

Ysgol Clywedog



Assessment Approach for Qualifications in 2021

Information for Parents and Students

This version of the guidance sets out the school’s approach to Centre Determined Grades (CDG), as the information is available. Further versions will be published as more information is shared by the examination board; regulator and/or Welsh Government.

1. Introduction

- 1.1 This Assessment Approach (“approach”) is designed to outline how the school, as an examination centre, will apply the ‘Guidance on alternative arrangements for approved GCSEs, AS and A levels’ provided by Qualifications Wales, the examination regulator, to help determine grades in the summer 2021.
- 1.2 This plan only applies to those qualifications which are regulated in Wales. For the very few qualifications outside of this remit, and regulated by Ofqual, the school will apply the relevant guidance once it is published.
- 1.3 In November 2020, the Education Minister announced that there would be no summer examination series for students taking GCSEs in 2021. In January 2021, it was confirmed that these qualifications would be awarded using Centre Determined Grades. This means that individual examination centres, such as schools and colleges, would determine the actual grades awarded for each qualification.
- 1.4 By sharing our approach, the school is seeking to offer clarity and confidence to students, staff and families. Furthermore, it provides an overview on the decisions teachers will make; how teachers will make these decisions; and identify the evidence teachers will be utilising to support the decision-making process.

2. Scope

- 2.1 The process described in this document is designed to provide a robust response to this unique set of circumstances, and will ensure that:
 - 2.1.1 The Centre Determined Grades (CDGs) submitted to WJEC will reflect a fair, reasonable and carefully considered judgement based on the portfolio of evidence a student produces.
 - 2.1.2 Centre Determined Grades are evidence based and that evidence can range from classwork, Non-Examined Assessments (NEAs), Mocks, other standardised materials.
 - 2.1.3 Centre Determined Grades are not teacher predictions or projections. They are not the same as last year's Centre Assessment Grades. A teacher can only arrive at a Centre Determined Grade when an appropriate amount of evidence has been submitted by a student to allow a CDG to be determined.
 - 2.1.4 The information used to reach Centre Determined Grades will generally have been gathered in a way which is in compliance with the school's normal policies and procedures, which in turn is prepared so as to ensure people with protected characteristics are treated fairly and reasonable adjustments made where necessary and possible.
 - 2.1.5 Provisional Centre Determined Grades can only be shared in June with students or parents once the portfolio of evidence goes through stringent internal and external moderation processes to ensure consistency and integrity.

3. Centre Determined Grades

- 3.1 A Centre Determined Grade (CDG) is the grade awarded by the school, as an examination centre, on the basis of attainment which has been demonstrated in the areas of the qualification content that a student has covered.
- 3.2 For each qualification, teachers will make use of WJEC Qualification Assessment Frameworks which include descriptors for key grades to support the accurate awarding of

grades. Each grade awarded by the school will be underpinned by robust evidence to demonstrate a student's attainment across key themes and skills. These will vary per qualification, as determined by the requirements of each WJEC Qualification Assessment Framework.

- 3.3 It will not be possible or permitted for teachers, or the school, to attempt to issue a Centre Determined Grade based on professional prediction or the potential of a student. Teachers will be required to apply their professional judgement and decide whether the knowledge and skills demonstrated meets the usual standard for a specified grade.
- 3.4 In determining grades, the school will be required to make 'best-fit' judgements. This means that students are not required to demonstrate all aspects of a grade descriptor to be awarded the grade; students should be awarded a grade which supports evidence of attainment across sufficient breadth of content, within the specified qualification, as determined by WJEC; and may achieve the same grades by demonstrating different combinations of knowledge, skills and understanding. This ensures that strengths in some areas counterbalance shortcomings in others. As a result, the 'best-fit' grade may be awarded.
- 3.5 Where there is insufficient evidence, or where evidence suggest attainment is below that required of the lowest grade for a qualification (ie. G grade at GCSE) then a student will be awarded a Centre Determined Grade of U.
- 3.6 While the standard expected for any particular grade will not be lowered in 2021, the use of Centre Determined Grades acknowledges that the volume of work completed by a student will be less than in previous years, owing to the ongoing impact of the global health crisis. Therefore, the use of Centre Determined Grades seeks to ensure students are not unfairly disadvantaged by the process. At the same time, they are designed to enable all students to progress to their next stage of learning and/or employment.

4. How Centre Determined Grades will be determined

- 4.1 For each qualification, WJEC will provide subject staff with a Qualification Assessment Framework, which will set out the requirements to support the evidence to inform a Centre Determined Grade. These frameworks provide a degree of flexibility to support the school's local context. However, they will ensure there is a degree of consistency to maintain public confidence in the qualification system, and approach taken in Wales in 2021.
- 4.2 The Centre Determined Grade will be generated using evidence of work completed by a student, using the adapted specification content.
- 4.3 In determining a grade, the following types of evidence will be used in each qualification

4.3.1 Adapted past-paper questions

The school will make use of WJEC adapted past-papers when setting tasks to help determine a grade for each qualification. There are recognised benefits of using these materials. The adapted past-papers have been externally quality assured; are accessible and equitable assessments; are fully supported by clear tried and tested mark schemes; and are familiar to both students and staff. Teachers will ensure these past-papers, which will form a key part of the evidence, will be incorporated within their delivery of teaching and learning, in replacement of other activities undertaken in lessons.

4.3.2 Non-Examination Assessment (NEA)

Non-examination assessment exists in many qualifications. Teachers will use the WJEC Assessing NEA in 2021: Guidance for Teachers to assess how students have met the relevant assessment objectives, irrespective of the form in which work is presented.

WJEC believes this approach is the most practicable way of ensuring that students are assessed in as fair and equitable way as possible in the current circumstances. Where non-examination assessment remains part of an adapted qualification, teachers will use the performance of students in this element to help contribute towards the determination of a grade. The WJEC's Qualification Assessment Frameworks do not prescribe the weighting of content to centres, since this would not provide centres with enough flexibility. NEA assessments will contribute towards the 'best-fit' grade awarded based on a student's completed work.

4.3.3 Other contributing evidence

- a) Teachers may use evidence from previously completed WJEC past-paper questions, which have been externally quality assured, with a published mark scheme, and where they have been completed under controlled conditions; and
- b) Assessments undertaken prior to the publication of the centre approach eg. Mock Examinations (also known as 'Pre-Public Examinations') and/or other assessed work may only be used to help confirm a judgement. However, this evidence may not be used in isolation to determine grades since, at the time of completion, it is possible that students would not have been aware of the importance of these tasks. This is designed to ensure fairness and equity to all students.

- 4.4 The number of pieces of evidence required to determine a grade will vary per qualification. Teachers will ensure there is sufficient opportunity for students to provide clear evidence to demonstrate competency against the key themes and skills, as specified in each WJEC Qualification Assessment Framework. It may be that relatively few pieces of clear evidence would be sufficient to demonstrate attainment across overarching key themes for many qualifications. Teachers will ensure that the generation of evidence does not create unnecessary duplication of work.
- 4.5 The evidence generated will not be completed in the form of an examination. However, students will produce work within a specified timeframe, to reflect the volume of work. It is anticipated that the time to produce evidence would not exceed the length of the unseen examination in the qualification.
- 4.6 Work will be completed independently by students, under similar levels of control to existing arrangements, which are supervised by teachers, for non-examination assessment. This is to ensure evidence produced is the student's own. Wherever possible, this work will be completed in class in place of standard work, which is then assessed. Where external factors prevent this from happening, such as national lockdowns etc, then work will need to be completed at home.
- 4.7 Head of Department/Faculty will develop the assessment plans for the qualifications they are responsible for, which will be shared and approved by the Headteacher, as Head of Centre. These plans will identify which specific pieces of evidence will be used against 4.3.1; 4.3.2; and 4.3.3; the quality assurance measures undertaken to authenticate the work of students; and measures to ensure any and all appropriate needs are met.
- 4.8 To ensure students understand how grades are determined and which work will be used as evidence, the school will publish a schedule that indicates when the production of evidence will take place. This also ensures the production of work is evenly distributed over the set timescale.

5. Assessment Delivery

- 5.1 The school will ensure that there is sufficient supervision of every student to enable work to be authenticated, and that the work submitted by a student for assessment is their own.
- 5.2 Teachers will, as far as is possible, follow the Assessment and NEA Completion Schedule (Appendix 1). Teachers may provide guidance and support to students to ensure that they have a clear understanding of the requirements of the assessment or NEA.
- 5.3 Teachers will ensure that students entitled to access arrangements, within their designated classes, have these in place.
- 5.4 Once assessments are underway, teachers must not provide specific guidance on the application of skills, knowledge and understanding; this is not permitted.
- 5.5 Teachers will ensure students have access to resource material (i.e. audio/visual material; unannotated texts).
- 5.6 Teachers will ensure students cannot access mobile phones or the internet unless this is required to access the assessment.
- 5.7 Once the assessment is completed, no further amendments may be made.
- 5.8 Students may be allowed to complete assessments and NEAs at home if:
 - 5.8.1 The school has to move to distance learning
 - 5.8.2 A student or group of students are self-isolating
 - 5.8.3 A student has missed the opportunity to complete an assessment
- 5.9 Where students are completing assessments or NEAs at home it is important that teachers can still authenticate the students' work. Under these circumstances, the school will introduce mechanisms to support authenticity of student's work by ensuring the student's camera is switched on during the live session; and work is immediately submitted at the end of the set timeframe.
- 5.10 When considering which assessment or NEA tasks are completed at home, the school will consider if students have: safe access to resources; require specialist equipment which would require supervision in school; if the student has a quiet space to work and can produce work to a sufficient quality.
- 5.11 Where, students are unable to complete their assessment or NEA as per specification requirements and/or published adaptations, teachers will aim to assess the degree to which the work demonstrates that the relevant assessment objectives have been met.
- 5.12 In addition, the school will consider work produced against previously assessed work to verify authenticity, where the evidence submitted is atypical of the usual standard by the student.

6. Roles and Responsibilities

- 6.1 The specific roles and responsibilities of staff, at a range of levels, in terms of qualifications remain largely unchanged from other examination series. However, for awards in 2021, the following roles and responsibilities apply in terms of the determination of grades
 - 6.1.1 The Governing Body will ratify and adopt the school's Policy on assessments and quality assurance processes for the summer 2021 alternative arrangements.
 - 6.1.2 The Headteacher, as Head of Centre, has overall responsibility for the qualifications offered at the school, as well as ensuring due care and regard is taken to account for the school's legislative and regulatory duties, as an examination centre. The Headteacher is responsible for ensuring the planning and management of Centre Determined Grades, in line with existing policies and practices, are conducted efficiently and in the best interest of all students. The Headteacher, working closely with the Deputy Headteacher, is responsible for ensuring that publicised processes are followed by all staff. This includes internal quality assurance processes at subject

- level and school level. The Headteacher will ensure that appropriate training for all staff involved in the determination of grades is provided.
- 6.1.3 The Deputy Headteacher will work closely with Heads of Department/Faculty, the Examination Officer and ALNCo, to ensure that quality assurance processes at school level are robustly followed. This includes ensuring that each qualification has successfully completed internal moderation of evidence, while all decisions are recorded in line with WJEC protocols. The Deputy Headteacher will also be responsible for overseeing internal processes, where a concern is raised by staff, regarding the authenticity of students' work provided and/or where a student wishes to review a Centre Determined Grade (see section 8).
- 6.1.4 The Examinations Officer is responsible for managing the administration of qualifications. This includes coordinating the collation of entries of students to the appropriate qualifications, as well as assisting Heads of Department/Faculty and members of the leadership team, specifically those with responsibility for examinations and Headteacher and/or Deputy Headteacher to ensure agreed processes are followed.
- 6.1.5 The ALNCo will ensure that all staff are aware of the necessary access arrangements in place for students, including reasonable adjustments for students who are entitled to these. The ALNCo will ensure staff know how to access this information in Go4Schools and that this information is up to date and accurate. In addition, the ALNCo will coordinate the provision of additional support to help students achieve the course aims, as they would do in normal circumstances.
- 6.1.6 Heads of Department/Faculty will be responsible for ensuring processes within the department they lead meet the requirements of the publicised WJEC Qualification Assessment Framework. Heads of Department/Faculty will produce and share subject assessment plans. These will include the range of evidence to be used in determining the Centre Determined Grades and the timeframe of any assessment taking place in the summer term of 2021. Where external factors cause this timeframe to change, Heads of Department/Faculty will inform staff, students and parents of any adjustments. This includes setting tasks from WJEC past-paper materials, to enable all students within the cohort, to demonstrate what they know and understand. This is designed to enable them to have the opportunity to achieve the highest possible grade. Heads of Department/Faculty will also ensure that internal moderation of work is undertaken to ensure standardisation across the team they are responsible for, which includes accurate records of internal processes. Heads of Department/Faculty will also be responsible for managing the accurate recording of outcomes and associated decision- making for each qualification. Heads of Department/Faculty will ensure that students entitled to access arrangements have these in place for the qualifications they are responsible for.
- 6.1.7 Teaching staff will ensure that evidence is gathered within the schedule (see Appendix 1) and that activities set, follow the expectations set by Heads of Department/Faculty and relevant WJEC Qualification Assessment Frameworks. Teachers must make students aware of when assessments will take place and which topics will be covered, but the teacher should not provide the assessment to students to view in advance. Teaching staff will collect and store submitted work securely. Teachers will use the information on access arrangements provided by the ALNCo in Go4Schools to identify any students with ALN. They will ensure that reasonable adjustments for identified students are met. Teachers will work with relevant Heads of Department/Faculty to ensure that students entitled to access arrangements, within their designated classes, have these in place. Teachers will mark submitted work within the agreed timeframes,

set by Heads of Department/Faculty. Teachers will not provide students with an opportunity to improve their work, once submitted. Teachers will retain all evidence on which the learners' grade is based, and ensure this evidence is stored securely. This evidence will be needed to support both the quality assurance and appeals process.

7. Quality Assurance Processes

- 7.1 In line with usual practices, WJEC will require internal processes to be undertaken to promote consistency. The school will undertake quality assurance processes, within subjects and across subjects, to ensure the grades determined are valid, reliable, equitable and fair, while seeking to avoid discrimination. The school will ensure training is provided to all staff to support this (see section 9).
- 7.2 Internal moderation processes are designed to verify standards and seek to ensure fairness and equity for all students. The school will apply the following approach to the assessment of evidence
- 7.2.1 The teacher will assess the students' work using WJEC documentation to support the accurate award of grades. Moderation activities, to establish standardised approaches to assessments will take place as soon as is reasonable and practicable, once the evidence has been submitted;
 - 7.2.2 Heads of Department/Faculty will ensure that the sample of work to be moderated covers the full spectrum of grades and all teachers who have assessed work;
 - 7.2.3 Moderation activities may involve a number of teachers;
 - 7.2.4 Heads of Department/Faculty will review any discrepancies;
 - 7.2.5 At all stages, appropriate documentation (either provided by WJEC or school developed) will be retained as evidence to support the final determined grade.
- 7.3 No one member of staff will be able to both assess and verify the evidence of a student. In departments where teachers work in isolation, the school will provide an opportunity for evidence to be moderated, through another centre. Similarly, any staff who have a conflict of interest (eg. Teacher who is relative or known to a student), will need to be declared, and suitable mitigation in place to ensure the process is not compromised (eg. Teacher not involved in either assessment or verification of work).
- 7.4 The school will ensure that the work of all staff who assess evidence is moderated, as part of internal quality assurance. Where an examination cohort size is lower than 12 then the whole cohort will be moderated. For larger samples, the school will ensure that evidence is considered from a range of student profiles, from more able students to those with additional learning needs; and those students with protected characteristics. All work sampled will be marked anonymously to mitigate the risk of conscious and/or unconscious bias.
- 7.5 The school will share and review its processes of determining grades with other examination centres to ensure standardisation. This may also involve the school's regional improvement advisor to provide a further degree of objectivity. This layer of quality assurance does not form part of WJEC or Qualifications Wales' regulatory framework. However, it is designed to ensure the process applied is valid, reliable and fair.
- 7.6 There will be no external moderation of Centre Determined Grades. However, grades submitted to WJEC may be reviewed and investigated where performance profiles are atypical.

8. Recording Decisions

- 8.1 The school will keep a record to document clearly the rationale for grade decisions. This will include clarity of explanation which students and their parents/carers will understand.
- 8.2 Decision making records will detail who assessed the evidence and when; the decision taken; identification of any reasonable adjustments or special considerations applied; and where the evidence is safely stored;
- 8.3 Records will also be kept from internal moderation to standardise work, and verify performance, as described in section 5.
- 8.4 The school will record the reviews requested by students and the outcome of these, along with reasons for the decision.
- 8.5 On submission of a Centre Determined Grade, the school will be required to make an overall declaration in relation to the processes carried out.

9. Public Sector Equality Duty and Data Protection

- 9.1 In developing an approach to Centre Determined Grades in 2021, the school has taken steps to ensure it meets its Public Sector Equality Duty. This is a legal requirement and forms part of the Equality Act (2010), which ensures due regard to the need to
 - 9.1.1 Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act (2010);
 - 9.1.2 Advance equality and opportunity between people who share a relevant protected characteristic and those who do not; and
 - 9.1.3 Foster good relations between people who share relevant protected characteristics and those who do not. The evidence gathered by the school to support the determination of grades will make use of standardised materials, produced by WJEC. This includes the use of adapted past-paper questions, and mark schemes. These materials have already been through a robust process of equality impact assessment, as part of their own process of quality assurance, to ensure they meet the needs of the general equality duty. This approach, and subject assessment plans, ensure that arrangements for those students entitled to concessions are met. Moderation activities will ensure that a broad range of students, which include those from protected characteristics, are included. This is to enable the school to ensure that its approach contributes to the equality of opportunity.
- 9.2 The school will ensure it meets data protection and processing regulations. This may result in modifications to existing policies and practices. However, it is anticipated that joint examination regulators may coordinate this to provide assurances that data is handled appropriately and for the intended purpose.

10. Professional Learning

- 10.1 Working with Welsh Government, Qualifications Wales and WJEC, the school will ensure that appropriate training is provided to staff at all levels in order to ensure that the assessment plan, and associated processes, are implemented fully. Specific WJEC training on avoiding unconscious bias when assessing work will be provided for all staff involved in the marking of evidence.
- 10.2 In addition to providing training on the assessment plan and associated actions for staff at all levels, the school will revise its existing training programme to help manage staff workload.
- 10.3 Where required, identified staff will also attend specific training on equalities issues, including public sector duties; managing conscious and unconscious bias; data processing

and data protection, with particular reference to fair processing notices.

11. Review of Centre Determined Grades and Appeals Processes

11.1 All students will receive their provisional Centre Determined Grades by 25th June 2021.

11.2 The following stages are in place for any students wishing to appeal their grade:

11.2.1 Stage 1 involves a centre review of the provisional centre determined grade on the grounds of judgement and/or a procedural error has been made;

11.2.2 Stage 2 will involve an appeal to WJEC on the grounds that the judgement that the centre has made is unreasonable and/or a procedural error has been made; and

11.2.3 Stage 3 involves a request to Qualification Wales for an Exam Procedures Review Service (EPRS) to review whether WJEC has followed the required procedures.

12. Professional Learning

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

12.2 In addition to providing training on the assessment plan and associated actions for staff at all levels, the school will revise its existing training programme to help manage staff workload. Specific training on avoiding unconscious bias when assessing work will be provided for all staff involved in the marking of evidence.

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

13. Private Candidates

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

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

14. Application of special consideration

14.1 The school will apply the WJEC published special considerations document to those students who meet the specified criteria.

14.2 As is standard, the school may require evidence to demonstrate that the student meets the criteria.

Appendix 1: Assessment and NEA Completion Schedule and Summary Guidance

Summary Guidance on Centre Determined Grades for Summer 2021

- Heads of Department/Faculty will develop subject assessment plans for the qualifications they are responsible for. This information will be shared with staff, parents and students. These plans will identify the assessments and NEAs that will be used to contribute towards the Centre Determined Grades.
- Teachers must ensure that any access arrangements and special considerations are taken into account for each student who would have received additional support during a normal examination season e.g. extra time, reader, scribe.
- The scope of evidence identified for each department will be quality assured by the leadership team following guidance issued nationally.
- Teachers will compile the evidence base for each student that they teach, this is to be kept in individual pupil folders and recorded in Go4Schools.
- Grades will be determined following guidance issued by WJEC. Teachers will use the grade descriptors and grade boundaries issued by WJEC to inform their judgments. Grades can only be awarded based on evidence and cannot be awarded on the basis of potential.
- Heads of Department/Faculty will ensure moderation of assessment tasks and NEAs takes place and the process is recorded including any recommendations.
- Heads of Department/Faculty will scrutinise the grades collected in Go4Schools. Data will be analysed and compared with historical data. If necessary, Heads of Department/Faculty will request additional evidence from teachers to support the centre determined grade.
- Departments will rank order students per fine levelled grade.
- 2 members of staff from each department, including the Head of Department to sign the following agreement: “We confirm that the above information has been moderated and standardised following the guidelines issued by Qualifications Wales and is an accurate, realistic grade for the work of the individuals considering all evidence available. We are aware that none of the above information is to be shared with any students, parents/carers or any other individuals outside the centre.” In departments where there is one member of staff, the line manager for the department is the second signatory.
- Data and rank order of all students will be collated and analysed at a whole school, qualification and individual student level by SLT, Head of Year and Heads of Department. This will include examining each grade awarded in each subject, reviewing all the grades awarded for each individual and analysing the grades awarded for all sub groups of students. This will include quality assuring anonymised data to remove unconscious bias.
- Following quality assurance, SLT will request clarification of any anomalies with supporting evidence where required.
- Data entered onto WJEC website as per the guidelines by the Exams Officer. Once completed, the data entered will be checked by the Exams Officer and another member of staff to ensure no clerical errors were made.

The following schedule is designed to indicate when key assessment tasks will take place. These will then be used to generate the Centre Determined Grades.

The schedule has been developed in line with the release of materials by WJEC and, as a result, may be subject to change. Given the nature of the evidence gathered to support Centre Determined Grades, it is not possible to publish a detailed timetable. Furthermore, as students will not be sitting examinations, it is likely that students may be completing activities at different stages to peers within

designated year groups. The use of a schedule is designed to ensure the model is deliverable to both students and staff, ensuring workload is managed insofar as possible. However, there may be exceptional circumstances where it may not be possible for students within individual classes to undertake activities within the scheduled window.

Dates are subject to change owing to the uncertainty of national timescales. As a result, it is possible the schedule for each group may be extended by a further week. However, it is not anticipated that it will be shortened

<i>Week Commencing</i>	<i>Learning Plan and Week</i>	<i>Core Subjects only</i>
12 th April	LP5 Week 1	Religious Studies: NCFE NEA ongoing each week Science: Biology Higher Tier: Unit 4 Science: Biology Foundation Tier: Unit 2 SCC: NEA ongoing each week
19 th April	LP5 Week 2	English Literature: Unit 1A Section A (Yr 11 & 10 sets 3-4) English Literature: Unit 2a Sect A Section A (Yr 10 sets 5-7) Mathematics: Unit 1 part A Double Science Biology Foundation Tier: Unit 4 Biology Higher Tier: Unit 2 Biology Foundation Tier: Unit 2 Double Science Chemistry Higher Tier: Unit 5 Chemistry Higher Tier: Unit 2 Chemistry Foundation Tier: Unit 2 Double Science Physics Higher Tier: Unit 6 Physics Higher Tier: Unit 2 Physics Foundation Tier: Unit 2
26 th April	LP5 Week 3	Cymraeg: NEA – Unit 2 Orals Mathematics: Unit 1 part B Double Science Biology Higher Tier: Unit 4 Biology Higher Tier: Unit 2 Biology Foundation Tier: Unit 2 Double Science Chemistry Foundation Tier: Unit 5 Chemistry Higher Tier: Unit 2 Chemistry Foundation Tier: Unit 2 Double Science Physics Higher Tier: Unit 6 Double Science Physics Foundation Tier: Unit 6 Physics Higher Tier: Unit 2 Physics Foundation Tier: Unit 2
3 rd May	LP5 Week 4	Cymraeg: Unit 3A English Literature: Unit 1 Section B (Yr 11 & 10 sets 3 & 4) English Literature: Unit 2a Sect B (Yr 10 sets 5-7) Mathematics: Unit 2 part A Double Science Biology Higher Tier: Unit 4 Biology Higher Tier: Unit 2 Biology Foundation Tier: Unit 2 Double Science Chemistry Higher Tier: Unit 5 Double Science Chemistry Foundation Tier: Unit 5

		Chemistry Higher Tier: Unit 2 Chemistry Foundation Tier: Unit 2 Physics Foundation Tier: Unit 2
10 th May	LP5 Week 5	Cymraeg: Unit 3B Mathematics: Unit 2 part B Double Science Biology Higher Tier: Unit 4 Biology Higher Tier: Unit 2 Biology Foundation Tier: Unit 2 Chemistry Higher Tier: Unit 2 Physics Higher Tier: Unit 2 Physics Foundation Tier: Unit 2
17 th May	LP5 Week 6	Cymraeg: Unit 3C English Language: Unit 2 Section A and Section B (Yr 11) English Literature: NEA (Yr 10 sets 3-7) Maths-Numeracy Higher Tier: Unit 1 part A Maths-Numeracy Intermediate Tier: Unit 1 part A Maths-Numeracy Foundation Tier: Unit 1 part A Double Science Biology Foundation Tier: Unit 4 Biology Higher Tier: Unit 2 Double Science Chemistry Higher Tier: Unit 5 Double Science Chemistry Foundation Tier: Unit 5 Double Science Physics Higher Tier: Unit 6 Physics Higher Tier: Unit 2 Physics Foundation Tier: Unit 2 SCC: NEA deadline
24 th May	LP5 Week 7	Cymraeg: Unit 4A English Literature: NEA (Yr 10 sets 3-7) Maths-Numeracy Higher Tier: Unit 1 part B Maths-Numeracy Intermediate Tier: Unit 1 part B Maths-Numeracy Foundation Tier: Unit 1 part B Double Science Biology Higher Tier: Unit 4 Biology Higher Tier: Unit 2 Biology Foundation Tier: Unit 2 Chemistry Higher Tier: Unit 2 Double Science Physics Foundation Tier: Unit 6 Physics Foundation Tier: Unit 2 Religious Studies: NCFE NEA deadline
31 st May	Half-term	
7 th June	LP6 Week 1	Cymraeg: Unit 4B English Language: Unit 3 Sect A&B (Yr11 only) English Literature: NEA (Yr 10 sets 3-7) Maths-Numeracy Higher Tier: Unit 2 part A Maths-Numeracy Intermediate Tier: Unit 2 part A Maths-Numeracy Foundation Tier: Unit 2 part A Double Science Biology Higher Tier: Unit 4 Double Science Biology Foundation Tier: Unit 4 Biology Higher Tier: Unit 2 Biology Foundation Tier: Unit 2

		Double Science Chemistry Higher Tier: Unit 5 Double Science Chemistry Foundation Tier: Unit 5 Chemistry Higher Tier: Unit 2 Double Science Physics Higher Tier: Unit 6 Double Science Physics Foundation Tier: Unit 6 Physics Higher Tier: Unit 2 Physics Foundation Tier: Unit 2
14 th June	LP6 Week 2	Cymraeg: Unit 4C Maths-Numeracy Higher Tier: Unit 2 part B Maths-Numeracy Intermediate Tier: Unit 2 part B Maths-Numeracy Foundation Tier: Unit 2 part B Additional Maths Double Science Biology Foundation Tier: Unit 2 Biology Higher Tier: Unit 2 Biology Foundation Tier: Unit 2 Double Science Chemistry Higher Tier: Unit 5 Double Science Chemistry Foundation Tier: Unit 5 Chemistry Higher Tier: Unit 2 Double Science Physics Foundation Tier: Unit 6 Physics Higher Tier: Unit 2
21 st June	LP6 Week 3	Learners to receive CDGs by 25 th June
28 th June	LP6 Week 4	CDGs to WJEC by 2 nd July

<i>Week Commencing</i>	<i>Learning Plan and Week</i>	<i>Optional Subjects only</i>
12 th April	LP5 Week 1	Art: NEA ongoing each week Business: Unit 1 part paper Drama: Unit 3 Section A History: Unit 2C part paper Hospitality & Catering: NEA PE: Unit 1 part paper Agored Cymru WRE: NEA ongoing each week
19 th April	LP5 Week 2	Business: Unit 1 part paper French: NEA – Unit 1 Orals Geography: Unit 1 part paper Health & Social Care: Unit 1 part paper History: Unit 2C part paper Hospitality & Catering: NEA Media Studies: NEA PE: Unit 1 part paper Product Design: Unit 1
26 th April	LP5 Week 3	Business: Unit 1 part paper Drama: Unit 3 Section A Geography: Unit 1 part paper History: Unit 2C part paper Hospitality & Catering: NEA ICT: Unit 3 PE: Unit 1 part paper

3 rd May	LP5 Week 4	Business: Unit 1 part paper Geography: Unit 1 part paper History: Unit 2C part paper Health & Social Care: Unit 1 part paper ICT: Unit 3 Music: NEA Unit 1 PE: Unit 1 part paper
10 th May	LP5 Week 5	Business: Unit 2 part paper Drama: Unit 3 Section A French: Unit 2 History: Unit 2C part paper Media Studies: Unit 1A part paper PE: Unit 1 part paper Product Design: Unit 1
17 th May	LP5 Week 6	Business: Unit 2 part paper Drama: Unit 3 Section A French: Unit 4 Task 1 Geography: Unit 2 part paper History: Unit 3B part paper Health & Social Care: Unit 1 part paper ICT: Unit 3
24 th May	LP5 Week 7	Business: Unit 2 part paper Drama: Unit 3 Section B French: Unit 4 Task 2 Geography: Unit 2 part paper History: Unit 3B part paper Health & Social Care: Unit 1 part paper Media Studies: Unit 1B part paper Music: NEA Unit 2 Product Design: Unit 1 Agored Cymru WRE: NEA deadline
31 st May	Half-term	
7 th June	LP6 Week 1	Art: NEA deadline Drama: NEA Geography: Unit 2 part paper History: Unit 3B part paper Music: Unit 3 PE: NEA Practical
14 th June	LP6 Week 2	Drama: NEA French: Unit 3 Hospitality & Catering: Written Assessment Media Studies: Unit 2A part paper PE: NEA Practical Product Design: Unit 1
21 st June	LP6 Week 3	Learners to receive CDGs by 25 th June
28 th June	LP6 Week 4	CDGs to WJEC by 2 nd July

Appendix 2: Key Dates for Students

Date	Event
15 th March – 18 th June	On-site teaching and assessments
by 26 th March	The school will inform students how they will be assessed and graded for their qualification
7 th June	Students will be notified of their College course provisional Centre Determined Grades
18 th June	Year 11's last day
by 25 th June	Students will receive their provisional Centre Determined Grades and they will have the opportunity to ask for their grades to be reviewed
28 th June*	Leavers Assembly
2 nd July	Grading decisions made in centres and Internal Quality Assurance completed.
14 th June – 2 nd July	The school will submit the provisional Centre Determined Grades to WJEC
12 th August	GCSE Results
24 th August – 21 st September*	Students will have the opportunity to appeal their GCSE result to WJEC Students will have the opportunity to appeal to Qualifications Wales for an Exam Procedures Review Service (EPRS)

* Provisional

Appendix 3: Related Policies

G A S Reference	Policy Name
5	Curriculum Policy
50	Assessment and Feedback Policy
51	Learning & Teaching Policy
68	Public Examination Policy

Coleg Cambria – Approach to Assessment of Qualifications in 2021