

# Ysgol Clywedog



## Assessment Approach for Qualifications in 2021

**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 (Appendix 2). 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 25<sup>th</sup> 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 <sup>th</sup> April	LP5 Week 1	Religious Studies: NCFE NEA ongoing each week Science: Biology Higher Tier: 2019 Unit 4 Science: Biology Foundation Tier: 2019 Unit 2 SCC: NEA ongoing each week
19 <sup>th</sup> April	LP5 Week 2	English Literature: S2019 Unit 1A Section A (Yr 11& 10 sets 3-4) English Literature: S2019 Unit 2a Section A (Yr 10 sets 5-7) Mathematics: A2018 Unit 1 part A Double Science Biology Foundation Tier: 2019 Unit 4 Biology Higher Tier: 2019 Unit 2 Biology Foundation Tier: 2019 Unit 2 Double Science Chemistry Higher Tier: 2019 Unit 5 Chemistry Higher Tier: 2019 Unit 2 Chemistry Foundation Tier: 2019 Unit 2 Double Science Physics Higher Tier: 2019 Unit 6 Physics Higher Tier: 2019 Unit 2 Physics Foundation Tier: 2019 Unit 2
26 <sup>th</sup> April	LP5 Week 3	Cymraeg: NEA – Unit 2 Orals Mathematics: A2018 Unit 1 part B Double Science Biology Higher Tier: 2019 Unit 4 Biology Higher Tier: 2019 Unit 2 Biology Foundation Tier: 2019 Unit 2 Double Science Chemistry Foundation Tier: 2019 Unit 5 Chemistry Higher Tier: 2019 Unit 2 Chemistry Foundation Tier: 2019 Unit 2 Double Science Physics Higher Tier: 2019 Unit 6 Double Science Physics Foundation Tier: 2019 Unit 6 Physics Higher Tier: 2019 Unit 2 Physics Foundation Tier: 2019 Unit 2
3 <sup>rd</sup> May	LP5 Week 4	Cymraeg: 2019 Unit 3A English Literature: S2019 Unit 1 Section B (Yr 11 & 10 sets 3&4) English Literature: S2019 Unit 2a Sect B (Yr 10 sets 5-7) Mathematics: A2018 Unit 2 part A Double Science Biology Higher Tier: 2019 Unit 4 Biology Higher Tier: 2019 Unit 2 Biology Foundation Tier: 2019 Unit 2 Double Science Chemistry Higher Tier: 2019 Unit 5

		<p>Double Science Chemistry Foundation Tier: 2019 Unit 5</p> <p>Chemistry Higher Tier: 2019 Unit 2</p> <p>Chemistry Foundation Tier: 2019 Unit 2</p> <p>Physics Foundation Tier: 2019 Unit 2</p>
10 <sup>th</sup> May	LP5 Week 5	<p>Cymraeg: 2019 Unit 3B</p> <p>Mathematics: A2018 Unit 2 part B</p> <p>Double Science Biology Higher Tier: 2019 Unit 4</p> <p>Biology Higher Tier: 2019 Unit 2</p> <p>Biology Foundation Tier: 2019 Unit 2</p> <p>Chemistry Higher Tier: 2019 Unit 2</p> <p>Physics Higher Tier: 2019 Unit 2</p> <p>Physics Foundation Tier: 2019 Unit 2</p>
17 <sup>th</sup> May	LP5 Week 6	<p>Cymraeg: 2019 Unit 3C</p> <p>English Language: A2019 Unit 2 Section A and Section B (Yr 11)</p> <p>English Literature: S2019 NEA (Yr 10 sets 3-7)</p> <p>Maths-Numeracy Higher Tier: S2018 Unit 1 part A</p> <p>Maths-Numeracy Intermediate Tier: A2018 Unit 1 part A</p> <p>Maths-Numeracy Foundation Tier: A2017 Unit 1 part A</p> <p>Double Science Biology Foundation Tier: 2019 Unit 4</p> <p>Biology Higher Tier: 2019 Unit 2</p> <p>Double Science Chemistry Higher Tier: 2019 Unit 5</p> <p>Double Science Chemistry Foundation Tier: 2019 Unit 5</p> <p>Double Science Physics Higher Tier: 2019 Unit 6</p> <p>Physics Higher Tier: 2019 Unit 2</p> <p>Physics Foundation Tier: 2019 Unit 2</p> <p>SCC: NEA deadline</p>
24 <sup>th</sup> May	LP5 Week 7	<p>Cymraeg: 2019 Unit 4A</p> <p>English Literature: S2019 NEA (Yr 10 sets 3-7)</p> <p>Maths-Numeracy Higher Tier: S2018 Unit 1 part B</p> <p>Maths-Numeracy Intermediate Tier: A2018 Unit 1 part B</p> <p>Maths-Numeracy Foundation Tier: A2017 Unit 1 part B</p> <p>Double Science Biology Higher Tier: 2019 Unit 4</p> <p>Biology Higher Tier: 2019 Unit 2</p> <p>Biology Foundation Tier: 2019 Unit 2</p> <p>Chemistry Higher Tier: 2019 Unit 2</p> <p>Double Science Physics Foundation Tier: 2019 Unit 6</p> <p>Physics Foundation Tier: 2019 Unit 2</p> <p>Religious Studies: NCFE NEA deadline</p>
31 <sup>st</sup> May	Half-term	
7 <sup>th</sup> June	LP6 Week 1	<p>Cymraeg: 2019 Unit 4B</p> <p>English Language: A2019 Unit 3 Sect A&amp;B (Yr11 only)</p> <p>English Literature: S2019 NEA (Yr 10 sets 3-7)</p> <p>Maths-Numeracy Higher Tier: A2017 Unit 2 part A</p> <p>Maths-Numeracy Intermediate Tier: A2017 Unit 2 part A</p> <p>Maths-Numeracy Foundation Tier: S2018 Unit 2 part A</p> <p>Double Science Biology Higher Tier: 2019 Unit 4</p> <p>Double Science Biology Foundation Tier: 2019 Unit 4</p> <p>Biology Higher Tier: 2019 Unit 2</p>

		Biology Foundation Tier: 2019 Unit 2 Double Science Chemistry Higher Tier: 2019 Unit 5 Double Science Chemistry Foundation Tier: 2019 Unit 5 Chemistry Higher Tier: 2019 Unit 2 Double Science Physics Higher Tier: 2019 Unit 6 Double Science Physics Foundation Tier: 2019 Unit 6 Physics Higher Tier: 2019 Unit 2 Physics Foundation Tier: 2019 Unit 2
14 <sup>th</sup> June	LP6 Week 2	Cymraeg: 2019 Unit 4C Maths-Numeracy Higher Tier: A2017 Unit 2 part B Maths-Numeracy Intermediate Tier: A2017 Unit 2 part B Maths-Numeracy Foundation Tier: S2018 Unit 2 part B Additional Maths Double Science Biology Foundation Tier: 2019 Unit 2 Biology Higher Tier: 2019 Unit 2 Biology Foundation Tier: 2019 Unit 2 Double Science Chemistry Higher Tier: 2019 Unit 5 Double Science Chemistry Foundation Tier: 2019 Unit 5 Chemistry Higher Tier: 2019 Unit 2 Double Science Physics Foundation Tier: 2019 Unit 6 Physics Higher Tier: 2019 Unit 2
21 <sup>st</sup> June	LP6 Week 3	Learners to receive CDGs by 25 <sup>th</sup> June
28 <sup>th</sup> June	LP6 Week 4	CDGs to WJEC by 2 <sup>nd</sup> July

<i>Week Commencing</i>	<i>Learning Plan and Week</i>	<i>Optional Subjects only</i>
12 <sup>th</sup> April	LP5 Week 1	Art: NEA ongoing each week Business: 2019 Unit 1 part paper Drama: 2018 Unit 3 Section A History: 2019 Unit 2C part paper Hospitality & Catering: NEA PE: 2019 Unit 1 part paper Agored Cymru WRE: NEA ongoing each week
19 <sup>th</sup> April	LP5 Week 2	Business: 2019 Unit 1 part paper French: NEA – Unit 1 Orals Geography: 2019 Unit 1 part paper Health & Social Care: SAMs Unit 1 part paper History: 2019 Unit 2C part paper Hospitality & Catering: NEA Media Studies: NEA PE: 2019 Unit 1 part paper Product Design: 2019 Unit 1
26 <sup>th</sup> April	LP5 Week 3	Business: 2019 Unit 1 part paper Drama: 2018 Unit 3 Section A Geography: 2019 Unit 1 part paper History: 2019 Unit 2C part paper Hospitality & Catering: NEA ICT: 2019 Unit 3

		PE: 2019 Unit 1 part paper
3 <sup>rd</sup> May	LP5 Week 4	Business: 2019 Unit 1 part paper Geography: 2019 Unit 1 part paper History: 2019 Unit 2C part paper Health & Social Care: SAMs Unit 1 part paper ICT: 2019 Unit 3 Music: NEA Unit 1 PE: 2019 Unit 1 part paper
10 <sup>th</sup> May	LP5 Week 5	Business: 2019 Unit 2 part paper Drama: 2018 Unit 3 Section A French: 2018 Unit 2 History: 2019 Unit 2C part paper Media Studies: 2019 Unit 1A part paper PE: 2019 Unit 1 part paper Product Design: 2019 Unit 1
17 <sup>th</sup> May	LP5 Week 6	Business: 2019 Unit 2 part paper Drama: 2018 Unit 3 Section A French: 2019 Unit 4 Task 1 Geography: 2019 Unit 2 part paper History: 2019 Unit 3B part paper Health & Social Care: SAMs Unit 1 part paper ICT: 2019 Unit 3
24 <sup>th</sup> May	LP5 Week 7	Business: 2019 Unit 2 part paper Drama: Unit 3 Section B French: 2019 Unit 4 Task 2 Geography: 2019 Unit 2 part paper History: 2019 Unit 3B part paper Health & Social Care: SAMs Unit 1 part paper Media Studies: 2019 Unit 1B part paper Music: NEA Unit 2 Product Design: 2019 Unit 1 Agored Cymru WRE: NEA deadline
31 <sup>st</sup> May	Half-term	
7 <sup>th</sup> June	LP6 Week 1	Art: NEA deadline Drama: NEA Geography: 2019 Unit 2 part paper History: 2019 Unit 3B part paper Music: 2018 Unit 3 PE: NEA Practical
14 <sup>th</sup> June	LP6 Week 2	Drama: NEA French: SAMs Unit 3 Hospitality & Catering: Written Assessment Media Studies: 2019 Unit 2A part paper PE: NEA Practical Product Design: 2019 Unit 1
21 <sup>st</sup> June	LP6 Week 3	Learners to receive CDGs by 25 <sup>th</sup> June
28 <sup>th</sup> June	LP6 Week 4	CDGs to WJEC by 2 <sup>nd</sup> July

## Appendix 2: Subject Assessment Plan

<b>Department:</b>	
<b>Qualification:</b>	
<b>Head of Department/Faculty:</b>	
<b>Teacher with responsibility for the qualification:</b>	

<b>Non-examined Assessments (NEA)</b>					
Is there a requirement to complete an NEA, even in the modified specification?					
Y/N					
Has the NEA been completed, marked and moderated? (tick all that apply)					
Completed		Marked		Moderated	
If the NEA is incomplete:					
1. How much time is needed to complete the NEA?					
2. What proportion of the final award would the NEA represent (%)?					
3. What is the planned date for completion of the NEA?					
1.					
2.					
3.					

<b>Choice of Assessments</b>	
Which evidence will you be using to determine the CDGs:	
<b>Past papers</b> Year and Units e.g. 2019 Unit 1 SAMS Unit 2 etc	
<b>Tiered papers</b> Which groups; classes; students will sit each tier	
<b>Access Arrangements</b> What provision is in place for students with access arrangements?	

<b>Learning and Teaching</b>
Which topics or assessment objectives are yet to be taught or need to be retaught?
How will students be prepared for the assessments? SKU delivery, retrieval practice, past paper questions, SAMS etc.
How will the assessments be undertaken? Please state the level of supervision; duration; access arrangements; adaptations made in the event of school closure or students self-isolating.
How will class teachers inform students on their attainment following assessments?

Please identify students who are FSM/ALN and LAC. How will their teachers meet their needs?		
FSM	ALN	LAC

<p><b>Marking, Feedback and Quality Assurance</b></p> <p>Who is responsible for marking and giving students feedback? How are results to be recorded? Proposed timeframe for internal moderation, including sample size for each group. How will the sample be selected to ensure all learner groups are represented?</p>
<p>Who will monitor students' completion of assessment tasks? How frequently will monitoring take place?</p>
<p>In the event that the assessment evidence for a student is below expectation, includes gaps or does not represent their usual level of work, what will be the arrangements for determining their CDG?</p>
<p>How will teachers secure the assessment material? Where will the assessments be stored? Assessments must not be left in a classroom.</p>

### Appendix 3: Timeline of Key Dates

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

\* Provisional

#### Appendix 4: WJEC Timeline of Guidance and Training Events

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

## Appendix 5: Key Dates for Students

Date	Event
15 <sup>th</sup> March – 18 <sup>th</sup> June	On-site teaching and assessments
by 26 <sup>th</sup> March	The school will inform students how they will be assessed and graded for their qualification
7 <sup>th</sup> June	Students will be notified of their College course provisional Centre Determined Grades
18 <sup>th</sup> June	Year 11's last day
by 25 <sup>th</sup> June	Students will receive their provisional Centre Determined Grades and they will have the opportunity to ask for their grades to be reviewed
28 <sup>th</sup> June*	Leavers Assembly
2 <sup>nd</sup> July	Grading decisions made in centres and Internal Quality Assurance completed.
14 <sup>th</sup> June – 2 <sup>nd</sup> July	The school will submit the provisional Centre Determined Grades to WJEC
12 <sup>th</sup> August	GCSE Results
24 <sup>th</sup> August – 21 <sup>st</sup> 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 6: Related Policies

<b>G A S Reference</b>	<b>Policy Name</b>
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

Following the publication by Qualification Wales of Information for centers on centre reviews and appeals in summer 2021 published on 17<sup>th</sup> May 2021, and supporting material from WJEC in WJEC Guidance on centre reviews and appeals, this addendum has been added to this document to expand upon the appeals procedure.

## **1. Review of Centre Determined Grades and Appeals Processes**

- 1.1 All students will receive their provisional Centre Determined Grades by 25<sup>th</sup> June 2021.
- 1.2 The following stages are in place for any students wishing to appeal their grade:
  - 1.2.1 Stage 1 – Centre Review  
A student can request for a centre review of the provisional CDG on the grounds that there has been an error in the determination of their grade. Students must give a reason why they believe there has been an error in the determination of their grade. Grades can go up, down or remain the same as a result;
  - 1.2.2 Stage 2 Appeal to WJEC (following completion of stage 1)  
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. Students must give a reason why they believe the centre has made an unreasonable judgment and/or procedural error; and
  - 1.2.3 Stage 3 Qualifications Wales Exam Procedures Review Service (EPRS) (following stage 2)  
A request to Qualification Wales for an Exam Procedures Review Service (EPRS) to review whether WJEC has followed the required procedures.

## **2. Centre Review**

- 2.1 A centre review allows students to request a review of a provisional centre determined grade (CDG) for their GCSEs. It is vital that students and parents understand that:
  - 2.1.1 The review is of the overall grade not the marking of a particular assessment
  - 2.1.2 Grades can go up or down, or stay the same following the review. A review is not a mechanism by which students and parents can try to improve a grade
  - 2.1.3 Students can only request a review if they believe an error has been made that has had a material effect on the accuracy of the provisional CDG.
- 2.2 Students must follow the Stage 1 Centre Review Flow Chart to follow the process for requesting a centre review. In summary:
  - 2.2.1 Students must request their Decision Making Record (DMR) within 48 hours of publishing their CDGs if they believe an error has been made on one or more of their provisional CDGs.
  - 2.2.2 Students request a centre review using the Centre Review Request Form within 5 working days of publishing the DMR.
  - 2.2.3 A centre review can only take place if a student provides their written consent.

## **3. Appeal to WJEC**

- 3.1 Students may request that the school submits a stage 2 appeal to WJEC if they consider that an error persists following the outcome of stage 1 – the centre review. It is vital that students and parents understand that:
  - 3.1.1 An appeal can be put forward on procedural grounds. For example the school submitted a provisional C grade but WJEC awarded a D grade.
  - 3.1.2 An appeal can also be submitted to WJEC on the grounds of unreasonable academic

judgement. An appeal on these grounds can only be submitted if a Stage 1 Centre Review has been completed. The WJEC reviewer cannot overrule the school's CDG unless there is a clear exercise of unrealistic academic judgement.

3.1.3 A CDG will only be considered unreasonable if it is well outside the bounds of reasonable academic judgement and the evidence does not support the grade awarded. For example, a decision to award a B grade will not be unreasonable where the decision maker for the appeal considers the evidence would support either a grade A or grade B.

3.1.4 Grades can go up or down, or stay the same following the appeal.

3.2 Students must follow the Stage 2 WJEC Appeals Flow Chart to follow the process for requesting a centre review.

3.3 An appeal can only take place if a student provides their written consent.

#### **4. Exam Procedures Review Service (EPRS)**

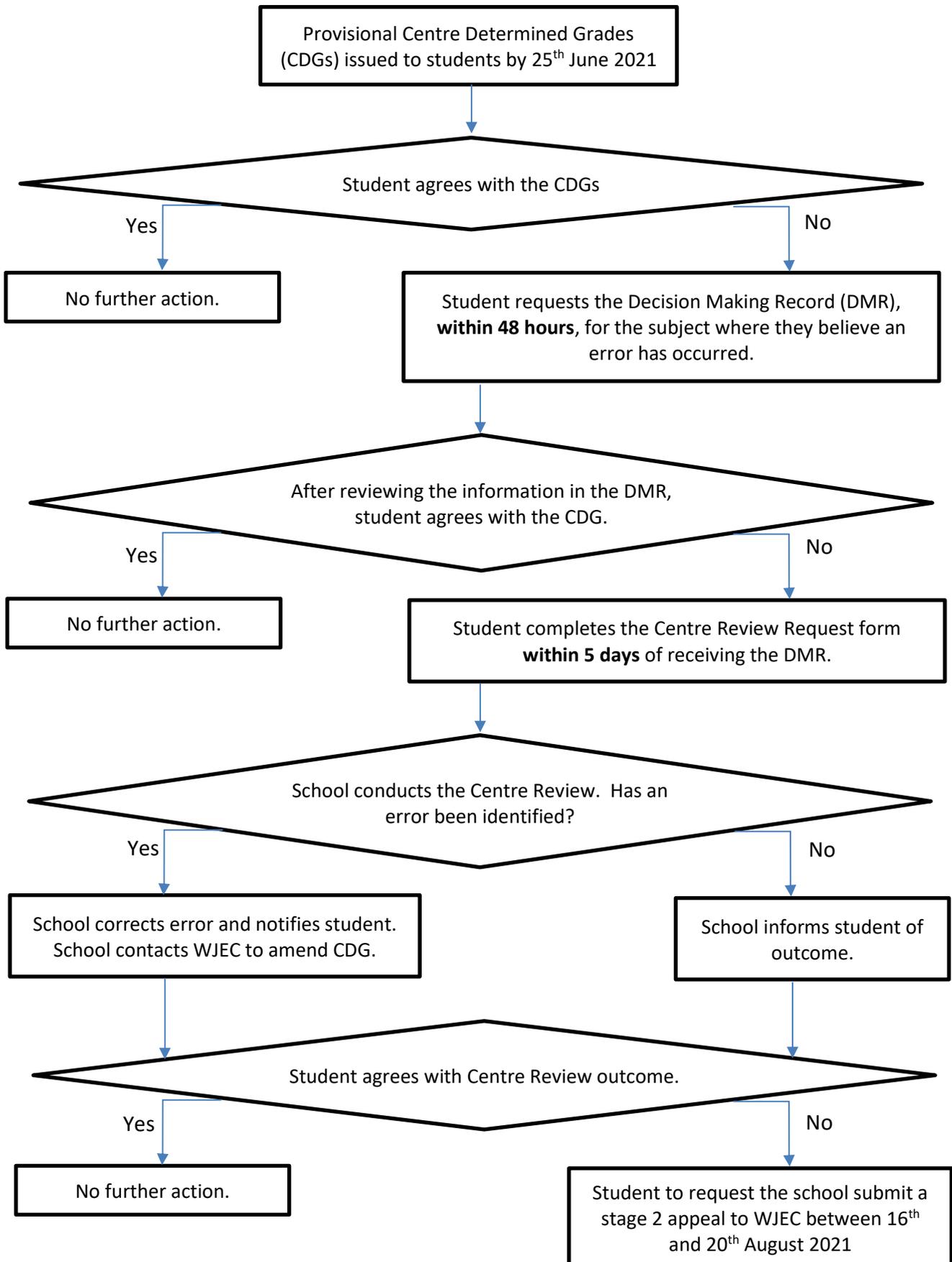
4.1 The final stage of the appeals process is the EPRS. The EPRS will check whether WJEC has complied with its own procedures and Qualifications Wales' requirements. EPRS is available for GCSE and Skills Challenge Certificate qualifications.

4.2 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.

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

### Stage 1 Centre Review Flow Chart

This diagram shows the stages to be followed through a centre review.



## Stage 2 WJEC Appeals Flow Chart

This diagram shows the stages to be followed through a WJEC appeal.

