

**Milford Haven School Assessment & Quality Assurance Processes Summer 2021
Alternative Arrangements:**

Centre Name: Milford Haven School	Centre Number: 68265
Policy adopted by Board of Governors on: 24.03.21	Policy issued to staff on: 25.03.21
Member of staff responsible for the policy: Mr Jon Letten - Assistant headteacher for Standards and data Ms Ceri-Ann Morris - Headteacher & Head of centre	
This policy is due for submission to the WJEC between the 19th and 25th March. Secondly there is a requirement for the policy to be adopted by the governing body and shared with staff.	

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March 2021

Exam Board	Sent for Approval	Approved date	Feedback
WJEC	25.03.21	09.04.21	<u>Link to WJEC Feedback on our policy received 12.04</u> (See appendix 13)
OCR*	15.04.21		
Pearson Edexcel*	15.04.21		

** New requirement for a policy received, OCR contacted directed to upload current approved WJEC school policy to JCQ Centre Admin Portal for OCR & Pearson EDEXCEL to access. OCR/Pearson Edexcel dates will be followed.*

Policy created and reviewed by : Assistant Headteacher Jonathan Letten

Adopted by Governors: Policy Committee

Our policy is subject to change/revision based on WJEC & Qualifications Wales updates, further release of materials and associated documents and a change in school, local or national circumstances.



1. Our Rationale

1.1 Centre Determined Grade (CDG) Introduction: In the absence of an exam series, and ongoing disruption to teaching and learning, Milford Haven School will be determining the GCSE, AS or A level grades awarded to our learners in summer 2021 (QW 2.1 V2).

This policy applies to those qualifications, which are regulated in Wales where a Centre Determined Grade (CDG) is required. In summary:

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

1.2 Vocational arrangements: Our school will apply the WJEC vocational guidance [Link to WJEC Vocational guidance](#) or [Link to EDEXCEL Pearsons Vocational guidance](#) for the small number of courses which are overseen by OFQUAL.

A further more detailed WJEC Vocational update received 26th April about the process to be followed.

[Link to Guidance on the determination of grades for WJEC vocational and other general qualifications for Summer 2021-Wales.](#)

This guidance above sets out the processes that will apply to the following vocational qualifications in Summer 2021:

- Level 3 Applied Certificates and Diplomas
- Level 1/2 Vocational Awards
- Entry Level Certificates
- Latin Certificates
- Additional Maths

1.3 Policy Creation administration: This policy has been created in response to the announcement by Qualifications Wales and WJEC on the 5th March of the requirement for each centre to have in place a policy on assessment and quality assurance processes for the summer 2021 alternative arrangements. Reference has been made to the following documents:

[Qualifications Wales Guidance V2](#) (05.03) (QW V2)

[WJEC Centre Template](#) (05.03)

[WJEC Guide to centre policy](#) (05.03)

[WJEC Assessment and grading Guidance](#) (15.03)

[WJEC Appeals and centre review guidance](#) (15.03)

[Current MHS Exams Policy](#)

[Link to current MHS Reporting & Assessment policy](#)

[Link to JCQ Access Arrangements and reasonable adjustments doc](#)

[Link to JCQ document private candidates](#)

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[Link to JCQ Malpractice doc](#)

[Link to WJEC NEA booklet summer 2021](#)

With thanks to Ysgol Eirias for the centre policy example document they shared on which we have partly based our policy.

1.4 Timeline: Timings released have been combined into one manageable form [Link To MHS CDG Staff Timeline](#) (Appendix 1 & 2)

2. Our aims and purpose:

2.1 Our Aim: Our aim is to ensure that our pupils progress to their next stage of learning and employment by implementing a fair, consistent and holistic approach to the process of determining a centre grade where a CDG is required across the range of qualifications we deliver to our pupils (QW V2 3.1)

2.2 Centre Determined Grade (CDG): A CDG will be awarded where required on the basis of demonstrated attainment in areas of the learning of the qualification content that a learner has covered. (QW V2 3.1). There is also a recognition that the volume of work completed will inevitably be lower for many of our learners.

CDGs must:

- Be awarded on the basis of demonstrated attainment in areas of the qualification that has content that a learner has covered.
- Based on a holistic judgment, underlined by sufficient evidence of demonstrated attainment across key themes and skills
- **Not attempt to indicate potential in a subject**

(WJEC Guidance on assessment and grading 15.03. 21)

2.3 Statement of intent: The purpose of this Centre Policy is:

- To ensure that Centre Determined Grades (CDG) are conducted fairly, consistently, free from bias and effectively within and across departments and maintained throughout the process
- To ensure the operation of effective processes with clear guidelines and support for staff
- To ensure that all staff involved in the processes clearly understand their roles and responsibilities
- To support teachers to take evidence-based decisions in line with Qualification Wales requirements
- To achieve a high standard of internal quality assurance in the allocation of CDGs
- To ensure the centre meets its obligations in relation to equality and disability legislation

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- 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. (WJEC Centre policy Template)

This policy gives an overview of the decisions we will make, how we will make these decisions and identify the evidence we will be using to support the decision making process.(QW V2 2.3).

3. Roles and responsibilities (WJEC policy requirement)

The specific roles and responsibilities are outlined below:

Chair of Governors:
Approve the policy and incorporate it into our school documentation.
The Headteacher and Senior Leadership Team (SLT):
The Headteacher as Head of Centre has the overall responsibility for ensuring the proper planning and management of the CDG process in line with existing policies and practices. This will include in conjunction with the SLT the implementation of this Centre policy, the process by which assessments will take place, the collection of all related data and all Quality Assurance (QA) processes. The best interests of our pupils is at the heart of our approach and learners, parents and carers will be kept fully informed. Appropriate staff training will be provided based on WJEC schedule and identified need. SLT will quality assure the AOLE assessment plans. SLT will quality assure the grade outcomes at a subject and whole school level to ensure consistency and to ensure they are broadly in line with historical outcomes. The Deputy Headteacher for Teaching and Learning as line manager for all AOLE Directors will quality assure any centre devised assessments to ensure they meet the WJEC requirements. The Deputy Headteacher will oversee the centre review and appeals process.
Assistant Headteacher & Strategic Leader KS4/5:
The Assistant Headteacher will oversee the day to day running of the CDG process as outlined above in conjunction with the Strategic Leader for KS4/5. In addition they will oversee any subsequent pupil provisional CDG review requests or concerns raised by staff over the authenticity of a pupils work. The Strategic Leader will have oversight of pupil voice and support the wellbeing of learners during the CDG process. The Strategic Leader will oversee special considerations as such which can be awarded under the regulations (Appendix 10). They will be awarded by selecting work that has been completed when the learner was unaffected by the special circumstance.
Strategic Leader for Support for Learning
The Strategic Leader for Support for Learning will ensure that staff are aware of the necessary access arrangements in place for our pupils, including reasonable adjustments for those who are entitled to them (Appendix 9). In addition they will coordinate the provision of additional support as required.
Areas of Learning Experience (AOLE) Directors:

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The AOLE Director will work with the Assistant Headteacher and identified Strategic Leaders to ensure that assessments are carried out in accordance with this policy and WJEC (or equivalent) Assessment 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 AOLE Director will produce an initial planning considerations document (Appendix 3), coordinate staff as they populate our year group roadmaps (Appendix 5) and finalise a delivery plan considerations document (Appendix 4). They will identify any potential conflicts of interest and how they will be managed in collaboration with the Assistant Headteacher and WJEC guidance. **The Director will coordinate any training needs for the staff involved in assessments to allow them to run correctly.**

Teaching Staff:

Staff will work under the direction of the AOLE Director. They will follow this policy and relevant subject assessment plan. This will include the preparation of learners and delivery of the adapted paper assessments according to the relevant road map, supporting those learners who are entitled to access arrangements and reasonable adjustments. Staff will mark and quality assure within the given timescales set by AOLE Directors. Where applicable Non Examined Assessments (NEAs), vocational course elements or other tasks will be completed under the direction of the staff member ensuring pupils are kept fully informed.

Under the regulations staff are not permitted to allow pupils to improve their work once submitted/completed. All primary and secondary evidence on which a learners CDG is based will be retained to include copies of learner work, mark records and any other appropriate work. Secondary evidence will be used to confirm and support a judgement and should not be considered in isolation. They will ensure the evidence is stored securely between sessions and is ready for both the quality assurance and appeals process. The CDG will not be shared with pupils (please see section 6.11 & 6.12)

Alternative Curriculum:

The Harbour provision delivered by Really Pro and relevant subject specialists will coordinate with the core AOLE directors to ensure pupils complete the CDG process where required.

Examinations Officer & Concessions Administrator:

The Examinations officer is responsible for managing the administration of qualifications and is the link with Qualifications Wales, OFQUAL and the exam boards and disseminates that information. This includes coordinating the collation of entries of students to the appropriate qualifications, as well as assisting AOLE Directors and members of the senior leadership team, specifically those with responsibility for examinations, the Headteacher, Strategic leader for KS4/5 and Strategic Leader ALN & Safeguarding to ensure agreed processes are followed.

The Examinations Officer and Concessions Administrator will support teaching staff in conjunction with the Strategic leader for KS4/5 and Strategic Leader for Support for learning with information on the provision of special consideration which does not occur in the same way as previous years. If information is requested by the exam board then the Examinations Officer will coordinate a, prepare and send.

Data Manager:

The Data manager is responsible for managing data within our school. This will include designing how the data will be collected and organising the data in an accessible format bespoke to the



requirements needed for the CDG process, as well as assisting AOLE Directors and members of the senior leadership team, specifically those with responsibility for examinations, the Headteacher, Strategic leader for KS4/5 and Strategic Leader ALN & Safeguarding to ensure the data required is available and complete.

Professional Development:

Our school will provide access to the appropriate training provided by WJEC, Qualifications Wales, Welsh Government or other relevant organisations. Twilight session on 25th March, Part of an INSET day 12th April and other dates to be confirmed.

It will be the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand and implement the policy. Any questions, queries or clarification to be shared with JDL.

4. Subject Assessment plans (WJEC policy requirement)

4.1 MHS Assessment plans:

In order to enable our learners to progress to their next stage of learning and employment our plan is to integrate assessments within our teaching and learning plans with a clear structure but with an element of flexibility. (QW 2.3 V2)

Each AOLE will generate an AOLE CDG plan divided into two parts that outline how grades will be awarded and populate our year group road maps:

- **MHS AOLE CDG part 1 Planning considerations by subject: What evidence will we use? (see 4.2).**
- **MHS AOLE CDG part 2 Delivery considerations by subject: (see 4.3).**
- **MHS Year 11/13/10 (Year 10 where a full GCSE is being delivered) Road maps (see 4.4).**

These will be quality assured by the Assistant Headteacher, Strategic leader for KS4/5 and other members of SLT.

These will include the primary and secondary evidence to be used (see section 4.2), the way grades will be awarded, the dates of proposed assessment and the assessment methodology for each subject within the AOLE. This will include the level of control and what quality assurance arrangements will be to ensure consistency and rigour. Reference will be made to access arrangements. There will also be an outline of which assessments/evidence they will use and how the outcomes will be quality assured. Quality assurance will take place at an AOLE and SLT level.

These plans will be quality assured by the Assistant Headteacher in consultation with the Strategic leader for KS4/5 and will take into account the following when looking at the proposed primary and secondary evidence:

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4.2 MHS Assessment plans evidence considerations:

Assessment evidence must come from work completed by the learner, on adapted specification content, during the course of study for the qualification. Evidence may include practical evidence where appropriate. Assessed work may be completed in the school environment or at home but centres need to be assured that it is the learner's own work (QW 4.3 V2)

The number of pieces and type of evidence required to support judgements will not be prescribed, since this will vary by qualification and how key themes and skills are organised in assessments. It would also not provide the flexibility required to allow for variation in context between centres. The requirement for evidence needs to support the sound, impartial determination of the correct grade for a learner. It may be that relatively few pieces of clear evidence would be sufficient to demonstrate attainment across overarching key themes for many qualifications (QW 4.4 V2)

CDGs must:

- Be awarded on the basis of demonstrated attainment in areas of the qualification content that a learner has covered.
- Based on a holistic judgment, under lined by sufficient evidence of demonstrated attainment across key themes and skills
- Not attempt to indicate potential in a subject

(WJEC Guidance on assessment and grading 15.03. 21

In determining a grade, the following types of evidence can be used in each qualification. This can come from a range of activities which could include mock exams, other past papers provided by WJEC, NEA and other assessed work (QW document).

For our internal use we have divided this into Primary Evidence 1 and Secondary Evidence 2. Primary and Secondary Terminology for in house use only. (Currently)

Primary Evidence 1 will be the	Secondary Evidence 2 will
1. Adapted WJEC papers. These have been externally quality assured, are supported by mark schemes; and are familiar to both learners and staff.	1.Support and confirm your CDG judgement e.g. Assessments undertaken prior to the publication of the agreed WJEC approach e.g. mock examinations/in class assessments not completed under controlled conditions. (maybe subject to change)
2.Non Examined Assessment work where applicable. Staff need to consider the weighting of this element to ensure the grade awarded accurately reflects the overall	2.Support and confirm your CDG judgement e.g. Current SIMS attainment record for pupils over the course of the study based on assessments

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<p>standard. Centres need to be assured that it is the learner's own work. If a subject has only partially completed NEA activity this will not prevent its use in determining a grade.</p>	<p>undertaken prior to the release of the WJEC approach. However the following was noted in the "Guidance on assessment and grading for summer 2021 V2 page 11 released 13.04.21.</p> <p>"Information held in tracking systems that provide target or predicted grades based on assessment inputs and data modelling can be used to support grading decisions, but it is essential that the final grade is derived solely based on performances produced by learners, i.e., the evidence used to determine the grade to input to the system, and not a predicted trajectory or a target grade"</p>
<p>3. Other contributing evidence WJEC past papers or related activities: where completed under controlled conditions based on published WJEC criteria, that have already been externally quality assured and are fully supported by clear mark schemes.</p>	<p>The above secondary evidence also takes into account that pupils will not have known that the information will have contributed to their CDG. Therefore the information should not be considered in isolation as this may not be fair to the pupil.</p>
<p>4. Other contributing evidence Centre devised assessments/tasks : Created following WJEC guidance. Link to WJEC creation guide</p>	

The assessments identified will not be completed in the form of an exam e.g. in a hall with external invigilators. Staff can select the past paper most appropriate to the content our learners have studied. (WJEC guidance on assessment & grading document 15.03).

As noted in the WJEC assessment and grading document released on the 15th March: *"It is anticipated that teachers/lecturers will select a past paper that assesses the content they have taught their class. However, if the selected past paper covers almost all the taught content, with some minor omissions, the teacher can remove the questions that assess the content not taught. The teacher will need to adapt the mark scheme and account for the removal of the content in relation to the notional grade boundary provided by us for that paper. Any adaptations to the past paper, made by the centre, should be quality assured as outlined in our Assessment Creation Guide published on the summer 2021"*

4.3 MHS AOLE CDG part 1 Assessment Planning considerations:

For **each** AOLE subject where a CDG is required & for those which an outcome will be determined following a different process e.g. BTEC information will also be collected. See Appendix 3.

4.4. MHS AOLE CDG part 2 Delivery considerations:

One completed for each subject within an AOLE. See appendix 4.

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4.5 MHS Year 11/13/10 Road maps

One completed for each year group. See appendix 5

5. Centre Devised Assessments (WJEC policy requirement):

The use of our past paper assessments or NEA tasks is not mandated. Centres may use other assessed work to evidence learning (WJEC Assessment and grading document 15.03). If required a Director may discuss the need for devising a centre devised assessment with their line manager. The activity must meet all of the assessment criteria and make careful reference to the WJEC guidance. Relevant WJEC online training needs to be attended and evidenced. The following is taken from this document. [Link to WJEC assessment creation guidance](#)

A director can choose to set their own assessments following the WJEC criteria with reference to the grade descriptors

Or

adapt questions from the WJEC past papers to match aspects of the specification content that has been taught and to ensure the tasks remain valid, reliable, and fair. (WJEC Assessment and grading document 15.03)

5.1 Fairness & Accessibility: A fair assessment should not discriminate against sub-groups of candidates or give an advantage to other groups. Assessment should be free from bias, inclusive, non-discriminatory and accessible. It should also be fair to those who rely on the results (such as employers, further education colleges and universities) by accurately assessing what a learner knows, understands and can do.

5.2 Validity: A valid assessment task will measure the intended learning outcomes of a topic/unit of study. The structure of the assessment will tally with the contents of the specification.

5.3 Reliability The extent to which assessment results are an accurate measurement of the learners' demonstration of the abilities specified by the assessment criteria. A reliable assessment is one that will produce the same outcome each time it is used in a similar context; if a different Assessor marked the assessment, would they reach the same decision?

When assessing the areas studied, centres are advised to consider how knowledge, skills and understanding are usually sampled by us in each examination series. We advise centres to refer to the grade descriptors provided in the Qualification Assessment Framework and in the Grade Descriptors booklet, available on the secure website, and/or current specification assessment criteria/mark schemes to ensure centre-developed assessments are of a comparable standard.

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To ensure valid and reliable outcomes we advise that centre-devised tasks, whether taken as in-class tests, or completed as classwork (either face-to-face or remotely), follow the same format as our assessment materials and are marked in a way that reflects our marking

6. Assessment delivery (WJEC policy requirement)

6.1 Assessment considerations: We will consider carefully the purpose of the assessments we set and how they will be used in the final grading judgements. **Formative assessments** are used to monitor learning and provide ongoing feedback to learners to improve their understanding and/or skills in a specific area. **Summative assessments** are used to evaluate learning at the end of an activity, are more structured, and can draw together aspects of knowledge, understanding and application of skills from different areas or aspects of a unit and/or the specification. Summative assessments are usually a more valid and reliable way to evaluate the level at which a learner has attained the requisite knowledge, skills and understanding outlined in the qualification specification. (Noted in WJEC Assessment and grading doc 15.03)

See Appendix 6 MHS How we will do it Assessment delivery flow chart.

6.2 Assessment methodology: This is documented in section 4.3 MHS AOLE CDG part 1 planning considerations document & 4.4 MHS AOLE CDG part 2 Delivery considerations document.

6.3 Assessment timings & considerations:

- **Learners will be given sufficient notice of an assessment comparable to the task being set** and told which topics will be covered.
- Learners will not be provided with the assessment in advance.
- They will also be provided with the same access to resource materials as in a standard series (i.e. audio/visual material; unannotated texts) but only what is permitted under the WJEC subject assessment frameworks.
- **Additional materials unless permitted under the WJEC published guidance e.g. class notes or revision notes from previous lessons will not be allowed during the time when an assessment is being completed. (maybe subject to further clarification)**
- **Learners will be informed that they cannot access mobile phones or the internet unless this is required to access the assessment.**
- Assessments should be completed at the same time within a subject, where timetabling allows.

These and the subsequent points are to ensure that no learner is advantaged or disadvantaged.

6.4 Dividing up of assessments: We 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 will be given the same time to complete an assessment as in a standard series e.g. 45 minutes to complete an essay. If the adapted

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paper provided by WJEC has been used previously there should be no indication on the adapted paper used e.g. Anonymise the paper.

Year Group Road maps: adapted assessments will be delivered to our pupils following a road map allowing the adapted materials to be broken down into a more manageable format.

[MHS CDG YEAR 11 ROAD MAP](#)

[MHS CDG YEAR 13 ROAD MAP](#)

[MHS CDG YEAR 10 ROAD MAP](#)

6.5 Access arrangements: Learners with approved access arrangements will be accommodated e.g. given their additional extra time to complete the assessment tasks. Directors and staff will link with the Strategic Leader for Support for Learning to meet requirements.

The examinations officer will ensure that all access arrangements resources are provided to pupils e.g. overlays, enlarged print papers, accommodation and other concessions, 25% extra time and 10% for EAL learners.

Concessions are Identified on our individual teacher class page using a hover function & at the end of the individual pupil row.

to	Class	Conces.	FSM	ALN
		Y		A

Conces.
Reader, Time (25%), Scribe, Room

Conces.	FSM	ALN	LAC	EAL	MAT	RDG	PRO	REA	KS2 E/M/S/W	KS3 E/M/S/W	PG	10 P1	10 P2	10 P3	11 P1	11 P2	11 P3	GCSE	Conces.
Y		A							2 2 2 2	5 4 4 3	E	D1	C3		D1	C3	D1		Reader, Time (25%), Scribe, Room

6.6 Authentication: Work will be completed independently by learners, under similar control levels to existing arrangements, which are supervised by teachers, for non-examined assessments. To ensure fairness for all learners, the school must be confident that a learner's work is their own. Learners are reminded that it needs to be their own unaided work. No access to mobile phones or the internet unless this is required to access the assessment. Learners informed that any work they produce that will be used as evidence to determine their final grade must be their own work, and if that is not the case and remains undeclared, it would constitute malpractice. They will need to be informed of the regulations around malpractice prior to undertaking any assessment. Learners will sign a declaration confirming that any work produced is their own. This will be in addition to any further declarations required as part of the NEA process.

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To ensure fairness for all our learners, we must be confident that any work completed remotely by a learner is authentic and is their own unaided work. If needed checks should be undertaken to authenticate any work not completed under our direct supervision (see page 5 WJEC Assessment and grading document 15.03 for suggestions). The document referred to has been updated [Link to WJEC V2 Guidance on grading and assessment 2021 pages 6 and 7 \(Appendix 16\)](#)

Where a learner has received assistance, this must be acknowledged. Additionally, if a learner has had access to additional resource material, has been given a lengthy period to produce the evidence, has been given the opportunity to re-draft work based on feedback provided by the teacher, or has only been assessed on a very narrow aspect of the content this must be taken into account when weighing the evidence and in awarding the overall grade. (WJEC Assessment and grading doc 15.03) (Appendix

6.7 Levels of control: 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.

6.8 NEA levels of control & considerations: 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. Noted in the WJEC Assessment & Grading document (released 15.03) that Current restrictions may hamper learners' ability to complete all aspects of their NEA (for example they may have restricted or no access to specialist equipment, facilities, and software). Due to such restrictions, incomplete work, or alternative evidence demonstrating learners' knowledge, understanding and application of skills in the relevant aspects of the qualification specification, irrespective of the form the NEA is presented, can be used as evidence. [Link to WJEC NEA booklet summer 2021](#)

6.9 Work completion location: 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 (see page 5 WJEC Assessment and grading document 15.03 for suggestions).

Refusal to attend school not based on medical or covid related circumstances is not a valid excuse to miss assessments. Other extenuating circumstances will be considered on a case by case basis.

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 learners own. E.g. a Question-and Answer session with the learner or an additional assessment activity.

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6.10 Completion Timings: Assessments will be as fair as possible and be completed at the same time within a subject where timetabling allows. Learners that are absent during the time of classroom based assessments will be provided with another opportunity to complete the assessment. Reasonable endeavors will be made to provide them with a different assessment in a similar format following the relevant guidance where practical.

6.11 Improving completed assessment & Feedback to pupil: The results of all assessments will be recorded by the class teacher and kept confidential and secure. Learners will not have the opportunity to improve their work. If appropriate and a requirement of the course e.g. NEA feedback can be given following WJEC guidance on an element of a piece of NEA work. No reference should be made to how improvements to a piece of work could potentially lift/improve an overall grade (or equivalent) Be aware of the vocabulary used when feeding back to learners at all times.

6.12 Confidentiality: We must ensure that we adhere to the following statement at all times as we begin the centre determined grade process. We are strictly prohibited under any circumstances to share the individual overall centre determined grade or give an indication of that overall grade to learners, or their parents or carers, or any other individuals outside the centre. Information must remain confidential at all times whether in public or private. An initial centre determined grade will be shared with our learners at the point designated on the WJEC timeline through our school processes.

6.13 Public Sector Equality Duty: 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. [Link to Equality impact assessment \(completed 14.04\)](#) (See Appendix 14)

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

6.15 Conflict of interest: Where a conflict of interest exists we will follow our standard school procedure. [Link to school conflict of interest document](#). See Appendix 11. This has been updated by WJEC 20.04 [Link to WJEC electronic conflict of interest form](#).

7. Assessment and grading decisions (WJEC policy requirement):

Our school will undertake quality assurance processes, within and across subjects to ensure the grades determined are valid, reliable, equitable and fair, while seeking to avoid discrimination.

7.1 Subject Teacher Assessing work

This will be the responsibility of each teacher who teaches the subject. A subject teacher will assess the work of the students in their class, marking with a **GREEN** pen and the appropriate WJEC mark schemes to support the accurate awarding of grades. The subject

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teacher will record the mark and grade awarded using secure conditions and ensure physical copies of evidence are safely retained and stored securely.

AOLE Directors and subject staff will ensure that they have a common and shared understanding of mark schemes or relevant WJEC criteria e.g. NEA. Training opportunities overseen by the AOLE Director will be provided at subject level in order to facilitate marking.

7.2 Subject Teacher Reaching Overall Grading Decisions:

(See Appendix 7 for MHS How we will decide subject teacher grading flowchart)

For each qualification, teachers will make use of WJEC subject assessment frameworks which include descriptors for key grades or relevant NEA criteria. Each grade awarded by the school must be underpinned by robust primary and supporting secondary evidence. If a learner has produced a **valid and reliable** assessment which is an accurate reflection of the standard at which they are working, prior to the Minister's announcement in January regarding the awarding of qualifications this summer, such work can be used by the teacher in determining the final grade. (WJEC Assessment and grading document 15.03)

Prediction or potential: 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.

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

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

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

Comparison to grade descriptors: 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 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. [Link to grade descriptions](#), [Link to GCSE Grade Boundaries](#), [Link to AS/A2 Grade Boundaries](#), [Link to GCSE exemplar materials](#), [Link to A level exemplar materials](#)

Primary & Secondary evidence: The CDG will be based on primary evidence and secondary evidence will support and confirm the **CDG** judgement e.g. Assessments

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undertaken prior to the publication of the agreed WJEC approach. Learner assessment data (i.e. the pupil's previous performance in that subject) will form the basis of discussions around the decisions made.

Objectivity: Grading will be completed objectively. Judgements will be made as fairly as possible. Teaching staff will undergo training on equality law and unconscious bias on INSET day 12th April. [Link to inset day presentation.](#)

U grade: 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.

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. [Link to document see appendices in this document](#)

In the consideration of extenuating circumstances for learners, learners will be graded on their performance in the subject content they have been taught. (Appendix 10)

WJEC Learner decision making record: 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. This will accompany the Provisional grade that will be shared with the Learner in June. (To be clarified by WJEC). Following WJEC update post Easter document created see Appendix 15

8. Quality Assurance of Assessment and grading decisions (WJEC policy requirement):

Moderation activities will take place as soon as is reasonable and practicable, once the evidence has been submitted. The purpose of internal standardisation and quality assurance is to:

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

(See Appendix 8 MHS How we will check: QA of Assessment and grading decisions)

8.1 Quality Assurance (QA) of Assessment Internal standardisation:

Subject moderation will involve all those responsible for teaching the subject. It will include

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cross checking the marking across the full range of marks and include a sample of learners from each class and across groups of learners. The Director will oversee the process and will in addition select their own sample following the above criteria.

NEA standardisation: Will be completed following the designated WJEC process.

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

Conflict of interest: Subject areas 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. [Link to WJEC Conflict of interest electronic form](#)

Full spectrum of grades: The Director 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.

Protected characteristics: 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).

Anonymised sample: All work sampled will be marked anonymously to mitigate the risk of conscious/ unconscious bias. Subject staff will undertake moderation activities, as soon as is reasonable and practicable, once the evidence has been submitted. For example when pupils complete an assessment in class they are to write their name and candidate number in the corner of the assessment front cover page and then fold it over. When marking/moderating this will take into account unconscious bias.

Comments: Where a piece of evidence is moderated, additional comments by a separate member of staff will be made using a **RED** pen; The Directors will review any discrepancies, making comments using a **PURPLE** pen.

Adjustments: 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

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



8.2 QA of Overall Teacher grading Decisions by Director & AOLE:

Each Director will QA the provisional CDG subject and overall AOLE outcomes analysed against cohort & recent years data however this must not be used to influence individual grade considerations. Queries shared with the relevant subject teacher.

The director will sample a selection of Learner Decision Making records in order to ensure that grading decisions have been made fairly and consistently. Learners with protected characteristics will be included in this sampling activity. The size of the moderation sample will be determined as above.

The results of any moderation and standardisation activity will be documented and retained.

8.3 QA of Provisional CDG in comparison to current historical subject & whole school outcomes:

A further Quality Assurance process will be undertaken by the Senior Leadership Team to ensure that the grades awarded are generally in line with those from previous external examination series (NB These are assessments) **taking into account changing circumstances and contextual performance information**. However this must not be used to influence individual grade considerations.

The Director will ensure that the grades awarded are generally in line with that particular subject's performance in recent years and provide a rationale for any significant variation. (NB These are assessments not exams). However while also taking into account changing circumstances and contextual performance information.

Historical Subject Outcomes: The Centre Determined Grades should reflect the overall standards achieved in that subject over recent years (WJEC policy guidance document). However while also taking into account changing circumstances and contextual performance information.

9. Internal Review and complaints:

This is current guidance; this whole section has been updated post 26th April when WJEC guidance is received. **"Detailed guidance for centre reviews and the appeals process will be available during the week commencing 26 April". We will share the updated guidance post 26th April with parents/carers/learners when finalised and not before to avoid confusion.**

Following an update received in May the appeals process is outlined in these documents

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- [Link to Qualifications Wales Appeals document and explanation](#) (27th May)
- [Link to Qualifications Wales Appeals document for centres](#) (17th May)
- “WJEC Guidance on centre reviews and appeals”(17th May) [Link to centre guidance](#)

All learners will be informed of their right to request a review of their grade once provisional CDG and related subject Learner Decision Making Records are issued in June. (Based on current WJEC information).

Stage 1: A learner may ask for a provisional grade to be reviewed clearly outlining the grounds for the request 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. A template will be provided by WJEC.

Stage 2: Once final results have been issued on results days, learners may appeal to WJEC through the school clearly outlining the grounds for the request, 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.

Based on the above information and following the timing guidance shared by WJEC/Qualifications Wales

Learner Decision Making Record:

Learners may request a copy of your individual subject Learner Decision Making Record for a specific subject by **Thursday 17th June 09.00** by completing a google form if they believe an error has been made. For security reasons, they will only be able to complete the Google Form using your school Google account. A paper request will be accepted but must be received by the same deadline, further details are outlined below. These will then be emailed to their school email address once the request is received. The subject **Learner Decision Making Record** received is confidential between the learner and us (until the results are confirmed on the designated results days).

Stage 1 Centre Review and Appeal of a specific subject Provisional Centre Determined Grade:

Following receipt of a requested subject **Learner Decision Making Record** and as part of the 3 stage appeals process shared with learners before half term ([Link to Qualifications Wales Learner update appeals process](#)). They can request a **Stage 1 Centre Review and Appeal of a specific subject Provisional Centre Determined Grade**, if they wish.

This is an opportunity to ask us at school to check a grade if they genuinely believe that an error has been made. Details of the process will be sent with any requested subject Learner Decision Making Records. Provisional Centre Determined Grade could go down, up or stay the same as a result of us conducting a review. Following Qualifications Wales guidelines please they must not contact members of staff as they will not be able to discuss the process followed, give feedback on assessments or how grades have been calculated.

A Stage 1 review needs to have been completed before a Stage 2 Appeal can be processed on or after the results days. All **Centre Determined Grades** shared with the learner are provisional until the relevant results day when the grades will be confirmed by the exam board.

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Timeline:

Tuesday 15th June by 10.00am	<ul style="list-style-type: none"> • Provisional Centre Determined Grades sent to the Learners Milford Haven School email address.
By Thursday 17th June 09.00am	<ul style="list-style-type: none"> • Deadline for a request to Milford Haven School for a copy of a specific subject Learner Decision Making Record to be received by. Learner must complete a google form for the Learner Decision Making Record (s) requested. A paper request will be accepted but must include the full name of the learner, candidate number and the full title of the subject being requested e.g. GCSE Geography and be handed into the main school office by the deadline. They will need to sign to say they have handed the form in. The requested record will be emailed to their MHS school account. Details of the Stage 1 Centre Review and Appeals Request process will be included.
By Thursday 24th June 12.00pm	<ul style="list-style-type: none"> • Deadline for a request for a Provisional Centre Determined Grade to be reviewed. • One per Stage 1 Centre Review and Appeals Request form completed for each and signed by the learner. • Printed blank copies will be available from the main school office for collection. Due to the timescales involved it will not be possible to post blank copies home. • The completed form needs to be handed in to the main school office for the attention of our Examinations Officer by Thursday 24th June 12.00pm. They will need to sign to say they have handed the form in. • Requests received after this date and time will not be accepted.. • They will be notified of the outcome before the 9th July.
10th August	AS & A level & Vocational Level 3 results day
12th August	WJEC: GCSE & Vocational Level 2 results day

See Appendix 12

10. Learner and parent/carers communication (WJEC policy requirement)

The involvement of learners, parents/carers is important in instilling confidence in the approach we will use. They will be kept informed over the course of the process through direct communications using various media. The following is subject to change based on further information and guidance received.

10.1 Prior 15th March: Brief outline shared with Year 11/13 learners/parents/carers.

10.2 Before Easter: Share the following information:

- What is a CDG?

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- What evidence will be used to determine the grade? (inc access arrangements)
- What quality assurance processes are in place?
- Relevant year group road maps.
- FAQs (Or at another suitable time)

10.3 During the CDG process (12th April to 28th May). Once Quality Assurance of the Centre Assessment Plan by the WJEC has taken place, parents/carers and learners will be able to access a copy via our school website.

In addition to the points above, the following areas while covered in our policy may also be shared separately:

- How will you receive your CDG? (inc review/appeal/special consideration) post 26th April.
- How specific and relevant access arrangements and special consideration have been met
- The recording of evidence contributing to the determination of their final qualification grade
- The internal moderation processes that will be undertaken by the centre
- The recording of reviews requested by the learners and the outcome of such reviews (Complaints procedures)

10.4 After Easter and by subject, learners maybe informed of 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 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.

It is anticipated that learners will be informed of their Centre Determined Grade at the start of June 2021.

10.5 During the CDG process (post 26th April) Vocational update received about the process to be followed and information may be shared with parents/carers.

[Link to Guidance on the determination of grades for WJEC vocational and other general qualifications for Summer 2021-Wales](#)

11. Private candidates

The following information has been received from Qualifications Wales.
Final details will follow in version 3 of the guidance from Qualifications Wales (QW) and is subject to change.

11.1 Background: Options to ensure access to qualification grades for learners who are not on a centre's roll and who would normally enter these qualifications as private candidates are being finalised.(QW V2 9.1)

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11.2 Established Relationship: Where centres have an established relationship with learners who were due to enter one or more approved qualifications as private candidates, then arrangements can continue as planned. (QW V2 9.2)

11.3 No Established Relationship: For learners who have no established relationship with a centre the following will apply:

- Welsh Government will work with local authorities to ensure there are centres willing to accept private candidates, and that these are available and accessible in enough areas of Wales.
- These centres will host private candidates and WJEC will arrange suitable assessments. WJEC will mark work required as part of the evidence to make a judgement on a grade and determine a grade (this will follow the same process as a Centre Determined Grade). WJEC will also ensure a process is in place to allow private candidates to request a review of grades on the basis that an unreasonable academic judgement has been made and/or a procedural error has been made. (QW V2 9.3)

11.4 Entries: WJEC's entries deadline is later this year, which will enable entries to be made once the approach is agreed. (QW V2 9.3)




12. Appendices:

Appendix 1:

Combined MHS CDG Staff Timeline [Link to MHS CDG Staff Timeline](#). This is a working document:

Example page:

<p style="text-align: center;">  </p> <p style="text-align: center;"> WJEC Year 11/13 CDG Timeline Link to QW V2 released 04.03.21 Blue training event Red deadline Black a process/materials/Feedback </p>					
Date	WK	Event Timeline QW	MHS Link to our exams 2021 folder Will be	WJEC Timeline Guidance & Training Events QW	Learner Timeline QW
1st March	2	5th March WJEC info on assessment and IQA requirements		5th March Training: Foundations and creation of assessment & Guidance on Centre policy on assessment and QA	Online learning
8th March	1		9th March: Central Leaders meeting. Outline current CDG updates.	W/C 8th March Training: Centre approach to assessment and QA of grading decisions 12th March: Training: Live Q&A	
15th March	2	19th to 25th March submit assessment & IQA to WJEC	16th March: Standards meetings what evidence will be used to generate the CDG for each GCSE/A2/ Voc subject?. Linked to the WJEC subject guidance and assessment protocols. Complete pupil timeline.	15th March: High level appeals process W/C 15th March: Final qualification assessment frameworks inc grade descriptors & Grading guides & Assessment materials for centres. 19th March entries deadline	By Easter Your college/school will tell you how you will be assessed and graded for your qualifications.

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Appendix 2:

Combined MHS CDG SLT/Directors Planning Timeline. Identifies times that can be used for QA and completing other associated CDG activities. This is a working document and is an example page:

WJEC Year 11/13 CDG Timeline [Link to QW V2 released 04.03.21](#)
Blue training event Red deadline Black a process/materials/Feedback

Date	WK	Event Timeline QW	MHS Link to our exams 2021 folder	WJEC Timeline Guidance & Training Events QW	Learner Timeline QW
1st March	2	5th March WJEC info on assessment and IQA requirements		5th March Training: Foundations and creation of assessment & Guidance on Centre policy on assessment and QA	Online learning
8th March	1		9th March: Central Leaders meeting. Outline current CDG updates. 11th March: Create evidence folders for each pupil. Order enough for one for each subject Director stores securely. 500 manila folder x 7 and equivalent stickers. JB to deliver to AOLE director office.	W/C 8th March Training: Centre approach to assessment and QA of grading decisions 12th March: Training: Live Q&A	
15th March	2	19th to 25th March submit assessment & IQA to WJEC	16th March: Standards meetings what assessments will be used to generate the CDG for each GCSE/A2 subject & Voc. Linked to the WJEC subject guidance and assessment protocols.	15th March: High level appeals process W/C 15th March: Final qualification assessment frameworks inc grade descriptors & Grading guides &	By Easter Your college/school will tell you how you will be assessed and graded for your qualifications.

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Appendix 3

MHS AOLE CDG part 1 Assessment Planning considerations blank (Shared with AOLE Directors 10.03)

AOLE NAME: Link to secure WJEC site & Link to WJEC assessment creation guidance & Link to WJEC voc guidance . Link to subject guidance please add here						
Subject	Qual Type	Board	Assessment Objective (s) covered *1	Subject specific evidence to be used for CDG	What and when will you deliver CDG opportunities? E.g. adapted papers, NEA completion or other tasks.	How and when will you quality assure the Primary & Secondary evidence used & CDG?
E.g. History	E.g. GCSE/ BTEC	E.g. WJEC/ EDEXCEL		Primary Evidence 1: Secondary Evidence 2:		Evidence QA: CDG QA:

*1 **Assessment objective (s) covered:** Found under **key requirements to ensure progression** section of WJEC subject qualification assessment frameworks or equivalent board document

Guidance issued with the above based on information available at the time:



Background: Following the current information shared by QW and WJEC on the 5th March and to help us continue in our preparations for CDG. Please populate your AOLE table below with the following information. This will give us an overall outline which we can adapt as there is also a requirement for us to have shared with our learners how they will be assessed and graded for each of their qualifications. However the amount of detail that needs to be shared with learners needs to be clarified. Please note that based on any future information received the following may need updating.

Please populate your AOLE table below with the following information

- Subject name e.g. Geography
- Qualification Type: e.g. GCSE or BTEC
- Board e.g. WJEC
- Assessment objectives (under **key requirements to ensure progression** section of subject qualification assessment frameworks)
- What specific primary and secondary evidence will be used to determine the CDG or for an award to be made (e.g. BTEC) for each of your GCSE or A2 or vocational subject areas against the relevant assessment objectives? This can come from a range of activities which could include mock exams, other past papers provided by WJEC, NEA and other assessed work (QW document).

This is divided into **Primary Evidence 1** and **Secondary Evidence 2**.

Primary Evidence 1 will be the

- Adapted WJEC papers.
- Non Examined Assessment work where applicable. Centres need to be assured that it is the learner's own work (please note QW 4.3 below)
- WJEC past papers where completed under controlled conditions based on published WJEC criteria, that have already been externally quality assured and are fully supported by clear mark schemes (please note QW 4.3 below)

Secondary Evidence 2 will

- Support and confirm your CDG judgement e.g. Current SIMS attainment record for pupils.
- Take into account that pupils will not have known that the information will have contributed to their CDG.

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We must ensure that we adhere to the following statement at all times as we begin the centre determined grade process. We must not, under any circumstances, share the individual overall centre determined grade or give an indication of that overall grade to learners, or their parents or carers, or any other individuals outside the centre. Information must remain confidential at all times whether in public or private. An initial centre determined grade will be shared with our learners at the point designated on the WJEC timeline through our school processes.

Feedback can be given on an element of a piece of work (current interpretation); no reference should be made to how improvements to a piece of work could potentially lift/improve a grade (or equivalent) Be aware of the vocabulary you use when feeding back to pupils to avoid any information being used in a possible appeals process. (To be clarified)

QW noted:

4.3. Assessment evidence must come from work completed by the learner, on adapted specification content, during the course of study for the qualification. Evidence may include practical evidence where appropriate. Assessed work may be completed in the school environment or at home but centres need to be assured that it is the learner's own work.

4.4. The number of pieces and type of evidence required to support judgements will not be prescribed, since this will vary by qualification and how key themes and skills are organised in assessments. It would also not provide the flexibility required to allow for variation in context between centres. The requirement for evidence needs to support the sound, impartial determination of the correct grade for a learner. It may be that relatively few pieces of clear evidence would be sufficient to demonstrate attainment across overarching key themes for many qualifications

GCSE/A2 subjects: Please complete the above for each GCSE and A2 subject including any other full courses you are delivering off SIMS e.g. Additional Maths. [Link to WJEC secure site subject guidance](#) and if you are also designing assessments tasks to be delivered please refer to the [Link to WJEC assessment creation guide](#). MT/IG have downloaded many of the individual subject guidance documents to this folder. [Link to folder with GCSE/A level individual subject guidance downloads](#)

Appendix 4

MHS AOLE CDG part 2 Delivery considerations by subject: (see 4.3).

AOLE & Subjects:	
Choice of adapted paper assessments:	
Within the AOLE/subject are there any additional points to consider e.g. Tiered papers?	
Centre Devised Assessments:	
Are you intending to use Centre Devised assessment materials you have created yourself?	
If yes has the WJEC centre Assessment creation Guide been followed?	
If yes have they completed the WJEC online training available on the secure website?	
NEA:	

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If there is an NEA requirement within your AOLE/subject has one been completed/partially completed/not completed?
Where an NEA is a requirement what is the proposed date of completion?
What proportion of the final awarded grade comes from the NEA usually?
Assessment Weightings
Although weightings are not prescribed, you should take account of unit and assessment objective weightings in the specification (including the effect of any adaptations made for 2021). Evidence of high achievement in a narrow aspect of the specification will not, on its own, justify a high grade. Please outline the usual subject assessment weightings:
Pupil skills knowledge and understanding:
Within the AOLE/subject are there topics/Assessment objectives that need to be delivered or retaught prior to the assessments?
How will staff keep pupils informed of information relating to assessment?
Assessment delivery:
Within your AOLE/subject area how will pupils be prepared for assessment?
Within your AOLE/subject area where will the assessments take place? The levels of control will be similar to when an NEA is completed (as outlined in our policy) is there a clear understanding of those requirements?
Within your AOLE/subject area what is the nature and duration of the assessments?
Within your AOLE/subject area how will access arrangements be met?



How will you ensure pupils complete the assessments, follow up on those who haven't?

Marking:

Please outline how you will mark pieces of assessment:

Quality assuring the evidence used:

Please outline how the assessments will be moderated and grade awarded:

WJEC Training:


How will AOLE/subject access the WJEC training sessions? Will they complete sessions online together?

Appendix 5 Year Group Road map example:

<p>Milford Haven School Ysgol Gyfun Aberdaugleddau</p> <p>Year 11 Road Map: Summer 2021 (Designed by MG)</p> <p>Dear Pupil</p> <p>The following map is designed to show when a WJEC adapted past-paper task (s) will be completed which will then be used as part of the evidence for your centre determined grade (CDG). However please note that this is based on the release of materials by the WJEC and, as a result, may be subject to change. The use of our map is to ensure that you are clear about when an adapted past paper task(s) will be completed, but may be subject to change in exceptional circumstances (For example a Positive COVID Test). You may be completing tasks at different times to your peers depending on your timetable. You may also be completing Non Examined Assessments (NEAs) or elements of your vocational courses within your lesson time and other activities. Your teacher will keep you informed.</p> <p>WC = Week Commencing</p>											
Week (Subject to wellbeing review)	W/C 15th Mar	W/C 22nd Mar	E A S T E R H O L I D A Y	W/C 12th Apr	W/C 19th Apr	W/C 26th Apr	W/C 3rd May	W/C 10th May	W/C 17th May	W/C 24th May	H A L F T E R M
Maths & Num											
English											
Science				Double Physics		Triple Chemistry Double Physics	Triple Physics Double Biology	Triple Biology Double Chemistry	Triple Biology Double Biology	Triple Physics & Chemistry Double Chemistry	
Welsh											
Ethics											

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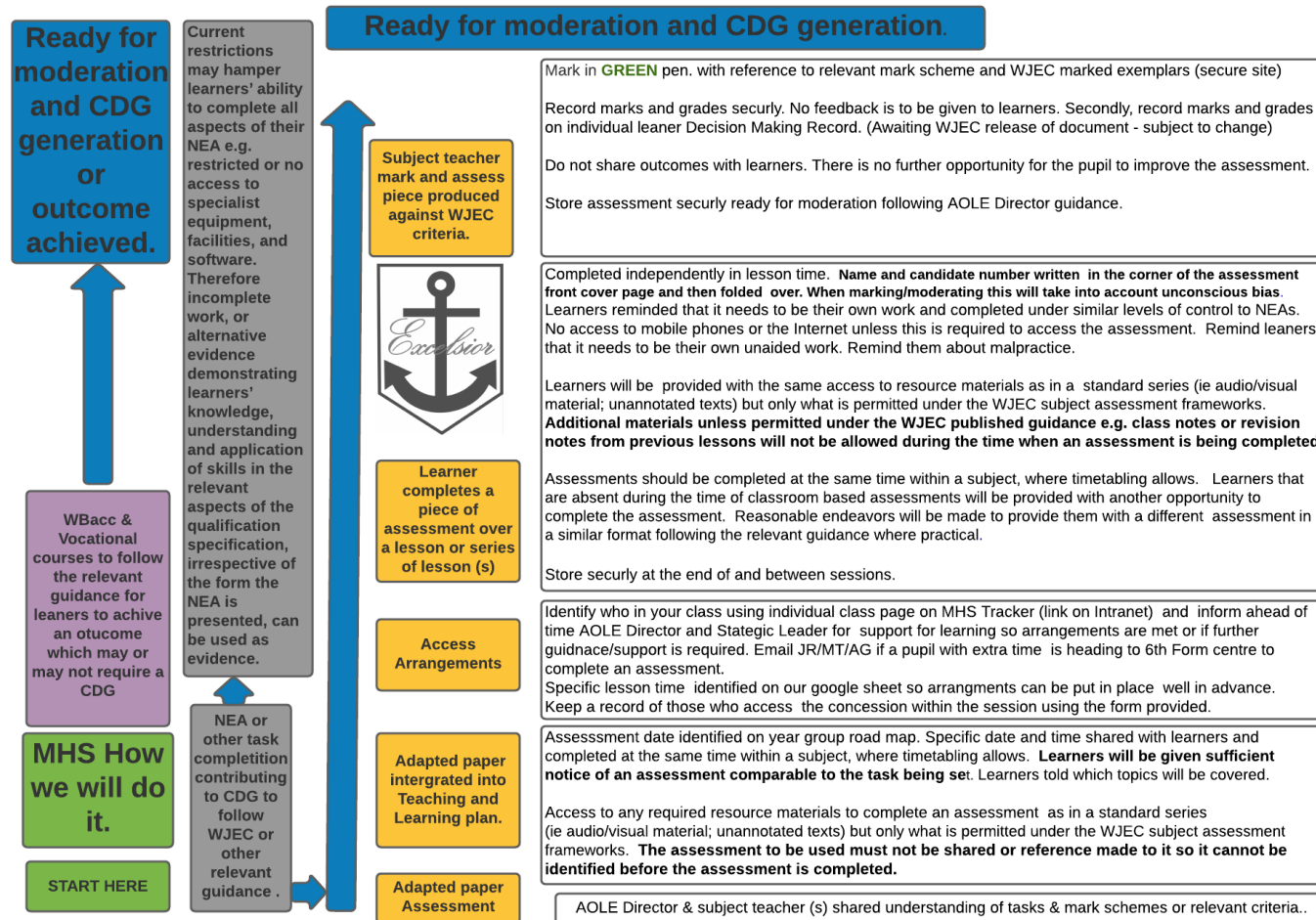
Milford Haven School
Ysgol Gyfun Aberdaugleddau

Week (Subject to wellbeing review)	W/C 15th Mar	W/C 22nd Mar		W/C 12th Apr	W/C 19th Apr	W/C 26th Apr	W/C 3rd May	W/C 10th May	W/C 17th May	W/C 24th May	
Welsh Bacc	Welsh Bac lessons continue.			Welsh Bac lessons will continue to complete the course.							

Week (Subject to wellbeing review)	W/C 15th Mar	W/C 22nd Mar	E A S T E R H O L I D A Y	W/C 12th Apr	W/C 19th Apr	W/C 26th Apr	W/C 3rd May	W/C 10th May	W/C 17th May	W/C 24th May	H A L F T E R M
Option lesson assessment Block 1						Engineering					
Option lesson assessment Block 2					20th: French Speaking 22nd/23rd: French Writing		6th/7th: French Listening	Product Design	20th/21st: French reading	Product Design	
Option lesson assessment Block 3						27th: Double Health & Social		11th: Double Health & Social			
Additional year 11 courses					21st: Spanish Speaking	28th: German writing	6th/7th: Spanish Listening	11th: German reading 13th: German	20th/21st Spanish reading	26th: German speaking	



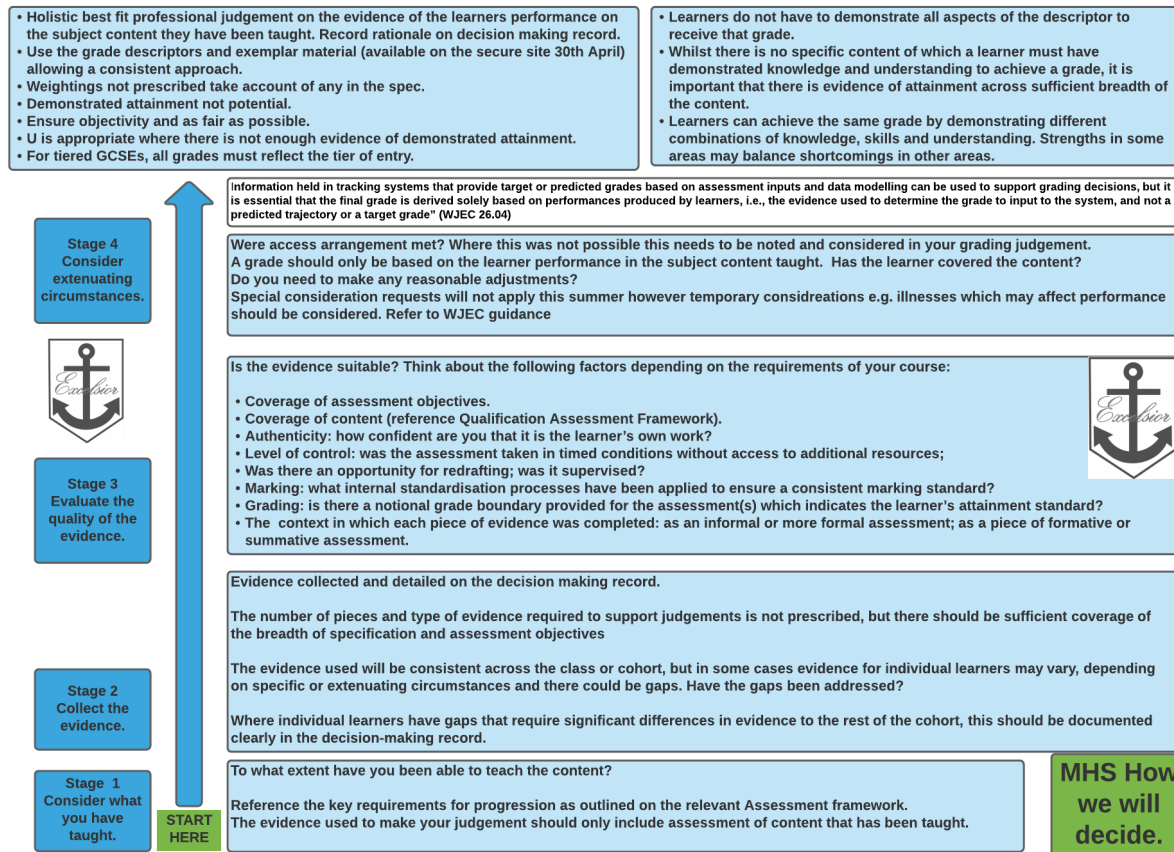
Appendix 6: How we will do it: CDG Assessment delivery:



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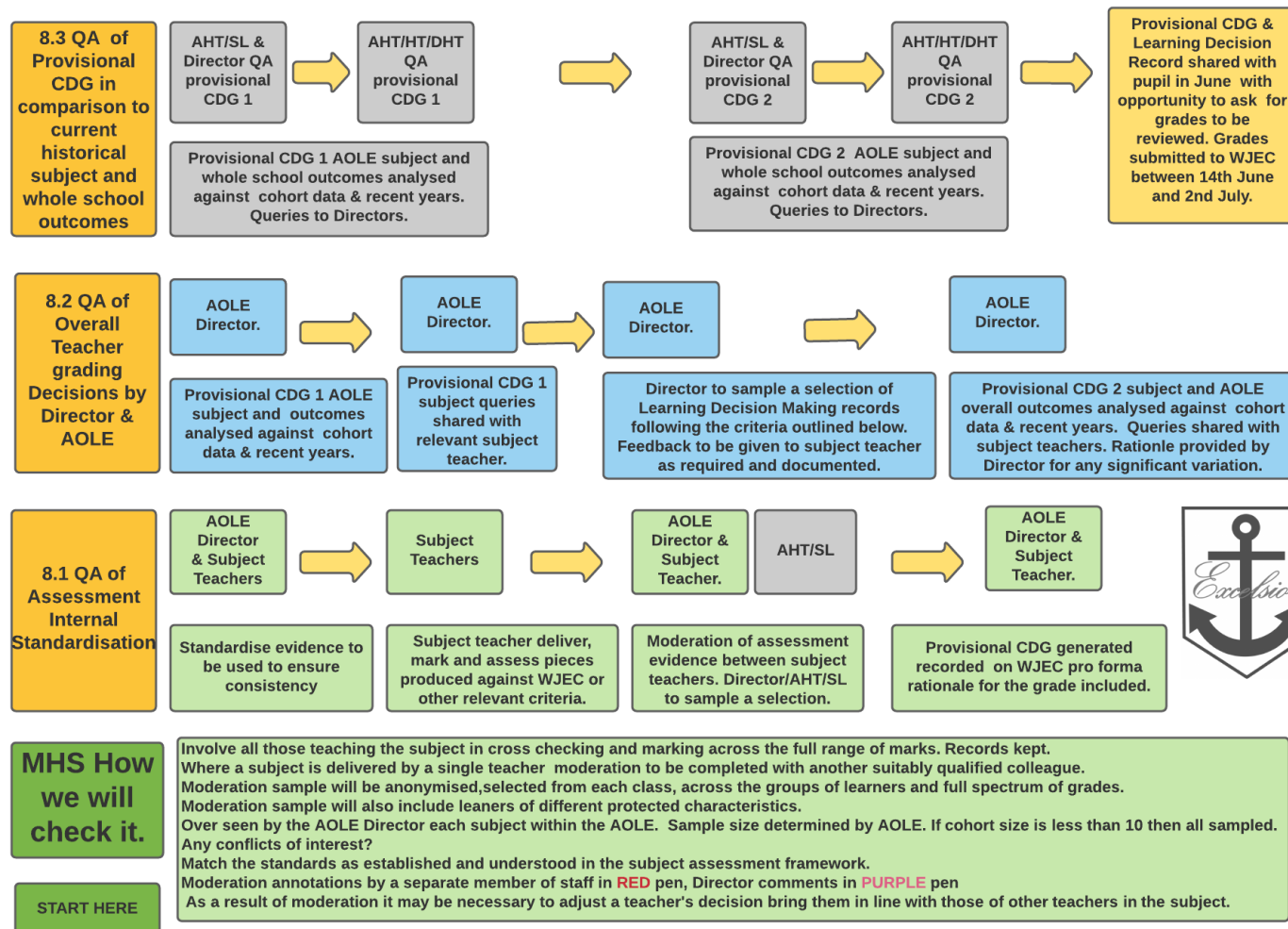
Appendix 7 How we will decide:



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Appendix 8: How we will check it:



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Appendix 9:



Appendix 2

Guidance on access arrangements and reasonable adjustments for summer 2021

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 JCO 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 10



Appendix 3

Guidance on special consideration for summer 2021

Introduction

The purpose of this guidance is to provide advice to centre staff when making decisions on Centre Determined Grades.

The guidance covers the following 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)

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 11:



Appendix 4

Guidance on Conflict of Interest

The JQC General Regulations for Approved Centres require that centres record conflicts of interest and take steps to mitigate their effects. In addition, in certain circumstances, centres are required to notify 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 the 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 centre staff has been entered as a candidate
- A member of centre 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)

The notification must include details of the candidates involved and the steps taken to mitigate the conflict.

Conflicts of interest must be notified to WJEC using our online form – the link for this will be made available at a later date.

[Link to WJEC Conflict of interest electronic form released 20.04](#)



CONFLICT OF INTEREST FORM FOR MEMBER OF STAFF TEACHING AND PREPARING MEMBERS OF FAMILY OR CLOSE FRIENDS INCLUDING INTERNAL ASSESSED COMPONENTS

NAME	ROLE	SUBJECT AND LEVEL	EXAM BOARD	CHILD'S NAME	STEPS TAKEN TO MITIGATE

SIGNED:

DIRECTOR OF LEARNING

SIGNED:

HEAD OF CENTRE

DATE:

Our policy is subject to change/revision based on WJEC & Qualifications Wales updates, further release of materials and associated documents and a change in school, local or national circumstances.



Appendix 12:

WJEC Guidance on centre reviews and appeals

Summer 2021



@WJEC_CBAC



WWW.WJEC.CO.UK



@WJECCBAC

WJEC Guidance on centre Reviews and appeals summer 2021

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Our policy is subject to change/revision based on WJEC & Qualifications Wales updates, further release of materials and associated documents and a change in school, local or national circumstances.



Section 1: Introduction

Qualifications Wales in its [documents](#) *Guidance for alternative arrangements for approved GCSE, AS and A Level qualifications* and *Information on centre review and appeals in summer 2021 outlines the centre review and appeals process*. This WJEC guidance should be read in conjunction with the Qualifications Wales' documents.

This guidance relates to the following qualifications:

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

Please refer to the JCQ Guide to appeals processes, summer 2021 document for the following qualifications: Eduqas GCSE, Eduqas AS and A Level, Level 3 Applied Certificates and Diplomas, Level 1/2 Vocational Awards, Extended Project, Level 1/2 Latin, Level 2 Certificate in Additional Mathematics, Entry Level Certificate. We will inform centres when the JCQ guidance is available.

Centres in Northern Ireland taking our WJEC AS and A Level qualifications should also refer to the JCQ guidance.

For guidance on appeals for other qualifications please contact appeals@wjec.co.uk.

Learners' grades for summer 2021 are based on Centre Determined Grades. The grade is a holistic judgement based on the balance of evidence that demonstrates the learner's level of attainment. As with other processes this year, the appeals process is an exceptional arrangement resulting from the cancellation of examinations due to the COVID-19 pandemic. Learners may request a centre review and subsequent appeal to WJEC where they believe an error has been made in determining their grade. Learners must state clearly where they consider an error has been made. As grades are awarded based on a holistic judgement underpinned by evidence, there is no review of marking or reviews of moderation service in summer 2021. The focus is on the holistic grading judgement rather than the marking of individual assessments.

A centre review and appeal may result in a learner's grade remaining the same, being raised or being lowered.

Section 2: An overview of the three stages of the centre review and appeals process

There are three stages to the process:

Stage 1 Centre review (pre-results)

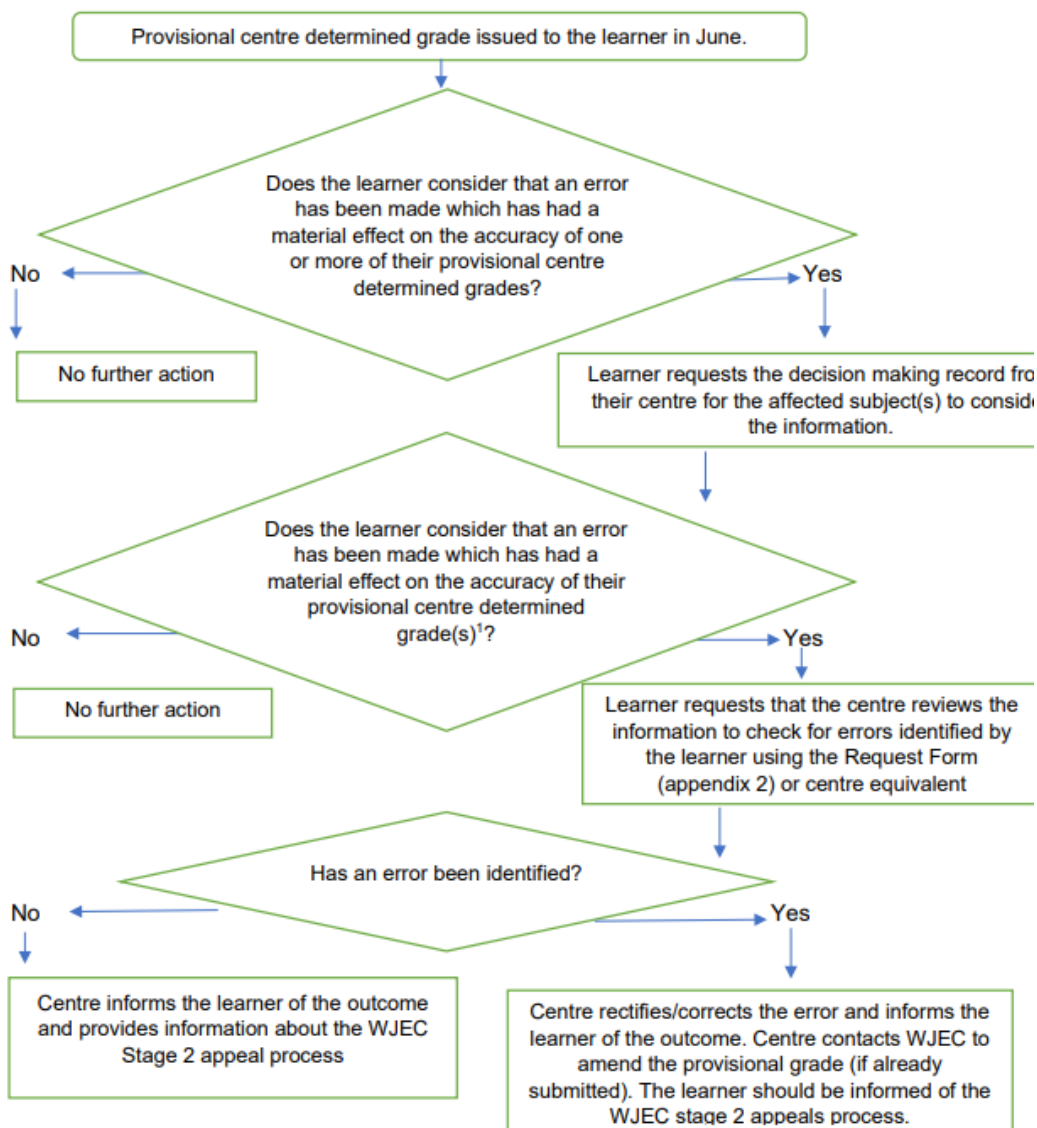
Stage 2 Appeal to WJEC (post results)

Stage 3 Qualifications Wales Exam Procedures Review Service (EPRS)



Section 3: Stage 1 – The centre review

The diagram below illustrates the standard path through a centre review.



¹As outlined in section 3 (page 6) of Qualifications Wales' guidance: *If a learner does not feel able to make a decision on whether to request a centre review without seeing additional evidence, they can only ask to see the evidence that was directly relied upon by the centre in determining the grade. If a request is made for evidence that goes beyond the evidence relied upon in determining the grade, schools and colleges can refuse it on the basis that it is an unreasonable request.*



For qualifications within the scope of this guidance, centres must provide learners including private candidates (Route A), with their provisional grades by 30 June. Centre Determined Grades must be submitted to WJEC by 2 July.

Schools and colleges have applied internal quality assurance arrangements and WJEC has undertaken external quality assurance of arrangements for summer 2021. Errors however may occasionally occur and learners have an opportunity to ask their centre to check their grade if they genuinely believe that an error has been made that has had a material effect on the accuracy of their provisional centre determined grade.

Information used to determine the learner's grade will have been recorded (learner decision making record). If a learner considers that an error has been made in determining their grade, they should request and consider this information. The centre must allow learners 48 hours from the time they receive their provisional grade to request the information.

If, having considered the information, the learner considers that an error has been made which has had a material effect on the accuracy of their provisional centre determined grade they may submit a request to their school or college for a Centre Review. Learners must be allowed 5 working days from receiving the information to submit their request for a centre review.

Centres may mandate that they will only accept a review submitted on the WJEC Centre Review and Appeals request form (Appendix 1). A centre may, however, accept a request in another format at its discretion. Learners must provide a brief and clear explanation of the error they believe has occurred at the beginning of the process. The centre will base its review on the information provided by the learner. **Learners must give their written consent prior to a review being undertaken as their provisional grade could go down, up or stay the same as a result of a centre conducting a review.**

Learners are not able to negotiate which evidence is included in the range of evidence used to determine their grades. This is not an opportunity for a learner to request that an assessment is replaced with an alternative assessment.

Qualification grades in summer 2021 are determined on holistic judgements via a grade based system rather than a mark based system. Schools and colleges are not expected to remark assessment(s).

The centre must set a deadline for learners to request a centre review. The centre must notify learners that requests made after its deadline will not be accepted. Centres are required to submit Centre Determined Grades (CDGs) to WJEC by 2 July. If a learner has requested a review which results in a grade change, centres must inform WJEC of the grade change by 20 July to ensure that the grade can be amended prior to results day.

The centre should nominate a member of staff who was not involved in determining the grade to oversee the centre review process. However, the original decision maker can be part of the process to check whether an error was made. There is no expectation that the centre should source an independent subject expert as part of the process.

The outcome of the review will be to confirm whether or not there was an error.

If an error is identified, the outcome may be that the provisional grade will stay the same, go down or go up. If an error is identified, it may not necessarily result in a change of grade as the error may not be sufficient to change the grade.



If the review results in a grade change, the centre will inform WJEC and WJEC will correct the grade.

The centre will inform the learner of its decision in writing and include the following information:

- a) whether or not there was an error
- b) a reason for the decision
- c) whether there was a grade change and, if so, what the new grade is
- d) a reason for the grade change, or lack of change
- e) information on the next steps if a learner wishes to escalate the appeal to stage 2 - an appeal to WJEC.

WJEC will provide an optional template for centres to use in communicating the outcome to learners.

If a learner does not agree with the centre's decision, there is no further internal centre review stage. The escalation is to the WJEC stage 2 appeal

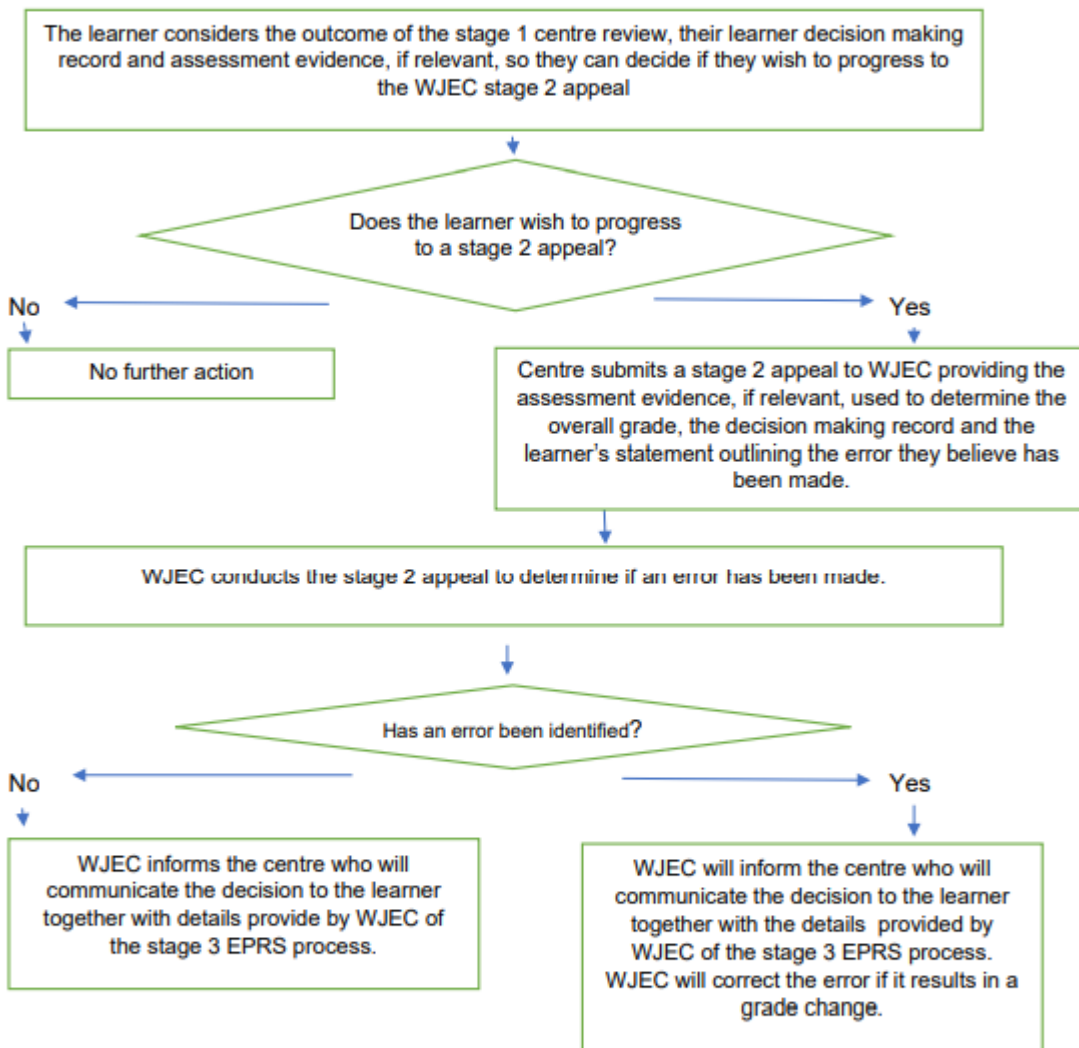
Due to results days falling in the summer holidays, the centre may wish to ask the learner if they are minded to request that an appeal be submitted to WJEC on or after results day. This would enable centres to prepare for submitting an appeal to WJEC on behalf of the learner prior to the end of term.

Learners have the right to request that the centre submits an appeal to WJEC as the next stage in the process. If requested, the appeal must be submitted by the centre on behalf of the learner within the appeals window, see section 4.



Section 4: Stage 2 Appeal to WJEC

Learners, including a private candidate, may request that their centre submits a stage 2 appeal to WJEC if they consider that an error persists following the outcome of stage 1 – the centre review. An appeal may also be made if the learner, following a discussion with the centre, considers that WJEC has made an error. For example, the centre confirms that they submitted a provisional C grade, and the grade issued by WJEC was a D.



The grounds upon which a stage 2 appeal may be submitted are:

- A centre administrative or procedural error
- The grade is unreasonable
- WJEC made an error

An appeal to WJEC will not be accepted if the first stage, centre review, has not been requested within the centre's deadline for submitting a centre review and has been



completed. WJEC will only accept a request for an appeal if a learner had not requested a centre review within the deadline if there is a difference between the provisional grade issued to the candidate by their centre and the grade issued by WJEC on results day.

WJEC will not accept appeals directly from learners or parents/carers.

An appeal must be submitted via the WJEC secure website, details on the submission process will be published by the end of June.

When an application for an appeal is received, WJEC will first decide whether to accept the appeal. The decision whether to accept the application for an appeal is based on:

- a) the validity of the grounds for the appeal as put forward by the learner
- b) whether a centre review has been completed
- c) the timescale of the application
- d) the learner's consent.

If an application for an appeal is not accepted, the reason(s) for this will be given in writing to the centre. The centre must provide a copy of this information to the learner.

The approach to the appeal will depend upon the information provided by the learner and the ground for the appeal.

- Centre administrative error: It is anticipated that administrative errors will have been corrected during a centre review. If the learner considers that an administrative error persists, WJEC will consider the evidence in respect of whether an error occurred.
- Procedural error: Based on the information provided by the learner, WJEC will evaluate whether the centre followed the procedure (centre policy/assessment plan) which is being challenged by the learner. It is not a ground for an appeal that the learner disagrees with the content of a procedure, the focus of an appeal is the application of the procedure.
- An unreasonable grade: WJEC will consider the learner's decision making record and related evidence and determine whether the grade is reasonable. A centre determined grade will only be considered unreasonable if it is well outside the bounds of reasonable academic judgement and that the evidence cannot reasonably support the grade awarded. The appeal will not consider an alternative grade submitted by the learner or whether an alternative grade is reasonable. As the centre determined grade is holistic in nature, the reviewer will take a similarly holistic approach to their decision-making. The reviewer will not re-mark individual assessments. The reviewer will consider the learner's assessment evidence in its entirety to determine whether the overall grade is reasonable.

Depending on the grounds submitted by the learner, WJEC will assign the appeal to a trained staff member or to a reviewer. A reviewer will be a subject expert appointed and trained by WJEC. The reviewer will evaluate any appeal made on the grounds that there was an unreasonable exercise of academic judgement by the centre. 'Unreasonable' is defined in the Qualifications Wales [information for schools and colleges](#).

As a result of the appeal, the case will either be 'not upheld' or 'upheld' in whole or in part in favour of the learner.

WJEC will inform the centre in writing of the outcome of the appeal including the reason(s) for the decision.



If an error has occurred which has resulted in an incorrect grade, WJEC will correct the grade.

The centre must provide the learner with a copy of WJEC's outcome letter. The letter will inform the learner of the next stage of the appeals process – Stage 3 Qualifications Wales EPRS.

Key Dates for the Stage 2 Appeal

GCE, Advanced Skills Challenge Certificate, Level 3 Health and Social Care: Principles and Contexts	
Priority appeals (those for which a higher education place is pending):	10 -23 August
Non-priority appeals:	10 August – 17 September
GCSE, Foundation and National Skills Challenge Certificate, Level 2 Health and Social Care: Principles and Contexts, Level 2 Children's Care, Play, Learning and Development (Unit 216)	
All appeals	24 August – 21 September

Any learner who submits a priority appeal request must include their UCAS personal identifier reference number on the appeal request form in order for it to be processed as a priority appeal. Candidates should also notify their university or other higher education establishment that they have requested an appeal.

Section 5 – Stage 3 Qualifications Wales EPRS

The final stage of the appeals process is the EPRS. The EPRS will check whether WJEC has complied with its own procedures and Qualifications Wales' requirements. EPRS is available for GCSE, AS/A Level and Skills Challenge Certificate qualifications.

The EPRS will not review whether the centre has complied with its own policies or procedures or those set by WJEC for it to follow as this part of the appeals process will have taken place at stage 2.

As in any other year, the EPRS will not review the accuracy of the grading decisions and will not change any grades,

Further details of the EPRS will be published by Qualifications Wales in June.



Section 6: Appeals for private candidates

Qualifications Wales has documented the arrangements for private candidates this summer:

[Guidance for centres entering private candidates](#)

[Guidance for Private Candidates](#)

Route A – Centre-assessed route	Route B – Centre-hosted route
The centre review and appeals process for private candidates will be the same as for other learners in the centre.	As grades will have been determined by WJEC examiners, WJEC will conduct the first and second stages of the process. Separate guidance on reviews and appeals for Route B will be issued to Route B centres for communicating with learners.

Section 7: Other administration errors

A centre may identify errors that are outside the scope of the centre review and appeals process which have resulted in learners not being issued with a grade or issued with an incorrect grade, such as an entry error or transposition error. In conducting a review, a centre may identify an error in the grade of a learner who has not requested a review. In such cases, the centre will need to inform WJEC of the error.

If an error with an entry is identified, the centre should contact entries@wjec.co.uk for advice.

For other administrative errors, the centre should contact the relevant WJEC section:

- GCE@wjec.co.uk;
- GCSE@WJEC.co.uk
- for all other qualifications pathways@wjec.co.uk.

Section 8: The importance of retaining evidence

It is important that information used in determining and recording a learner's grade is retained safely, for example the learner's work. It is not a requirement that the documentation is the original version, a scanned copy of handwritten evidence or digital document will be acceptable.

Centres must retain information relating to a learner's access arrangements, or personal circumstances affecting their performance, which has been taken into account during the process of determining a learner's grade or was deemed not to be relevant.

It is important that the information can be retrieved in a timely manner to enable centre reviews and appeals to be progressed as swiftly as possible.

If information is missing there will be limitations to the extent that the full range of information can be used as part of a centre review or appeal. **However, a review or appeal should be conducted using the information available.**



Section 9: Data on centre reviews to provide to WJEC

Qualifications Wales requires WJEC to collect data from all centres on the number of centre reviews undertaken and the outcome of such reviews. To fulfil that requirement we will collect high level summative information on the total number of centre reviews requested by your learners, the total number of reviews that resulted in the grade being lowered, and the total number of reviews that resulted in the grades being raised, following the conclusion of the centre review. We will provide information on submitting the data via the secure website by June 14. The final date for submission to WJEC is July 20th 2021.

Appendix 13

WJEC Centre Policy Review Audit

Centre name	MILFORD HAVEN SCHOOL
Centre number	68265
Head of centre	C Morris
Reviewer	M GRIFFITH-WILLIAMS
Date of review	03.04.2021

Policy area	Meets Requirements	Additional information needed	Comments
1. Role and Responsibilities <ul style="list-style-type: none"> Defined roles and responsibilities within centre Roles cover assessment and quality assurance responsibilities 	YES		Clear roles and responsibilities outlined within this policy area. Each role describes assessment and QA duties.
2. Subject assessment plans <ul style="list-style-type: none"> Development of plans to meet QAF Internal quality assurance and approval Implementation of chosen assessments and associated mark schemes to ensure consistency 	YES		<p>Clear outline of how the centre intend to gather evidence to determine CDG using WJEC devised assessments and mark schemes across subject areas.</p> <p>Staff training will support the QA process that will take place at departmental and leadership level.</p> <p>Appendix 3 provides further clarification on this policy area.</p>
3. Centre devised plans (if applicable) <ul style="list-style-type: none"> Quality assurance measures Training 	YES		Minor amendments to WJEC assessment materials.

Our policy is subject to change/revision based on WJEC & Qualifications Wales updates, further release of materials and associated documents and a change in school, local or national circumstances.



4. Assessment delivery <ul style="list-style-type: none"> • Delivery – face to face/remote • Supervision during assessment • Length of time for assessment • Feedback • Authentication of learner's work • Candidate and centre staff malpractice • Record keeping • Secure storage of evidence and records • Provision of Access arrangements • Conflict of interests • Training 	YES		<p>The policy considers the environment and factors surrounding conducting the assessments both in school and at home.</p> <p>Authenticity of the learner's work, access arrangements, and staff training are also addressed.</p> <p>The centre has understood the need for considering conflict of interest. (noted in policy area 5)</p> <p>Appendix 6 provides further clarification on this policy area.</p>
5. Quality assurance of assessment and grading decisions <ul style="list-style-type: none"> • IQA arrangements to ensure accurate, reliable and fair results (e.g. IQA policy/strategy, internal standardisation process, sampling) • Recording of initial and IQA decisions • Equalities and ensuring objectivity in grading decisions • Special consideration and access arrangements • Historical data in decision making • Training provided to staff on assessment and quality assurance • Data Protection 	YES		<p>The centre has outlined their strategy and sampling methodology with staff assigned to conduct QA check.</p> <p>The centre has a layered QA check and process in place involving the leadership team.</p> <p>The audit trail is clear with the use of different coloured pens.</p> <p>Data protection is addressed in policy area 4.</p> <p>Appendix 8 provides further clarification on this policy area.</p>
6. Learners and parents/carers communication	YES		<p>A clear overview of how information will be communicated to learners and parents/carers.</p>

<ul style="list-style-type: none"> • Overall approach • When assessments will be completed • What information will be considered when determining grades • Access arrangement/special consideration • Learner Decision Record • Recording of reviews 			
7. Internal review and complaints <ul style="list-style-type: none"> • Statement confirming that the centre's commitment to read and take account of the internal review and appeals guidance and to review and update the centre's complaints and internal appeals procedure(s). 	YES		<p>Each step of the appeals process is explained. Current guidance will be updated post 26 April 2021 when WJEC guidelines is received.</p>

Reviewer	M GRIFFITH-WILLIAMS
Reviewer date	It has been a pleasure to review this policy. Diolch.
WJEC checked	03.04.2021
WJEC date	NDO
	09.04.2021

Our policy is subject to change/revision based on WJEC & Qualifications Wales updates, further release of materials and associated documents and a change in school, local or national circumstances.



Appendix 14



CENTRE DETERMINED GRADES: EQUALITY IMPACT ASSESSMENT

April 2021

Introduction

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

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

As outlined in the school's assessment approach, which has been shared with our pupils, parents and carers evidence gathered to support the determination of grades makes use of standardised materials, produced by WJEC. These include the use of adapted past-paper questions, and associated mark schemes. WJEC materials have already been through a robust process of equality impact assessment, as part of their own process of quality assurance, to ensure they meet the needs of the general equality duty.

To support the delivery of Centre Determined Grades, the school has provided access to training for staff at all levels. A mandatory element of this is support for objectivity and mitigating the risk of potential unconscious bias in teacher assessment. This is to provide confidence to all students.

Adapted from



Assessment of Impact on Protected Characteristics

(The following protected characteristics do not apply to students in school: Marriage and civil partnership; Pregnancy and maternity)

Group of students	Potential equality impact	Control measures to advance equality of opportunity and/or eliminate discrimination	Person Responsible	Timescales
Age	There is an exception to the Equality Act 2010 relating to age in relation to the provision of education in schools			
Disability	<ul style="list-style-type: none"> Students with additional learning needs may have not been able to access online learning to the same standard as their peers; their needs may have changed during lockdown and the support they receive with assessments may need to be reviewed; Students with physical impairments may have differing needs as a result of lockdown. These students may be impacted by COVID safety measures when taking assessments; Students with mental health impairments are at risk as their needs may have been exacerbated and/or that assessments may be more difficult for their impairment; and Students have had significant interruption to their education and had less support during lockdown – these students have [the following protected 	<ul style="list-style-type: none"> Strategic leader for Support for learning to review and confirm IEPs prior to providing up-to-date information about how identified students can be supported upon return to school before assessments, and which access arrangements are needed; Strategic leader for Support for learning and AOLE Directors to consider any physical adjustments required to support learning before and during assessments; Strategic leader for Support for learning & Strategic Leader for KS4/5 to confirm up-to-date information from students/parents/relevant professionals about mental health impairments to ensure these students can be supported upon return to school before assessments, and which adjustments are needed; Headteacher to ensure there are a range of assessments available within the centre's approach to mitigate where students have not been able to engage well online and/or during the pandemic; 	Headteacher & Senior Leadership Team (SLT) Assistant Headteacher for data and standards Strategic Leader KS4/5: Strategic leader for Support for learning. AOLE Directors	April 2021

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	characteristics] and may require support before they undertake assessments.	<ul style="list-style-type: none"> Headteacher ensures that, confidentially, students from protected characteristics are included within centre moderation activities to ensure these groups of students are not disproportionately affected by the school's process; Headteacher and SLT, as part of centre quality assurance, to monitor the performance of protected groups to ensure the school's process does not disproportionately impact on protected groups; and Headteacher, Strategic Leader KS4/5, Strategic leader for Support for learning to make appropriate use of examination special considerations in line with JCQ guidance to allow for consideration of wellbeing and support for students with mental health issues. 		
Gender reassignment	<ul style="list-style-type: none"> Students who may be proposing transition and who may have difficulty returning to learning or accessing assessments. 	<ul style="list-style-type: none"> Strategic leader for Support for learning where appropriate, to contact students to discuss any adjustments or support that may be needed. 	Strategic leader for Support for learning Headteacher Assistant Headteacher for data and standards Strategic Leader KS4/5: Strategic leader for Support for learning. AOLE Directors	Ongoing
Race	<ul style="list-style-type: none"> BAME students may be more vulnerable to COVID-19 and more affected by illness, resulting in fewer opportunities for learning and teaching throughout lockdown; Students with English as an additional language may have received less support at home, since acquisition of language limits this; and Students from Gypsy, Roma and Traveller backgrounds may be more likely to have become disengaged and spent less time on remote learning. 	<ul style="list-style-type: none"> Headteacher to ensure there are a range of assessments available within the centre's approach to mitigate where students have not been able to engage well online and/or during the pandemic; Headteacher ensures that, confidentially, students from protected characteristics are included within centre moderation activities to ensure these groups of students are not disproportionately affected by the school's process; Training opportunities provided to all teachers who are engaged with the determination of grades to understand and be aware of unconscious bias; and Headteacher, Assistant Headteacher for Standards and data, Strategic Leader for KS4/5 and AOLE Directors as part of centre quality assurance, to monitor the performance of protected groups to ensure the school's process does not disproportionately impact on protected groups. 	Headteacher Assistant Headteacher for data and standards Strategic Leader KS4/5: Strategic leader for Support for learning. AOLE Directors All Staff	Ongoing



Religion or belief	<ul style="list-style-type: none"> Muslim students are likely to practice Holy Month between 13th April and 12th May, where they will likely be fasting from dawn to dusk; and Evidential gaps about educational experiences of students who share this protected characteristic. However, these may be connected to other protected characteristics. 	<ul style="list-style-type: none"> Headteacher to ensure there are a range of assessments available within the centre's approach to mitigate where students have not been able to engage well online and/or during the pandemic; and Strategic leader for KS4/5 to communicate with staff the considerations of wellbeing required for students during periods of religious observance (ie. fasting). 	All staff	Ongoing
Sex	<ul style="list-style-type: none"> Potential unconscious bias in teacher assessment linked to gender stereotyping; On a national level, evidence highlights that male students have been less engaged in remote learning during the pandemic; and Potential lower expectation of boys, particularly if also eFSM. 	<ul style="list-style-type: none"> Headteacher to ensure there are a range of assessments available within the centre's approach to mitigate where students have not been able to engage well online and/or during the pandemic; Training received by all teachers to understand and be aware of unconscious bias; and Headteacher, Assistant Headteacher for data and standards, Strategic Leader KS4/5, Strategic leader for Support for learning and AOLE Directors to monitor the performance of 	Headteacher Assistant Headteacher for data and standards Strategic Leader KS4/5: Strategic leader for Support for learning. AOLE Directors All Staff	Ongoing



Appendix 15 (Version 7)

Green pre-populated.

Candidate Number		Candidate Name	
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Centre Number		Centre Name	
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Qualification		Teacher Assessor		Class	
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Provisional Centre Determined Grade	
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Evidence used (see rationale comments)	Outcome (Grade/mark inc out of)

Record of any access arrangements applied during the assessment process

Record of any special considerations applied to the marks during the assessment process.
e.g. 3% applied to paper 1

AOLE Overall Subject Rationale for provisional grade:
AOLE Further Subject Rationale Teacher Comment:
e.g. Any further information or valid assessment outcomes not already listed that were considered when reaching the provisional CDG.



The grade for the candidate has been determined using the 'best fit' process based on the evidence the candidate has produced.	Yes/No
The candidate was informed of the assessment requirements and evidence being used to determine their grade ahead of the grading process.	Yes/No
Evidence has been gathered, in line with the Subject Assessment Plan, which takes into account the relevant WJEC Qualification Assessment Framework.	Yes/No
The grade awarded has been determined using only the evidence detailed in this Decision Making Record.	Yes/No
Where applicable, the candidate was given their approved access arrangements whilst producing the evidence contributing to the provisional grade, and the access arrangements have been documented.	Yes/No/NA
Where applicable, special consideration was given to the candidate according to the JCQ special consideration tariff, if they were disadvantaged when producing their evidence contributing to the provisional grade, and this has been documented.	Yes/No/NA
The evidence used has been authenticated as being the candidate's own work.	Yes/No
Guidance has been sought from specialist disability teachers and/or support workers where appropriate.	Yes/No/NA
The candidate has been provided with their Decision Making Record	Yes/No

Section below for Director/SLT/Colleague use only

Internal Quality Assurance AOLE Level - Moderation Check:			
IQA Sampled	Yes/No	Examples of moderated work?	Yes/No
IQA Initials		Date	
Where applicable, rationale for change/obs			

Internal Quality Assurance AOLE Level - Learner Decision Record			
IQA Sampled	Yes/No	IQA outcome	Grade
IQA Initials		Date	
Where applicable, rationale for change/obs			

Internal Quality Assurance CENTRE Level - Moderation Check:			
IQA Sampled	Yes/No	Examples of moderated work?	Yes/No
IQA Initials		Date	
Where applicable,			



actions taken/obs	
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Internal Quality Assurance CENTRE Level - Learner Decision Record				
IQA Sampled	Yes/No	IQA outcome	Grade	
IQA Initials		Date		
Where applicable, actions taken/obs				

Centre Review (only applicable if requested)

Centre Review					
Centre Review Requested	Grounds for review			Findings	Grading Decision
	Administrative error	Procedural error	Judgement in determining the grade		



Teaching Staff Guidance for the Learner Decision Making Record (CDG marksheet)

When you enter your provisional CDG grade some sections of the above document are pre-populated. The guidance below is a reminder about which ones need to be filled in by the teacher.

There are 3 sections that require information:

Section 1: CDG and Evidence / Outcomes

Section 2: Special Considerations & Further Rationale

Section 3: Confirmation Section

- Open the CDG marksheet you want to input information onto.
- Due to the number of columns involved, we would recommend clicking the **Narrow** button as shown below. This will resize all the columns to the same width and makes navigation easier.

- Any boxes which already have information in them that cannot be fully seen, such as the evidence columns, can be viewed by either:
 - Double clicking the cell, much like when you do report comments and targets;
 - Hovering over the cell which will display the contents in a popup bubble that will disappear once the mouse pointer is moved.

The screenshots below show what needs to be completed in each of the 3 sections of the Learner Decision Making Record (CDG mark sheet).

Section 1: CDG and Evidence / Outcomes

Provisional Holistic Centre Determined Grade	
Evidence used (see rationale comments)	Outcome (Grade/mark inc out of)

Provisional Holistic Centre Determined Grade	
Evidence used (see rationale comments)	Outcome (Grade/mark inc out of)

1. The CDG grade column requires a non PIXEL entry, if you try to enter something the system doesn't expect you will receive a popup showing the valid options.

2 & 3. The number of evidence and outcome columns varies by subject but for all the evidence columns have been pre populated with the evidence titles submitted by the AOLE Director.

The Outcome columns are free entry, so you can enter a grade, a mark and include an "out of" if necessary.

1 Record of any special considerations applied to the marks during the assessment process.
e.g. 2% applied to paper 1

2 ACLE Overall Subject Rationale for provisional grade
ACLE Further Subject Rationale Teacher Comment:
e.g. Any further information or valid assessment outcomes not already listed that were considered when reaching the provisional CDG.

1 & 2 Both Special Consideration and the Further Rationale columns on the SIMS marksheet are both free entry, with the usual 1000 character limit.

For the final section the only accepted entries are Y or N for Yes and No.	
The grade for the candidate has been determined using the best fit process based on the evidence the candidate has produced	Yes/No
The candidate was informed of the assessment requirements and evidence has been used to determine their grade ahead of the grading process	Yes/No
Evidence has been gathered, at one with the Subject Assessment Plan, which takes into account the relevant NCEQ Qualification Assessment Framework	Yes/No
The grade awarded has been determined using only the evidence obtained in the Decision Making Record	Yes/No
Where applicable, the candidate was given their approved access arrangements which provided the evidence contributing to the provisional grade, and the access arrangements have been documented	Yes/No
Where applicable, special consideration was given to the candidate according to the JCU special consideration tariff if they were disadvantaged when producing their evidence contributing to the provisional grade, and this has been documented	Yes/No
The evidence used has been submitted and is being the candidate's own work	Yes/No
Evidence has been sought from specialist disability teachers and/or support workers where appropriate	Yes/No
The candidate has been provided with Best Decision Making Record	Yes/No

Worksheet: Entry

Worksheet: Entry: y11

Save Undo Print Export Calculate

1 blank worksheet 2 Worksheet

If changes have been made to the sheet the Save icon in the top left corner of the screen will be blue, as shown on the left. We would recommend saving by clicking that before closing the marksheet and/or SIMS itself.



Appendix 16

If teachers/lecturers suspect that a learner's work is not their own unaided work, as declared by the learner, it should be reported as malpractice. We advise that regular checks are undertaken to authenticate work not completed under the direct supervision by the teacher/lecturer.

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This could be achieved by:

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

Taken from WJEC V2 Guidance on Assessment and Grading for Summer 2021