

*Ysgol Maesydderwen*



# **Centre Assessment Policy**

## **Summer Exams 2020-21**

*Polisi Graddau a Bennir gan y Ganolfan 2020-21*

Type: School Policy

Reviewed / Adopted On	Signed	Next Review
27/4/21		N/A

## **Introduction**

This Assessment Approach (“approach”) is designed to outline how the school, as an examination centre, will apply the ‘Guidance on Alternative Arrangements for Approved GCSEs, AS and A levels’ provided by Qualifications Wales, the examination regulator, to help determine grades in 2021.

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.

By sharing its approach, the school is seeking to offer clarity and confidence to students, staff and families. Furthermore, it provides an overview on the decisions teachers will make; how teachers will make these decisions; and identify the evidence teachers will be utilising to support the decision-making process.

## **Statement of Intent**

The purpose of this Centre Policy is:

- to ensure that Centre Determined Grades 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 grades
- 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.

## **Roles and responsibilities**

The specific roles and responsibilities of staff, at a range of levels, in terms of qualifications remain largely unchanged from other examination series. However, for awards in 2021, the following roles and responsibilities apply in terms of the determination of grades

**The Chair of Governors** will seek approval of this policy from the full Governing Body, and incorporate it into the policy documentation of the school.

**The Headteacher**, as Head of Centre, has overall responsibility for the qualifications offered at the school, as well as ensuring due care and regard is taken to account for the school’s legislative and regulatory duties, as an examination centre.

The Headteacher will work closely with the **Deputy Headteacher**, who acts as Internal Lead Verifier, 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. The Deputy Headteacher will also 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 (*see Appendix 3*).

**The Headteacher and Senior Leadership Team** will ensure the proper management of all Centre Determined Grade assessments and the associated processes. This will include the implementation of this Centre Policy, the process by which assessments will take place: the appropriate collection of all related data and all Quality Assurance (QA) processes. They will ensure that the best interests of all the learners remain central to the process, keep parents and learners informed throughout, and provide any necessary training for staff. Members of the Senior Leadership Team will QA the grades to be awarded to ensure consistency in outcome and to ensure they are in line with grades awarded in previous years.

**The Additional Needs Co-ordinator ALNCo** will ensure that all staff are aware of the necessary access arrangements, and reasonable adjustments for learners who are entitled to these. (*Appendix 1*) The ALNCo will also coordinate the provision of additional support as they would do in normal circumstances.

**Learning Leaders (LL) and/or Subject Leaders (SL).** Learning 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 tasks from WJEC past-paper materials, 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. Subject leaders will work closely with their Learning Leader and the ALNCo to ensure that assessments are carried out in accordance with the policy and guidelines (including the provision of access arrangements). This will include the preparation of learners, the collection and recording of marks, the secure storage of assessments and following the Quality Assurance process as described in this document. The LL/SL will produce a suitable subject assessment plan (*Please refer to Appendix 2*). Learning Leaders in conjunction with class teachers, will identify any conflicts of interest and how these will be managed in collaboration with the Senior Member of staff with oversight of Examinations, and with guidance from the Welsh Joint Examination Committee (WJEC). Learning Leaders will identify and meet any training needs for the staff involved in assessments to allow them to correctly run and administer the process.

**Teaching Staff** will work under the direction of their LL/SL and ensure that they follow this policy and relevant subject assessment plan. Their work will include the preparation of learners, carrying out the assessments, making sure those learners who are entitled to access arrangements and reasonable adjustments receive their entitlement and carrying out marking and quality assurance within the given time scale.

Teaching staff will ensure that evidence is gathered within the published schedule (*see Appendix 4*) and that activities set follow the expectations set by subject leaders and relevant WJEC Qualification Assessment Frameworks. Teachers must 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. Teachers will retain all evidence on which a learner's grade is based, including copies of the learner's work and any mark records. They will ensure that this evidence is stored securely. This vital evidence will be needed to support both the quality assurance and the appeals process. Teachers will mark submitted work within the agreed timeframes, set by subject leaders.

Teachers will not provide students with an opportunity to improve their work once final centre submissions are made.

**The Examinations officer** is responsible for managing the accurate administration of qualifications within requisite timescales, including coordinating the collation of entries of learners to the appropriate qualifications, as well as supporting teaching staff and the school's leadership team.

The Examinations Officer will provide teaching staff with information on the provision of special consideration which does not occur in the same way this year as usual. Special consideration (*Appendix 1*) 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.

## **Subject assessment plans**

Each subject will generate a 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 quality assurance arrangements will be in place to ensure consistency and rigour.

Each subject assessment 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. (*please refer to Appendix 2*)

LL/SL will specify within the subject assessment plan, which assessments they will use and how the outcomes will be quality assured. Quality assurance will take place at departmental and leadership level.

Subject assessment plans will be quality assured by the relevant line manager in the Senior Leadership Team and then by the Headteacher.

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.

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 learner has covered. The Centre Determined Grade will be generated using evidence of work completed by the learner, using the adapted specification content.

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. 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 students 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 (NEA)**

Non-examination assessment (or more familiarly known as 'coursework') exists in many qualifications. The weighting towards the overall grade is, in most cases, much lower than unseen elements. Where non-examination assessment remains part of an adapted qualification, teachers will use the performance of students in this element to help contribute towards the determination of a grade. However, teachers will need to consider the weighting of the element, in light of the qualification as a whole, to ensure that the grade awarded accurately reflects the overall standard. For example, in a qualification where the weighting of non-examination assessment is equivalent to 20% of the overall grade, teachers will take this into account against the other evidence provided when determining the grade.

A subject area may have only partially completed an NEA activity. This will not prevent its use in determining a grade.

### **Other contributing evidence**

- a) **Previously completed WJEC past papers** - 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, for example mock examinations, may be used to confirm a judgement. However, this evidence may not be used in isolation to determine grades since, at the time of completion, it is possible that learners would not have been aware of the importance of these tasks. This is

designed to ensure fairness and equity to all learners.

The number of pieces of evidence required to determine a grade will vary between qualifications. Teachers will ensure that there is sufficient opportunity for learners to provide clear evidence to demonstrate competency against the key themes of a qualification; such key themes are documented in the WJEC subject frameworks.

The evidence generated will not be completed in the form of an examination i.e. in the hall with external invigilators. However, learners 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.

Within the subject assessment plan, LL/SL will specify which assessments they will use, and how the outcomes will be quality assured. Quality assurance will take place at departmental and leadership level and is referenced below in further detail.

### **Centre devised assessments**

Staff are guided to use the WJEC standardised assessment materials (SAMs). However, if subject areas decide to create their own assessment, they MUST first discuss the implications of doing so and outline their plans to their Learning Leader in the first instance. Activities MUST meet all of the assessment criteria and make careful reference to the WJECs Centre Assessment Creation Guide. The Learning Leader will then discuss the proposal with their SLT line manager for final approval. Subject staff will also need to evidence that appropriate online training has been completed.

### **Assessment delivery**

Subject areas will document the assessment methodology in their subject assessment plans. This must include:

- Where the assessment will take place
- The level of control
- The nature and duration of the assessment
- Access arrangements

Learners will be given sufficient notice of assessments and told which topics will be covered. Learners will not be provided with the assessment in advance. Learners will be given the same time to complete an assessment as in a standard series e.g. 45 minutes to complete an essay. They will also be provided with the same access to resource materials as in a standard series (ie audio/visual material; unannotated texts). Learners will be informed that they cannot access mobile phones or the internet unless this is required to access the assessment.

The school need not deliver an assessment activity in one session – as an examination paper. Teaching staff may split assessment materials to fit with the programme of learning. Learners with approved access arrangements will be given their additional extra time to complete the assessment tasks.

To ensure fairness for all learners, the school must be confident that a learner's work is their own. Learners will be informed of the regulations around malpractice prior to undertaking any assessment.

Assessment work specifically for Centre Determined Grades will be completed independently by learners, under similar levels of control that teachers use for existing arrangements such as NEA.

Teachers should give careful consideration if levels of control are altered part way through an NEA, that piece of work may be completed without the usual level of supervision. They need to document how comparisons can be made between work that has been supervised and work that has been completed without supervision.

Wherever possible, work will be completed in class and in place of usual classroom activities. It may be that there are occasions where work needs to be completed at home e.g. in the event of national lockdown or self-isolation. The school will introduce additional mitigating measures at this point to ensure that as far as possible, a learner's work is their own.

The school will also consider work that has been produced by the learner against previously assessed work to verify authenticity; this is particularly relevant where evidence submitted is atypical of the usual standard demonstrated by the learner. Staff may undertake further activities with learners in order to ascertain that work is a learner's own, e.g. a Question-and-Answer session with the learner or an additional assessment activity.

Assessments will as far as possible, be completed at the same time within a subject. Learners that are absent during the time of classroom based assessments will be provided with another opportunity to sit the assessment, but will be provided with a different assessment.

As with any assessment, how feedback is given to the learner needs to be considered and recorded prior to making the final grading. Learners will not have the opportunity to improve their work.

Decisions relating to the awarded grade will not be communicated to students 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 centre will ensure that it is compliant with its Public Sector Equality Duty.

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

Conflicts of interest will be referred directly to the Headteacher for resolution and WJEC notification where required.

### **Quality assurance of assessment and grading decisions**

**Assessing work** will be the responsibility of each teacher who teaches the subject at the relevant level. A subject teacher will assess the work of the students in their class using the appropriate WJEC mark schemes to support the accurate awarding of grades. The subject teacher will record the mark and grade awarded using secure conditions and ensure physical copies of evidence are safely retained and stored securely in a locked room or cupboard, particularly if assessments span a few days/lessons.

Subject areas will ensure that teaching staff have a common and shared understanding of mark schemes. Training opportunities will be provided at subject level in order to facilitate marking.

For each qualification, teachers will make use of WJEC subject assessment frameworks which include descriptors for key grades. Grades will be decided on a holistic approach but grades must be underpinned by robust 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.

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 student 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 students are not unfairly disadvantaged by the process. At the same time, they are designed to enable all students to progress to their next stage of learning and/or employment.

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

Although weightings are not prescribed, teachers will take into account the unit and assessment objective weightings in the specification. Evidence of high achievement in a narrow aspect of the qualification will not, on its own, justify a high grade.

Grading will be completed objectively. Judgements will be made as fairly as possible.

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. Grading decisions will apply WJEC subject/course grade descriptors.

Special consideration requests, in the event that a learner is unable to take an assessment or suffers a traumatic event that might affect their performance, will not apply this summer because learners are not taking exams.

In the consideration of extenuating circumstances for learners, learners will be graded on their performance in the subject content they have been taught. Refer to *Appendix 1* for Special Considerations.

The school will document all decisions through the **learner decision making record**. This document will outline all evidence used to determine a grade and will provide 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.

## **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.

## **Quality Assurance of Assessment**

Where possible, 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 responsible for teaching the subject. It will include cross checking the marking across the full range of marks and include a sample of learners from each class.

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

For each subject, the size of the internal moderation will be 10 learners or a quarter of the cohort whichever is the larger size. The LL/SL will ensure that evidence is considered from a variety of learner profiles covering the full range of ability.

LL/SL will also identify whether any conflicts of interest occur in determining the moderation sample. For example, staff colleagues with their child in the year group/subject area or class, or in relation to teachers assessing the work of their family or close friends.

The LL/SL will ensure that the sample of work to be moderated covers the full spectrum of grades and

work from all teachers who have prepared learners and assessed work. They will also oversee any issues with regard to conflict of interest.

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 work to provide an opportunity for evidence to be moderated, e.g. through another centre.

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

Subject staff will undertake moderation activities (to establish a consistency in approach towards assessments) as soon as is reasonable and practicable, once the evidence has been submitted.

Where a piece of evidence is moderated, additional comments by a separate member of staff will be made where necessary using a different coloured pen. The LL/SL will review any discrepancies, making further comments as necessary.

Learner assessment data (i.e. the learner'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.

Learning Leaders will check whether the Centre Determined Grades 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.

### **Subject Outcomes**

The Centre Determined Grades should reflect the overall standards achieved in that subject over recent years. The Learning Leaders will ensure that the grades awarded are in line with that particular subject's performance in recent years and provide a rationale for any significant variation.

A further Quality Assurance process will be undertaken by the Senior Leadership Team to ascertain whether the grades awarded are broadly in line with those from previous external examination series. The Senior Leadership Team will consider Centre Determined Grades in relation to contextual data and performance information for each year group. This will include use of data such as: previous examination outcomes, national test performance and tracking data. This information will provide a useful context for evaluating the performance data and, where appropriate, prompt further internal review where outcomes are atypical.

The school will engage in discussions with a variety of external personal in order to review its processes of determining grades. The variety of external personal may include but is not limited to the school's Challenge Advisor, ERW staff and teachers and 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.

There will be no external moderation of Centre Determined Grades. However, grades submitted to WJEC may be reviewed and investigated where performance profiles are atypical.

## **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 centre.

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

Prior to Easter, via a bulletin, assembly, adobe spark presentation and webinar as appropriate, learners and parents/carers will be provided with:

- An overview of the Centre Determined Grade process;
- An approximation of when subject assessments will be completed;
- What information will be considered by subject teachers when determining their Centre Determined Grades.

Once quality assurance of the Centre Assessment Plan by the WJEC has taken place, parents and learners will be provided with a copy. In addition to the points above, this will also set out:

- How specific and relevant access arrangements and special considerations will be met;
- The recording of evidence contributing to the determination of the final qualification grade;
- The internal moderation processes that will be undertaken by the school;
- The recording of reviews requested by the learners and the outcome of such reviews.

After Easter and by subject teaching and learning, via a bulletin, assembly and webinar as appropriate, learners and parents/carers will be informed of:

- Their approximate 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;
- The approximate weighting of each evidence set per subject where appropriate;
- 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;
- Their right to their usual 'access arrangements' if appropriate.

Pupils will be informed of their Provisional Centre Determined Grade by 25 June 2021.

## **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.
- 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 Headteacher will read the WJEC guidance on internal review and appeals due to be published during the week commencing 26 April and update the complaints and internal appeals policy accordingly.

The school complaints procedure can be found on the school website.

## **Recording**

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.

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

The school will ensure it meets data protection and processing regulations. 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. Specific training on avoiding unconscious bias when assessing work will be provided for all staff involved in the marking of evidence.

Identified staff will also attend specific training on equalities issues, including public sector duties; managing conscious and unconscious bias; data processing and data protection, with particular reference to fair processing notices.

## **Private Candidates**

Occasionally, the school has a very small number of students who sit examinations as private candidates. These individuals attend unseen examinations, which are assessed by the examination board.

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.

## **Appendix 1 – Access arrangements and reasonable adjustments for summer 2021**

### **Introduction**

The purpose of this guidance is to provide advice to 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 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. Additional information will be provided in the WJEC guidance on grading. Centre determined grades are based on the evidence produced by the candidate and not their potential.

### **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 – Centre Determined Grades – Subject Assessment Plan



# Ysgol Maesydderwen Subject Assessment Plan

All Subject Assessment Plans are to be read in conjunction with the Ysgol Maesydderwen Centre Determined Grades Assessment Policy (March 2021).

<b>Subject</b>	
<b>Learning Leader</b>	
<b>SLT Link</b>	

	Y / N
I have read, understood and will apply the Ysgol Maesydderwen Centre Determined Grades Assessment Policy (March 2021)	
I will be using Standardised Assessment Material (SAMs) issued by WJEC or the relevant examination board in the summer term of 2021.	
I will be using Centre Devised Assessment (CDAs) which I have created for use in the summer term 2021. If so, I confirm: <ul style="list-style-type: none"> <li>- I have read the WJEC Centre Assessment Creation Guide</li> <li>- My CDA meets all of the assessment criteria</li> <li>- I have completed the necessary online training on creating assessments on the WJEC Secure Website</li> </ul>	
I may use some evidence from work completed earlier in the programme of study for the qualification, if needed.	
Is there a requirement that an NEA is completed, even in a modified form?	

Has all NEA work required been completed? (if applicable)	
I will ensure that all learners entitled to special access arrangements are catered for.	
All assessments will be classroom based.	
I will ensure that appropriate levels of control are in place for any assessments.	
Do you or your team require any further training?	

### GCSE

Assessment	SAM or CDA	Activity (e.g 2018 paper 1 Section 1)	Date	Duration	Quality Assurance Procedure
1					
2					
3					
4					

### AS Level

Assessment	SAM or CDA	Activity (e.g 2018 paper 1 Section 1)	Date	Duration	Quality Assurance Procedure
1					
2					

3					
4					

**A2 Level**

Assessment	SAM or CDA	Activity (e.g 2018 paper 1 Section 1)	Date	Duration	Quality Assurance Procedure
1					
2					
3					
4					

Learning Leader Signature:		Date:
SLT Link Signature		

### **Appendix 3 – Guidance on conflict of interest**

The JCQ General Regulations for Approved Centres require that centres record conflicts of interest and steps taken to mitigate their effects. In addition, in certain circumstances, centres are required to notify the awarding bodies of the conflict of interest.

The way in which grades are being awarded this year means that there are different risks and requirements relating to conflicts of interest. Heads of Centre are responsible for managing any potential conflicts of interest in relation to the submission of Centre Determined Grades.

The requirements for this series are:

- The Head of Centre must ensure that records of a potential conflict of interest, and steps taken to mitigate it, are retained.

In the following instances, WJEC must be notified of the conflict of interest:

- The potential conflict of interest involves the Head of Centre;
- A member of staff has been entered as a candidate;
- A member of staff is involved in determining a grade for a member of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)

Notification must involve details of the candidate involved and the steps taken to mitigate the conflict.

Conflicts of interest must be notified to the WJEC using their online form for which the link will be made available in due course.

#### **Appendix 4 – Timeline of Key Dates for Centres**

<b>Date</b>	<b>Event</b>
5 March	WJEC provides information to centres on the assessment and Internal Quality Assurance requirements
19 – 25 March	Centres submit their assessment and Internal Quality Assurance policies to WJEC
12 April	WJEC provides feedback to centres on their policies
2 July	Grading decisions made in centres and Internal Quality Assurance undertaken. Grades are shared with students and centre reviews undertaken. Centres internally review and sign off outcomes
14 June – 2 July	Submission window for Centre-Determined Grades
21 June – 12 July	WJEC Quality Assurance student decision making records and overall outcomes
13 – 16 July	WJEC discusses atypical results with centres and issues arising from review of evidence records
10 August	AS and A level Results
10 August – 7 September	AS and A level appeals window (to WJEC)
12 <sup>th</sup> August	GCSE Results
24 August – 21 September*	GCSE appeals window

\* Provisional

### **Appendix 5 – WJEC Timeline of Guidance and Training Events**

<b>Date</b>	<b>Event</b>
5 March	Pre-recorded training: 'Foundations and creation of assessment'
5 March	Guidance on 'Centre policy on assessment and Quality Assurance'
w/c 8 March	Pre-recorded training: 'Centre approach to assessment and Quality Assurance of grading decisions'
12 March	Training: Live Question & Answer
15 March	High-level appeals process
w/c 15 March	Final Qualification Assessment Frameworks including grade descriptors
w/c 15 March	Grading Guide for centres
w/c 15 March	Assessment materials for centres
19 March	Entries deadline
w/c 22 March	Subject specific training materials
19 – 25 March	Centres submit Assessment and Internal QA policies to WJEC
22 March	Pre-recorded training: 'Unconscious bias and objectivity'
25 March	Training: Live Question & Answer
12 April	WJEC provides feedback to centres on their policies
19 April	Pre-recorded training: Making final judgements
22 April	Entries amendment window deadline
w/c 26 April	Final appeals process
26 April	Pre-recorded training: 'Good practice in making final grading decisions and Quality Assurance'
5 May	Training: Live Question & Answer
17 May	Pre-recorded training: 'Submitting Centre-Determined Grades'
14 June – 2 July	Submission window for Centre-Determined Grades
21 June – 12 July	WJEC Quality Assurance 'Student decision records and overall outcomes'

### Appendix 5 – Key Dates for Students

Date	Event
By Easter	The school will inform students how you will be assessed and graded for your qualification ( <b>completed on 1<sup>st</sup> March 2021</b> )
12 April – 28 May	You should have face-to-face teaching and some additional assessments
By 25 June	You will receive your provisional Centre Determined Grades and you will have the opportunity to ask for your grades to be reviewed
14 June – 2 July	The school will submit the <b>provisional</b> Centre Determined Grades to WJEC
10 August	AS and A level Results Day
10 August – 7 September	You will have the opportunity to appeal your AS or/and A level result to WJEC
12 August	GCSE Results Day
24 August – 21 September* Post results day	You will have the opportunity to appeal your GCSE result to WJEC You will have the opportunity to appeal to Qualifications Wales for an Exam Procedures Review Service (EPRS)

\* Provisional