs
- Ensure the centre meets its obligations in relation to equality and disability legislation
- Ensure we meet all requirements set out in the Special Regulatory Conditions, Joint Council for Qualifications and Awarding Organisation instructions for Summer 2021 qualifications.

Centre Determined Grades

A Centre Determined Grade is the grade awarded by the school, as an examination centre, on the basis of attainment which has been demonstrated in the areas of the qualification content that a pupil has covered.

For each qualification, teachers will make use of WJEC Assessment Frameworks which include descriptors for key grades to support the accurate distribution of awards. Each grade awarded by the school must be underpinned by robust evidence to demonstrate a pupil's attainment across key themes and skills. These will vary per qualification, as determined by the requirements of each WJEC Qualification Assessment Frameworks.

It will not be possible or permitted for teachers, or the school, to attempt to issue a provisional Centre Determined Grade based on professional prediction or the potential of a pupil. Teachers will be required to apply their professional judgement and decide whether the knowledge and skills demonstrated meets the usual standard for a specified grade.

In determining grades, the school will be required to make 'best-fit' judgements. This means that pupils are not required to demonstrate all aspects of a grade descriptor to be awarded the grade; pupils should be awarded a grade which supports evidence of attainment across sufficient breadth of content, within the specified qualification, as determined by WJEC; and may achieve the same grades by demonstrating different combinations of knowledge, skills and understanding. This ensures that strengths in some areas counterbalance shortcomings in others. As a result, the 'best-fit' grade may be awarded.

Where there is insufficient evidence, or where evidence suggest attainment is below that required of the lowest grade for a qualification (ie. G grade at GCSE; E grade at AS/A level) then a pupil will be awarded a provisional Centre Determined Grade of U.

While the standard expected for any particular grade will not be lowered in 2021, the use of Centre Determined Grades acknowledges that the volume of work completed by a pupil will be less than in previous years, owing to the ongoing impact of the global health crisis. Therefore, the use of Centre Determined Grades seeks to ensure pupils are not unfairly disadvantaged by the process. At the same time, they are designed to enable all pupils to progress to their next stage of learning and/or employment.

1. Roles and responsibilities

Governing body:

- This policy will be shared with the Governing Body for approval. The policy, once approved, will be signed and dated by the Chair.

Headteacher:

- Has overall responsibility for the school as an examination / assessment centre.
- Will ensure that all staff are clear on their roles and responsibilities and that they have had the appropriate professional learning to ensure the process of awarding CDG to pupils is fair, robust transparent and free from bias.
- Will ensure the quality assurance process will consider the appropriate choice of areas of learning and assessment to enable progress and will also consider the nature of assessment, marking and grading. The assessment plan and grading processes will be quality assured in discussions between teacher teams and members of the Senior Leadership Team. Once quality assurance has been completed at the centre, the grade will be submitted to WJEC.
- Will advise on appeals received and liaise with relevant staff
- Will communicate our assessment approach with stakeholders via our usual ways of communication.
- Will sign off the Head of Centre declaration once all processes are complete.

Senior Leadership Team will:

- Assist in the QA process, providing help support and guidance to staff and assisting the Headteacher with the implementation of the process. They will work with subjects they line manage.
- Accountable for the safe and secure conduct of the use of the WJEC adapted past papers. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the process, begin coordinating with heads of HoD to schedule assessments including dates and times for the completion of any additional assessments.
- Update marksheets in SIMS to provide a mechanism for the safe recording of pupils' provisional CDGs.
- Ensure that once internal moderation has taken place, the evidence collected by subject teams will be handed to the EO. This evidence will then be stored securely.
- Ensure that all staff are aware of any pupils who would receive special consideration. Teachers will take this into account when making their judgements. The guidance given by JCQ and WJEC will be applied.
- Assist the EO in performing a final check on the provisional CDGs prior to submission to WJEC to ensure no clerical errors have occurred.

ALNCO / SENCO will:

- Ensure that all necessary access arrangements are in place including reasonable adjustments for pupils who are entitled to these. Names of pupil's to be shared with HoD and staff.
- Ensure that all documentation / paperwork is with the EO for safe keeping.
- Work with teaching staff to ensure requirements for support staff are met especially when completing assessments ensuring that pupils receive their full entitlement.

Heads of Department will:

- Develop assessment plans in line with WJEC guidance. These will be discussed / developed collaboratively via meetings with their teams and HoDs within the LA. This will ensure consistency in the decision making and development of these plans. These will meet the requirements of the published WJEC Qualification Assessment Framework.
- Ensure that internal moderation of work is undertaken to ensure standardisation across the team they lead, which includes accurate records of internal processes.
- Ensure that access arrangements are in place for those entitled to them.
- Implement the QA process to ensure provisional CDGs awarded are fair and free from bias. Samples of work will be viewed to ensure processes have been correctly followed and mark schemes adhered to.
- Discuss grades awarded initially with team members and then with their line manager for certification.
- Ensure that the provisional CDGs are uploaded to SIMS by the agreed deadline. Prior to distribution to pupils will implement a checking exercise to ensure that grades submitted are correct and free from error.
- Ensure that provisional CDGs uploaded to the WJEC secure site have been checked prior to submission.
- Ensure that their team adheres to deadlines as set by the DH/EO
- Where appropriate ensure that a range of evidence has been used when arriving at the final provisional CDG.
- Ensure that any assessments developed by the department follow the guidance as set out by [WJEC Assessment Creation Guidance](#) to help ensure the assessments provide fair access for pupils.
- Ensure that the expected standard will be no lower than in previous years, but the volume of work completed in the subject specification will inevitably be lower for many pupils.

Subject teachers will:

- Ensure that assessments are completed under controlled conditions and that no electronic device are to be used i.e. mobile phones, smart watches etc.
- Mark internally assessed adapted past papers using the mark schemes provided by the awarding body. Will not disclose the marks / equivalent grade to pupils as this is just one element of the holistic approach to determining the provisional CDGs. Teachers will not allow pupils to improve their work, once submitted.
- Make pupils aware of the nature and criteria of the task set and ensure they understand when an activity will contribute towards the determination of a grade
- Take part in appropriate departmental standardisation and moderation of evidence gathered.
- Retain candidates' work securely between assessment sessions (if more than one) prior to passing to the HoD. Candidates work will then be securely stored by EO/DH and retained for any subsequent appeals that may follow.
- Ask the special educational needs coordinator (SENCO) and the Examinations Officer for any assistance required for the administration and management of access arrangements.
- Ensure that the provisional CDG for each pupil is a holistic professional judgement, balancing the different sources of evidence which could include internal exams, adapted past papers provided by WJEC, NEA elements and other assessed work. The grade will be awarded on the basis of demonstrated attainment in areas of the qualification content that a pupil has covered.
- Take into account that the number of pieces and type of evidence required to support judgements will not be prescribed as this will vary by qualification. It may be that relatively few pieces of clear evidence would be sufficient to demonstrate attainment across overarching key themes for many qualifications.
- Ensure that pupils do not have to demonstrate all aspects of the level descriptors to receive that grade. However, they will ensure that there is available evidence of attainment across sufficient breadth of content.
- Ensure that all evidence used to determine the provisional CDG for each pupil is collated and handed to the HoD.
- Ensure that evidence comes from work completed by the pupil, on adapted specification content during the course of study for the qualification.

Examinations Officer will:

- Ensure that candidates and their parents are informed of entries made.
- Administer access arrangements and makes applications using the JCQ Access arrangements relating to candidates who are eligible for adjustments in examinations. These will be shared with HoD.
- Ensure all entries are made in a timely manner building into this process opportunities for all staff to check entries made including correct tiers.

- Share promptly all information received with the DH and all staff, as and when required.
- Assist with the secure storage of all evidence relating to the awarding of the provisional CDGs

3. Malpractice, Maladministration and Plagiarism

- For the purpose of this document 'malpractice' is defined as:
Any act, or failure to act, that threatens or compromises the integrity of the assessment process or the validity of qualifications and their certification. This includes: maladministration and the failure to maintain appropriate records or systems; the deliberate falsification of records or documents for any reason connected to the award of qualifications; acts of plagiarism or other academic misconduct; and/or actions that compromise the reputation or authority of YBB, its officers and employees.
- YBB will report all relevant cases of suspected malpractice to Awarding Bodies, accepting that in certain circumstances Awarding Bodies may take action of its own, including imposing sanctions.

Some examples of pupil malpractice are described below. These examples are not exhaustive and all incidents of suspected malpractice, whether or not described below, will be fully investigated, where there are sufficient grounds to do so.

- Obtaining assessment material without authorisation.
- Collaborating with another pupil or individual, by any means, to complete an assessment, unless it has been clearly stated that such collaboration is permitted.
- Damaging another pupil's work.
- Failure to comply with published awarding bodies' examination regulations.
- Disruptive behaviour or unacceptable conduct, including the use of offensive language, at the school (including aggressive or offensive language or behaviour).
- Misrepresentation or plagiarism.
- Possession of any materials not permitted in the assessment room, regardless of whether or not they are relevant to the assessment, or whether or not the pupil refers to them during the assessment process, for example notes, blank paper, electronic devices including mobile phones, smart watches, personal organisers, books, dictionaries / calculators (when prohibited).
- Communicating in any form, for example verbally or electronically, with other pupils in the assessment room when it is prohibited.
- Copying the work of another pupil or knowingly allowing another pupil to copy from their own work.
- Failure to comply with instructions given by the class teacher, including but not

limited to: a) working beyond the allocated time; b) refusing to hand in assessment script / paper when requested; c) not adhering to warnings relating to conduct during the assessment.

Examples of malpractice by, teachers and other officers, are listed below. These examples are not exhaustive and all incidents of suspected malpractice, whether or not described below, will be fully investigated, where there are sufficient grounds to do so.

- Allowing pupils to copy another pupil's assessment work.
- Allowing pupils to work collaboratively during an assessment, unless specified in the assessment brief.
- Completing the assessment for a pupil or providing them with assistance beyond that "normally" expected
- Failing to report a suspected case of pupil malpractice, including plagiarism, to the HT / DH and subsequently the awarding body.
- Failing to keep assessment question papers, assessment scripts or other assessment materials secure, before during or after the assessment.
- Allowing disruptive behaviour or unacceptable conduct to go unchallenged.
- Where there is malpractice it is dealt with under the disciplinary policy of the school and the awarding body will be informed.

Investigation by the School into alleged malpractice by candidates

- The Examinations Officer will conduct a full enquiry into the malpractice in conjunction with the Head Teacher. If malpractice is deemed to have taken place, then a full written report is submitted to the Awarding Body with supporting evidence.
- Candidates accused of malpractice are made fully aware at the earliest opportunity of the nature of the alleged malpractice, and of the possible consequences should malpractice be proven. The parents/guardians of the candidates are also notified in writing of the alleged malpractice and of the possible consequences.
- Candidates accused of malpractice must be given the opportunity to respond (preferably in writing) to allegations made.
- Candidates accused of malpractice should be made aware of the avenues for appealing should a judgement be made against him or her.
- The candidate and parents/guardians will be informed in writing of the outcome of the Awarding Body's decision.

Investigation by the School into alleged malpractice by members of staff.

- Investigations into any case of malpractice or irregularities against a member of staff

must normally be carried out in the first instance by the Headteacher of the school, in conjunction with the Awarding Body.

- Investigations into alleged malpractice or irregularities against the Headteacher must be carried out by the Chair of the School's Governing Body, or the responsible employer, and reported to the Awarding Body when completed.
- Any member of staff accused of malpractice or irregularities must be made fully aware (preferably in writing) at the earliest opportunity of the nature of the alleged malpractice, and the possible consequences should malpractice be proven.
- Any member of staff accused of malpractice or irregularities must have the opportunity to respond (preferably in writing) to allegations made. Any member of staff accused of malpractice or irregularities must be made aware of the avenues for appealing should a judgement go against him or her. When investigating serious cases or alleged staff malpractice, it may be necessary for a member of the Awarding Body staff to be present at an interview with the staff member concerned. The member of staff being interviewed may be accompanied by a friend or union representative. In accordance with the requirements of the Code of Practice and the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland, a report on cases where members of staff are found to have committed malpractice, together with details of the action taken by the Head Teacher, the Governing Body or the responsible employer must be forwarded to the regulatory authorities and may be made available to other Awarding Bodies if the Awarding Body decides that the circumstances of the case are sufficiently serious to warrant such reports being made.

The Headteacher will:

- Report to the appropriate awarding body at the earliest opportunity all suspicions or actual incidents of malpractice.
- If the irregularity is discovered prior to the candidate signing the declaration of authentication form investigate any alleged malpractice internally and record the outcome on the authentication form supplied by the awarding body.
- If the irregularity is identified after the candidate has signed the declaration of authentication, the Headteacher will submit full details of the case to the relevant awarding body at the earliest opportunity.
- Supervise all investigations resulting from an allegation of malpractice.
- Ensure that if it is necessary to delegate an investigation to a member of staff, the member chosen is independent, and not connected to the department involved in the suspected malpractice. This is to avoid conflicts of interest which can otherwise compromise the investigation.
- Respond quickly and openly to all requests for an investigation into an allegation of malpractice as this is in the best interests of centre staff, candidates and any others

involved within the class will be scrutinise.

- If plagiarism is highlighted via any of our QA processes, then all individual pupil assessments or those of a class will be scrutinised further.

4. Subject assessment plans

- All teachers, Heads of Department, ALNCo and Senior Leaders have kept abreast of the guidance and documentation on the WJEC Secure Website as well as information on Qualifications Wales to ensure they are clear in the expectations of assessments for their subjects for 2021.
- The Headteacher has worked with other Headteachers in Neath Port Talbot to ensure consistency in approaches and to exchange common policies.
- All Heads of Department participated in the Centre to Centre approach with other Heads of Departments in the Neath Port Talbot Meetings to agree appropriate Assessment Frameworks. Heads of Departments will generate a subject assessment plan for the qualification they are responsible for which must be shared and approved by the line manager within the senior staff. To ensure consistency across teachers and pupils each plan will identify the pieces of evidence which will be collected, the quality assurance measures adopted to authenticate the provisional Centre Determined Grade and measures to ensure any and all appropriate needs are met.
- The provisional Centre Determined Grade will be generated using the following evidence in line with WJEC adaptations published in September 2020:
 - 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. WJEC have provided a range of past papers which have been adapted where appropriate, to suit the programme of learning and may be used to provide sufficient evidence of each pupil's knowledge, skills and understanding. There are recognised benefits of using these materials. The adapted past-papers have already been externally quality assured; are fully supported by clear mark schemes; and are familiar to both pupils and staff. Teachers will ensure these past papers, which will form a key part of the evidence, will be incorporated within their delivery of teaching and learning, in replacement of other activities undertaken in lessons.
 - Non-Examination Assessment - Non-examination assessment exists in many qualifications and will also be used to inform provisional CDGs. NEA is fundamental to the development of knowledge, understanding of skills in subjects with significant practical elements and therefore will form part of the

overall assessment of pupils' work. The proportion of the assessment objective weightings in each adapted specification must be adopted and teachers must use other evidence available to determine the grade.

- Other contributing evidence - this may include a range of activities completed by the learner during the course of study for the qualification. Evidence may include any assessed work which has been completed in school or at home, if the school is assured it is the learners own work. Other contributing assessment evidence includes mock examinations, class based completion of past paper questions and/or practical assessed work.

5. Centre devised assessments

- Subject areas will make use of the WJEC adapted past papers when setting tasks to help determine a grade for each qualification. The adapted past-papers have already been externally quality assured; are fully supported by clear mark schemes; and are familiar to both pupils and staff.
- Teachers will ensure these past papers, which will form a key part of the evidence, will be incorporated within their delivery of teaching and learning, in replacement of other activities undertaken in lessons.
- Where subjects intend to make minor amendments to WJEC assessment material this must be done in accordance with the information as laid out in WJECs Centre Assessment Creation Guide.
- HoD and all teachers involved in these adaptations will also need to view the WJEC Professional Learning Programme 1 which provided practical advice on adapting / creating assessments.
- Subject teachers who have undertaken WJEC training as markers will provide additional training for staff to ensure consistency in marking and approach.

6. Assessment delivery

- All assessments will be taken between April 12th and May 28th. This approved schedule will allow for the effective distribution for Learning Support Assistants for pupils with approved access arrangements and reasonable adjustments (See Appendix B)
- The number of pieces of evidence required to determine a grade will vary per qualification. Teachers will ensure there is sufficient opportunity for pupils to provide clear evidence to demonstrate competency against the key themes and skills, as specified in each WJEC Qualification Assessment Framework. 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.

- The evidence generated will not be completed in the form of an examination. However, pupils 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 would be produced over a series of lessons.
- Normal invigilator procedures and control levels similar to those used for non-examination assessments will be implemented. This will ensure that the work produced is the pupils own. Where more than 45 minutes is needed then the assessments will be divided into manageable, time appropriate sections for completion.
- An assessment schedule will be produced so that all stakeholders are aware of the timings of these assessments.
- No summative feedback will be given to pupils once the assessments have commenced.
- All pupils entitled to access arrangements will receive their appropriate provision. All applications will be submitted to WJEC as per any normal series. However, this year this must be done by 31st March.
- Any evidence used, that comes from outside this controlled environment, must be subject to scrutiny for authentication. This would include work completed at home should another local / national lockdown be imposed. Where evidence is used which was completed at home, to minimise the risk of plagiarism or candidate and centre malpractice, work will need to be authenticated. Should this occur, then the school would introduce appropriate mechanisms to ensure the authenticity of the pupil's work. This may include comparison of work produced under differing conditions e.g. supervised and unsupervised. Brief question and answer sessions with pupils may also be needed to check understanding and confirm authenticity. Teachers should keep a record of the questions asked and notes on candidate's responses.
- The EO has made all HoD aware of the availability of modified papers and will advise staff on this aspect.
- The school will keep a record to document clearly the rationale for grade decisions. This will include clarity of explanation which pupils 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 pupils and the outcome of these, along with reasons for the decision.
- On submission of a provisional Centre Determined Grade, the school will be required to make an overall declaration in relation to the processes carried out.
- All evidence on which a pupil's grade is based, including copies of the pupils work and any mark records, and rationale for grade decisions for the pupil need to be retained securely, in departments' storage cupboards which should be kept locked, as this will be needed to support the quality assurance, review and appeals processes. The rationale for grade decisions for the pupil record sheet must include the following information:
 - Name and date of assessor
 - The judgement

- Identification of any pupil's access arrangements or reasonable adjustments
- Identification of any special considerations applied (**See Appendix C**).
- In the following instances the HT or DHT will inform WJEC of any conflicts of interest and the steps taken to mitigate this conflict:
 - i. The potential conflict of interest involving the Head of Centre
 - ii. A member of staff has been entered as a candidate
 - iii. A member of staff is involved in the process of determining a CDG for a member of their family (immediate family, step family, foster family, close friends)

7. Quality assurance of assessment and grading decisions

An internal quality assurance process is required to ensure consistency in grade decisions across the school. The following procedures will be adopted by all staff:

- In line with usual practices, WJEC will require internal processes to be undertaken to promote consistency. The school will undertake quality assurance processes, within subjects and across subjects, to ensure the grades determined are valid, reliable, equitable and fair, while seeking to avoid discrimination. The school will ensure training is provided to all staff to support this.
- Internal moderation / standardisation processes are designed to verify standards and seek to ensure fairness and equity for all pupils. The school will apply the following approach to the assessment of evidence:
- The teacher will assess the pupil's work, using WJEC mark schemes to support the accurate award of grades. The teacher will record the grade awarded for each assessment and will create a portfolio of evidence for each pupil.
- Standardised approaches to assessments will take place as soon as is reasonable and practicable, once the evidence has been submitted. Departmental meetings will be utilised to ensure a common understanding of the application of awarding marks and further support will be made available for teachers utilising the networks created.
- The school will ensure that the work of all staff who assess evidence is moderated, as part of internal quality assurance and will involve all departmental members.
- Subject leaders will ensure that the sample of work, to include at least 20% of entries where there are more than 25 candidates and at least 40% of entries where there are 25 or fewer candidates, covers the full spectrum of grades, FSM pupils, MAT, ALN, pupils with access arrangements and all teachers who have assessed work. Standardisation activities may involve a number of teachers. Therefore, where a piece of evidence is standardised, additional comments by a separate member of staff will be recorded and counter-signed. There will be minutes made of these meetings.
- Subject Leaders will review any discrepancies, with accompanying comments made on the internal moderation form.
- At all stages, appropriate forms (either provided by WJEC or school developed) will be retained as evidence to support the final determined grade.
- No one member of staff will be able to both assess and verify the evidence of a pupil.

In departments where teachers work in isolation, the school will provide an opportunity for evidence to be moderated, through another centre or through another colleague within the school with appropriate experience. Similarly, any staff who have a conflict of interest (e.g. Teacher who is relative or known to a pupil), will need to be declared, and suitable mitigation in place to ensure the process is not compromised (e.g. Teacher not involved in either assessment or verification of work).

- The school will share and review its processes of determining grades with other examination centres in Neath Port Talbot to ensure consistency and accuracy in the awarding of grades. There will be minutes made of these meetings. This is designed to ensure the process applied is valid, reliable and fair.
- There will be no external moderation of provisional Centre Determined Grades. However, grades submitted to WJEC may be reviewed and investigated where performance profiles are atypical. The external Quality Assurance Process is outlined in Appendix D
- On completion of the provisional CDGs Heads of Department should analyse data and compare with similar previous cohorts. Grade outcomes tend not to vary significantly year on year where the ability of the cohort is similar. This data will be made available to the Headteacher as Head of Centre prior to submitting the signed Head of Centre declaration. Further guidance will be released.
- All evidence relating to the internal moderation process, need to be retained securely, in departments storage cupboards which should be kept locked, as this will be needed to support the quality assurance, review and appeals processes. The internal moderation will need to include the following information:
 - Name and date of moderator
 - Sample list of moderation
 - Any adjustments to align judgements into line with those of other teachers along with the rationale for the adjustment
 - Requests of pupils to review record, the outcome and the rationale for the decision.
 - Identification of any special considerations applied.
 - Signed declaration of the analysis of data.
- Communication from Welsh Government, Qualification Wales and WJEC are disseminated promptly to subject leads via email. Head of Department meetings are utilised to discuss and provide clarification on implementation of documentation. This information is then presented and discussed within department meetings to all teaching staff. The senior staff will continue to ensure that appropriate training is provided to all staff using the professional learning support available including:
 - Assessment to include avoiding unconscious bias
 - Equalities and managing conscious and unconscious bias
 - Data processing and data protection, particularly fair processing notices.
- All candidates should be aware that the school is required to share personal pupil data with the awarding bodies to process examination entries and for the general administration of examinations. Access to this information is strictly controlled but may be shared with other education partners where appropriate (e.g. Local Authorities and Welsh Government). This is exercised under Article 6 of GDPR. The school and/or awarding bodies do not share data with organisations involved in direct marketing or similar activities. The school's privacy statements are available

from the school website.

8. Learner and parents/carers communication

- Subject assessment plans will be shared with stakeholders via our normal communication channels i.e. letters to parents, social media and via the dedicated CDG page on the school website which stakeholders have been informed of. Once Quality Assurance of the Centre Assessment Plan by WJEC has taken place, this will be updated on our school website.
- Prior to Easter all pupils were provided with an overview of the CDG process and a schedule of assessments.
- All relevant documentation will be published on the school website. Draft version of the Centre Assessed Policy March 25th. Subject Assessment Plans by April 15th.
- Prior to and after Easter pupils will be informed of:
 - The subject assessment dates and times
 - The topics that will be covered in each assessment.
 - The need to ensure that all work completed in assessment activities is their own and that if this is not the case then this would be considered malpractice. For each assessment the pupils will confirm by signing the authentication declaration
 - that the work completed is that of their own.
- A timeline of events will be shared with stakeholders.
- Provisional CDGs will be shared with pupils as an additional report which will be distributed on June 17th.

9. Internal reviews and complaints

- The school will be required to submit CDGs to WJEC by 2nd July. At this point, pupils will be informed of the provisional grades awarded. Where a pupil is satisfied with the grades determined by the school, there is no further action.
- If pupils, parents or carers are dissatisfied at any stage of the CDG process, the school recommend following the internal complaints procedures which are outlined in the school's [Complaints Policy](#). However, pupils are able to appeal their CDG. Qualification Wales has published the appeal process which has been communicated to parents. The process has three stages:
 - Stage 1 – In June, the school will share the provisional Centre Determined Grade with pupils. Pupils can ask it to be reviewed and/or correct any errors before it is submitted to WJEC. This could lead to the provisional grade being higher or lower than it was before the centre review.
 - Stage 2 – After results day, pupils can appeal to WJEC through the school, if they feel that the judgement made by the school is unreasonable and/or an error in the process has been made. If WJEC decide there has been an error or

that the grade is unreasonable pupils will be awarded a new grade. This grade could be higher or lower than the one they appealed.

- Stage 3 – Following completion of a Stage 2 review, pupils can request an Exam Procedures Review Service (EPRS) from Qualifications Wales to check whether WJEC has followed the required procedures. This is the final stage in the appeal process.

Date	Event
5 th March	WJEC provides information to centres on the assessment and Internal Quality Assurance requirements
19 th – 25 th March	Centres submit their assessment and Internal Quality Assurance policy to WJEC
26 th March	The school will inform pupils how they will be assessed and graded for their qualification – Subject assessment plans
12 th April	WJEC provides feedback to centres on IQA Policy
12 th April – 28 th May	GCSE Teaching and assessment window
19 th April	CDG entry open in SIMS. - can amend up to June 11th
28 th May	Deadline for pupil evidence and assessment completion
7 th June	INSET - Standardisation and Moderation
11 th June	Final deadline for centre grading decisions, IQA and SIMS entry
14 th June	WJEC CDG entry window open. SLT QA window.
17 th June	Provisional CDG released to pupils
18 th June	Internal review appeals process starts. BTEC Final grade deadline
21 st June – 2 nd July	WJEC to start QA of learner decision making records (to 2 nd July)
25 th June	Deadline for application for internal review of grades WJEC deadline for grade sharing with pupils
30 th June	Internal reviews completed
1 st July	Deadline to inform pupils of internal review outcomes
2 nd July	Deadline for submitting CDG to WJEC. Deadline for WJEC to QA learner decision making records
12 th July	Deadline for WJEC QA pupil decision making records and overall outcomes
13 th July	WJEC discusses atypical results with centres and issues arising from review of evidence records (up to 16 th July)
16 th July	Deadline for WJEC to discuss atypical results with centres and issues arising from review of evidence records. END OF TERM

19th/ 20th July – WJEC atypical results discussions
12th August – GCSE results day
24th Aug – 21st Sept – WJEC GCSE appeals window

Appendix B – Guidance on access arrangements and reasonable adjustments

Introduction

The purpose of this guidance is to provide advice to centre staff on access arrangements and reasonable adjustments for summer 2021.

The guidance covers the following Qualifications 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)

The following [JCQ guidance](#) should also be considered:

- Access Arrangements and Reasonable Adjustments book 1 September 2020 to 31 August 2021.
- Notice to Centres – SENCOs and assessors – June 2021
- Important supplementary information for SENCOs and assessors 2020/21

Access arrangements and reasonable adjustments allow candidates with specific needs, such as special educational needs or disabilities, to access assessments, meeting the needs of the individual without affecting the integrity of the assessment. They are agreed before an assessment takes place and should reflect a candidate's normal way of working.

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), the centre must make every effort to ensure that these arrangements are in place when assessments are being taken. Where, for some reason, that has not been possible, the judgements should be reflected in the final judgement.

Centres are strongly recommended to seek advice from relevant specialist teachers or other specialists supporting the candidate on the evidence used for grading

The Public Sector Equality Duty (PSED) requires and enables schools and colleges to make decisions in a fair, transparent and accountable way, considering the needs and rights of different learners.

Applying for access arrangements

Centres should continue to test for, submit applications to WJEC, and apply relevant access arrangements (and paper modifications), as if standard examinations were going ahead*. This is to ensure that any candidate's work, taken into account when determining the centre grade, has had the relevant access arrangement(s)/modification(s) in place, to ensure they provide as accurate a

representation of ability as possible and to allow for the smooth progression of the arrangements in future examination series.

*Specialist advice should always be sought, where necessary.

The deadline for processing online access arrangements applications has been extended this year from 21 February to 31 March 2021. An online application may, however, be processed after 31 March given the current exceptional and challenging circumstances.

Modified papers

A full list of modified papers is available on the WJEC secure website. The modified papers will be available from the week commencing 15 March. Modified papers will not be printed and despatched to centres but will be available to download electronically from our secure website.

Centres have previously been requested to make all applications for additional modifications to WJEC by 4 March 2021.

Determining grades

Each Centre Determined Grade must be an objective decision based on evidence of a candidate's knowledge, understanding, skills and abilities in relation to the subject.

For learners with special educational needs and/or disabilities (SEND), schools and colleges should make their judgement assuming learners had continued to receive any usual additional learning support.

Evidence should be gathered from relevant professionals to enable teachers to make secure judgements about Centre Determined Grades. This might include, for example, seeking information from teachers in another school, college, or alternative provision such as a hospital setting. It could also include peripatetic or advisory teachers who may work across a number of centres, such as qualified teachers of deaf, vision impaired and multi-sensory impaired children and young people.

Appeals

As in other series, appeals may be submitted on the grounds of access arrangements and reasonable adjustments. Further information will be available in the guidance on appeals.

Contact details

Modified papers: Modifiedpaperqueries@wjec.co.uk

Other access arrangements: SpecialRequirements@wjec.co.uk

Appendix C - Special Consideration

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 learner according to the coverage of the specification, instances of special consideration should be limited. Centres should be able to select work completed by learners where they are unaffected by adverse circumstances.

Where this is not possible and a temporary illness, injury or other event outside of a learner'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 learner'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 not implementing previously approved access arrangements

Learners 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. Additional information will be provided in the WJEC guidance on grading. Centre Determined Grades are based on the evidence produced by the learner and not on their potential.

How to apply 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 learner'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 learner 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 learner
- 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 learner 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 learner 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. Further information will be available in the guidance on appeals.

Contact details

SpecialRequirements@wjec.co.uk

Appendix D – WJEC External Quality Assurance Process

