

CENTRE POLICY 2021

Policy Written By:	Cath Pope
Policy Date:	Thursday 25 th March 2021
Governor Approval Date:	Wednesday 24 th March 2021
Governor Signature:	
Headteacher Signature:	

CCYD aspires to empower our community to be collaborative, resilient and reflective individuals who have the self-confidence to embrace challenge.

Centre Name: Coleg Cymunedol Y Dderwen	Centre Number: 68582
Policy adopted by Board of Governors on:	Wednesday 24th March 2021
Policy issued to staff on:	Thursday 25th March 2021 & Tuesday 13th April 2021
Member of staff responsible for the policy:	Mrs C. Pope

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
- to ensure we meet all requirements set out in the Special Regulatory Conditions, Joint Council for Qualifications and Awarding Organisation instructions for Summer 2021 qualifications.

It will be the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand, and implement the policy.

1. Roles and Responsibilities

The section below will clearly outline the roles and responsibilities of all members of the team.

Subject Teachers	<p>Subject teachers will:</p> <ul style="list-style-type: none"> ● work under the direction of their Teamleader and ensure that they follow this policy and relevant assessment plan. ● ensure assessments are completed under the departments documented appropriate level of control ● prepare learners for assessments ● follow WJEC mark schemes when marking assessments ● carry out quality assurance/moderation in the given time scale ● ensure that learners' work is kept safe until it is made available for transfer to secure storage ● complete Learner Decision Records ● ensure learners access arrangements are followed and keep documented evidence ● ensure no discussions take place with learners regarding assessment data and grades
Second in Department	<p>Second in Dept (where appropriate) will:</p> <ul style="list-style-type: none"> ● deputise for the team leader in his/her absence and where a conflict of interest relates to a Team Leader ● support in the department moderation processes
Teamleaders	<p>Team Leaders will:</p>

	<ul style="list-style-type: none"> ● work closely with their SLT link and ALNCO to ensure assessments are carried out in accordance with the policy and guidelines. ● ensure members of their team are kept informed of all procedures ● identify and meet any training needs for the staff involved in assessments to allow them to correctly administer the process ● produce a suitable subject assessment plan (Appendix 1) ● take minutes for any meetings where discussions surrounding arrangements for CDG take place including Twilight and INSET sessions. ● write departmental assessment plans that meet QAF requirements taking into account any mitigations ● ensure consistency in all aspects including marking of assessments using WJEC mark schemes ● ensure moderation within the department takes place and is documented ● keep detailed assessment data as evidence that contributes to CDGs ● arrange for assessments/documents that contribute to CDGs to be transferred to secure storage ● manage Learner Decision Records ● record any changes to entries on internal documents and email to examinations officer before the final WJEC deadline ● ensure access arrangements are followed within the department
<p>Pastoral Leads</p>	<ul style="list-style-type: none"> ● make the examinations officer aware of any learner that will require special consideration applications. ● manage learner absence during assessment window ● liaise with examinations officer regarding missed assessments to enable supervision to be effectively planned.
<p>ALNCO</p>	<p>ALNCO will:</p> <ul style="list-style-type: none"> ● ensure access arrangements are shared with all team leaders before learners return to face to face learning and answer any queries regarding them ● coordinate the provision of additional support as required and appropriate. ● ensure support staff are made available to support learner requirements during the assessment window
<p>SLT</p>	<p>SLT will:</p> <ul style="list-style-type: none"> ● support the Headteacher in the internal quality assurance of final CDGs ● provide a clear centre policy on how records and evidence are stored securely ● provide training and support for staff ● share WJEC training schedule ● ensure a consistent approach across departments

	<ul style="list-style-type: none"> ● QA CDGs to ensure consistency in outcomes and to ensure they are in line with grades awarded in previous years
Examinations Officer	<p>Examinations officer will:</p> <ul style="list-style-type: none"> ● ensure accurate and timely entries and amendments ● ensure all information from WJEC is shared promptly with team leaders and SLT via school email system ● collate, organise and securely store the learners portfolios of evidence, so learners work can be retrieved to support internal reviews/appeals ● report our centres conflict of interest ● make applications for special consideration (Appendix 3) ● make applications for appeals ● support Team Leaders with the accurate submission of CDGs to WJEC ● make adaptations to current examination policies in line with summer 2021 procedures. ● support ALNCO with access arrangements information by sharing access arrangement record form (Appendix 2)
Headteacher	<p>Headteacher will:</p> <ul style="list-style-type: none"> ● have overall responsibility for CCYD as an examinations centre. ● ensure staff have clear roles and responsibilities ● ensure that the internal quality assurance process is completed ● be responsible for the Head of Centre declaration ● ensure that the Public Sector Equalities Duty is followed so that the best interests of all learners remain central to the process and keep parents/carers and learners informed throughout
Chair of Governors	<p>Chair of Governors will:</p> <ul style="list-style-type: none"> ● approve this centre policy and keep the governing body updated on procedures and processes

2. Subject Assessment Plans

Subject Assessment Plan
<p>Team Leaders will develop their subject assessment plans taking into account the QAFs and any mitigations.</p> <p>They have completed a <i>Subject Policy Template</i> (Appendix 1) that includes:</p> <ul style="list-style-type: none"> ● which assessments they have selected ● how they will be delivered ● how they will ensure consistency in delivery and assessment

- what moderation and quality assurance systems they have put in place (quality assurance will take place at departmental and SLT level)
- how grades will be awarded
- the date/window of proposed assessments
- how access arrangements and matters relating to equality will be addressed

Subject assessment plans will be quality assured initially by the SLT link, by SLT in leadership meetings and finally by the Headteacher who will take overall responsibility for the consistency of these plans across the centre. Required changes will be communicated by SLT links.

Fortnightly SLT meetings with team leaders will be used to monitor and quality assure the progress towards their plans. All meetings will be documented.

Team Leaders received training on subject assessment policies on March 16th 2021.

In determining a grade, the following types of evidence can be used in each qualification:

- Adapted past paper questions.

The centre will make full use of WJEC adapted past papers when setting tasks to help determine a grade for each qualification. Adapted past papers have already been externally quality assured; are fully supported by mark schemes; and are familiar to both learners and staff. Teachers will ensure that these past papers are incorporated appropriately into their teaching and learning in replacement of other activities undertaken in lessons.

- Non-examined Assessment (NEA)

NEA (or more formally known as coursework) currently exists in many qualifications. Teachers will use the performance of learners in this element to help contribute towards the determination of a grade. However, teachers will need to consider the weighting of this element to ensure that the grade awarded accurately reflects the overall standard. A subject area may have only partially completed an NEA activity. This will not prevent its use in determining a grade.

- Other contributing evidence
 - a) Previously completed WJEC past papers - Teachers may use evidence from previously completed WJEC past papers which have been externally quality assured and published with an approved mark scheme and completed under appropriately controlled conditions.
 - b) Assessments undertaken prior to the publication of the agreed WJEC approach - This type of evidence, such as the December 2020 mock examinations, may be used to confirm a judgement but not necessarily to determine a judgement. The reason for this is that at the time of completion, learners would not have been aware that this piece of work would be required for determining their grade. This is designed to ensure fairness and equality for all learners.

The number of pieces of evidence required to determine a grade will vary for each qualification (see subject assessment plans). Teachers will ensure that there is sufficient opportunity for learners to provide clear evidence to demonstrate competency against the key themes of a qualification. Such key themes are documented in the WJEC subject frameworks.

Subject areas that decide to create their own assessments must consult with their line manager in the first instance, having read the WJEC Centre Assessment Creation Guide.

Subject staff will also need to evidence that appropriate WJEC online training has been completed.

The evidence generated will not be completed in the form of a formal examination.

3. Centre Devised Assessments

Are you using any aspects of Centre Devised Assessment?

If a subject area decides to use a centre devised assessment they should first discuss the implications of doing so and outline their plans to their line manager. Activities must meet all of the assessment criteria and make careful reference to the WJECs Centre Assessment Creation Guide.

Teaching staff should also indicate their attendance at WJEC online training sessions.

It is anticipated that there will be no centre devised assessments used. Staff are guided to use the standardised assessment materials where possible.

4. Assessment Delivery

Assessment Delivery

Team Leaders have made decisions around how assessments will be administered based on their own subject requirements. Their subject assessment plans must include:

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

Learners will:

- be given sufficient notice of assessments and told which topics will be covered
- not be provided with the assessment in advance or dates of the past papers being utilised
- be given the same time to complete an assessment as in a standard series
- be provided with the same access to resource materials as in a standard series
- be told that they cannot access mobile phones or the internet unless this is a required to access the assessment.

The centre will not deliver an assessment activity in one session - as a full examination paper.

Teaching staff may split assessment materials to fit with the programme of learning. In the majority of cases class teachers will supervise the assessments. Learners with approved access arrangements will be given their additional extra time to complete the assessment tasks.

To ensure fairness for all learners, the school must be confident that a learner's work is their own.

Learners will be informed of the regulations around malpractice prior to undertaking any assessment. This will also be reinforced by SLT in assemblies.

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. Some assessments will allow for a more informal approach, for example, revision lists given to learners in advance. Subject teachers will ensure consistency in approach.

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

Wherever possible work will be completed in class and in place of usual classroom activities. It may be that there are occasions where work needs to be completed at home. For example, in the event of national lockdown or self-isolation. In the event of class bubble isolation, where possible live lessons will be delivered to ensure teaching plans are not disrupted. However, assessment will not take place until learners return to the classroom. In the event of national lockdown, assessments will need to take place at home and measures will be put in place to ensure authenticity.

The school will introduce additional mitigating measures at this point to ensure that as far as possible, a learner's work is their own.

The school will also consider work that has been produced by the learner against previously assessed work to verify authenticity. This is particularly relevant where evidence submitted is atypical of the usual standard demonstrated by the learner. Staff may undertake further activities with learners in order to ascertain that work is a learners own, such as a question and answer session or additional assessment activity.

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

The results of all assessments will be recorded by the class teacher. Learners will not have the opportunity to improve their work.

Decisions relating to the awarded grade will not be communicated to learners and/or parents/carers by individual staff within the subject, until the given date in June.

In line with existing policies in relation to Public Examinations and Controlled Assessment, the centre will ensure that it is compliant with its Public Sector Equality Duty.

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

The centre is aware of a conflict of interest within one department and steps have been taken to manage this. The learner will not be taught by the Teamleader. The second in department will deputise and ensure the learners work is moderated accurately within the department . The teamleader will not have access to the learners data/grades. The SLT link will be involved in the

moderation process for this learner. The WJEC required form will be submitted. The head of centre is aware.

5. Quality Assurance of Assessment and Grading Decisions

Quality Assurance of Assessment and Grading Decisions

- Assessing work

Assessing work will be the responsibility of each teacher who teaches the subject at the relevant level. A subject teacher will assess the work of the learners in their class, marking anonymously where possible, marking with green pen and using the appropriate WJEC mark schemes to support the accurate awarding of grades. The subject teacher will record the marks using secure conditions and ensure physical copies of evidence are safely retained and stored.

Team leaders will ensure that teaching staff have a common and shared understanding of mark schemes. Training opportunities will be provided at departmental level in order to facilitate marking. The use of departmental meeting time, calendared Twilight hours and INSET will be used.

- Overall Grading Decisions

For each qualification, teachers will make use of the WJEC subject assessment frameworks which include key grade descriptors. Each grade awarded by the school must be underpinned by robust evidence.

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 have been demonstrated by a learner meets the usual standard for a specific grade.

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

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.

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

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 the 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.

Learners assessment data (learners previous performance in that subject) will form the basis of discussions around the decisions made.

Grading will be completed objectively. Judgements will be made as fairly as possible. Teaching staff will undergo WJEC training on unconscious bias.

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.

The process of submitting special consideration applications to WJEC will not apply this summer. This is because the evidence is flexible and can be tailored to an individual learner according to the coverage of the specification. Incidents of special consideration should be limited, instead learners work will be selected where they are unaffected by adverse circumstances. Where this is not possible, teachers will take this into account when determining a grade, in line with WJEC guidance. (Appendix 3)

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 understand how the grade has been awarded. This may form the basis of any appeal enquiry.

- Quality Assurance

The purpose of internal moderation and quality assurance is to:

- provide teachers 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.

Quality Assurance of Assessment

Internal moderation will involve all those responsible for the teaching of the subject. It will include cross checking the marking scheme across the full range of marks and include a sample of learners from each class.

Each subject area will internally moderate a sample of between 10% and 15%. The exception to this is where a cohort size is less than 10, in this case the whole cohort will be moderated.

Subject areas will also identify whether any conflicts of interest occur in determining the moderation sample. Steps will be taken to ensure staff do not assess a member of their family.

Teamleaders 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. Teamleaders or their deputy will also oversee any issues with regard to conflict of interest.

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. Subject staff moderation will be recorded on the school moderation record. (Appendix 6)

Where a piece of evidence is moderated, additional comments by a separate member of staff will be made using purple pen. Second tier moderation by the teamleader or moderation with other centres will be identified in red pen.

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

Any variances or adjustments due to internal moderation will be recorded.

Quality Assurance of Overall Grading Decisions

Each Teamleader 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 will be documented.

Subject Outcomes

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

A further Quality Assurance process will be undertaken by the Head teacher and SLT member with responsibility for assessment, to ensure that in school variance is considered along with previous performance.

The SLT member with responsibility for assessment, will draw together and submit contextual performance information for a given year group. They may include CATs data, KS3 levels, National test data and KS4 professional predictions tracking data.

6. Learner and Parents/Carers Communication

Communication

The involvement of learners, parents and carers in the centre plans will be a priority to instill confidence in the approach used by the centre.

- A parent/carer and learner guide will be shared prior to the Easter holidays. This will include an overview of the Centre Determined Grades process, an indication of when assessments will be completed and where appropriate what information will be considered by subject teachers
- A copy of the guide will be available on the school website
- Once WJEC has Quality Assured our centre policy, a copy will be available for parents/carers.
- In addition, information will also explain how access arrangements have been met, how internal moderation processes are carried out and how reviews can be requested (complaints/appeals procedures)
- A timeline for key dates will also be provided to help learners/parents/carers understand the whole process

It is anticipated that learners will be informed of their Provisional Centre Determined Grades by 22nd June 2021. (See timeline Appendix 5)

7. Internal Reviews and Complaints

All learners will be informed of their right to request a review of their grade once provisional grades are issued in June.

Stage 1 (Pre-results) centre review stage: A learner may ask for a provisional grade to be reviewed before submission to WJEC. SLT members of staff with responsibility for assessment and examinations will jointly undertake this review and not the subject teacher to ensure an objective view.

Stage 2 (Post results) appeal to WJEC: Once final results have been issued on results days, learners may appeal to WJEC through the school, if a judgement is felt to be unreasonable. WJEC may lower or raise the grade following this process.

Stage 3 (Post results) appeal to Qualifications Wales: Learners may request an Exam Procedure Review Service from Qualifications Wales to check whether WJEC has followed the required procedures.

APPENDICES

- 1) Subject Assessment Plans Template
- 2) Access Arrangements record form
- 3) Guidance on special consideration for summer 2021
- 4) WJEC Professional Learning
- 5) Key dates
- 6) Moderation Record

****Appendix 1 - Subject assessment plan template****

COLEG CYMUNEDOL Y DDERWEN
SUBJECT CENTRE POLICY AND CHECKLIST 2021

Centre Name: Coleg Cymunedol Y Dderwen	Centre Number: 68582
Subject Area:	Subject Leader:

Statement of Intent

The purpose of this subject 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
- to ensure we meet all requirements set out in the Special Regulatory Conditions, Joint Council for Qualifications and Awarding Organisation instructions for Summer 2021 qualifications.

It will be the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand, and implement the policy.

Policy Content:

1. Roles and Responsibilities
2. Subject Assessment Plans
3. Centre Devised Assessments
4. Assessment Delivery
5. Quality Assurance of Assessment and Grading Decisions
6. Learner and Parents/Carers Communication
7. Internal Reviews and Complaints
Appendix 1: Starting Checklist
Appendix 2: Subject Assessment Plan checklist
Appendix 3: Quality Assurance
Appendix 4: Moderation

1. Roles and Responsibilities

The section below will clearly outline the roles and responsibilities of all members of the team.

Subject Teachers	<i>Name the teachers delivering and assessing the classes and any specific roles that they may have.</i>
Teamleaders	<i>Name the Team Leader here and explain their role</i>
Second in Department	<i>If you have a second in department do they have a specific role</i>
ALNCO	ALNCo will: <ul style="list-style-type: none"> ● ensure access arrangements are shared with all team leaders before learners return to face to face learning and answer any queries regarding them
SLT	SLT will: <ul style="list-style-type: none"> ● support the Headteacher in the internal quality assurance of final CDGs ● provide a clear centre policy on how records and evidence are stored securely ● provide training and support for staff ● ensure a consistent approach across departments
Examinations Officer	Examinations officer will: <ul style="list-style-type: none"> ● ensure accurate and timely entries ● ensure all information from WJEC is shared promptly with team leaders and SLT ● collate, organise and securely store the learners portfolios of evidence, so learners work can be retrieved to support internal reviews/appeals ● report our centres conflict of interest ● make applications for special consideration ● make applications for appeals ● support Team Leaders with the accurate submission of CDGs to WJEC ● make adaptations to current examination policies in line with summer 2021 procedures.
Headteacher	Headteacher will: <ul style="list-style-type: none"> ● have overall responsibility for CCYD as an examinations centre. ● ensure staff have clear roles and responsibilities ● ensure that the internal quality assurance process is completed ● be responsible for the Head of Centre declaration ● ensure that the Public Sector Equalities Duty is followed. Decisions made are fair, transparent and made in an accountable way, so that all learners' needs and rights are taken into consideration???

Chair of Governors	Chair of Governors will: <ul style="list-style-type: none"> ● approve the whole school centre policy and this subject specific policy
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2. Subject Assessment Plans

Subject:	
Level (GCSE / AS / A2 / Other)	
No of Entries:	

<p>Subject Assessment Plan</p> <p>Please underline one or more to indicate the nature of the assessments you are using (make reference to your QAF) :</p> <ul style="list-style-type: none"> ▪ Assessment Material ? (e.g. Adapted Past papers, NEAs, Past Papers) ▪ A combination of assessment material and Centre Devised Assessments (CDA)? ▪ A Centre Devised Assessments (Assessments you have created) <p>Briefly outline why you have reached this decision:</p>
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Assessment Activity	Assessment Activity (E.G.2018 Paper 1)	Assessment Window
1.		
2.		
3.		
4.		

(replace table with your own time schedule here if needed)

3. Centre Devised Assessments

<p>Are you using any aspects of Centre Devised Assessment?</p> <p>Yes / No</p> <p>If yes, outline the nature of the assessment and why you have chosen to use this activity.</p>
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If you intend to use centre devised assessment materials you have created yourself please confirm that you have read and understood:

- That you are guided to use the standardised assessment materials (SAMs)
- You have discussed the implications of your plans with your SLT link
- The WJECs Assessment Creation Guide
- Your assessment meets all of the assessment criteria
- The need for staff to complete the online training that can be found on the WJEC secure website

Initialled by:

TL:

SLT Link:

4. Assessment Delivery

How will learners be Prepared for the Assessment
<i>E.g. Knowledge / skills delivery retrieval practice; Past paper questions & Mark schemes</i>
How will the assessment be Administered
<i>Face to face</i> <i>Remote online</i> <i>Levels of supervision</i> <i>Duration of task taking (marks and time allowed need to be considered I think</i> <i>Please state the nature of venue, duration, supervision by whom, level of control, adaptations made in the event of school closure or pupils self-isolating, provision for digitally excluded pupils if appropriate.</i>
ALN Entitlement
<i>Please list the names of any ALN pupils giving the nature of entitlement and how this will be met.</i>
Other Groups of Learners (CLA, YC, eFSM)
<i>How will you monitor the completion of assessments for other vulnerable groups e.g CLA and eFSM? Please list.</i>

Non-Examination Assessment (if applicable)
Is it a requirement that the NEA is completed even in a modified form? Yes / No Has the NEA been completed as yet? Yes / No How will you undertake the NEA: Proposed date of NEA completion:

5. Quality Assurance of Assessment and Grading Decisions

Marking and Monitoring

Outline your procedures for marking, feedback and quality assurance.

Who is responsible for ensuring all learners complete the assessment, how is this followed up, how are tasks marked.

some additional points:

Internal Quality assurance by teachers/TL/SLT/Gov (paper trail)

Record of initial assessment/grading

Record of QA decisions

Equality issues /access arrangements

Non bias by all involved

Special consideration

Has historical data been used in decisions.

Training

Monitoring Completion

How will learners' completion of assessment tasks (and catch up where necessary) be monitored?

6. Learner and Parents/Carers Communication

Communication

- A parent/carer and learner subject guide will be shared with learners on their return to school prior to the Easter holidays. This will be available on the school website. Team Leaders will include their subject assessment plans, time scales, what information they will use when making final decisions on CDGs and how any access arrangements will be supported.
- A letter will be sent to parents/carers making reference to the subject guide. The letter will include how CDGs will be communicated to learners prior to the June 25th deadline (using the schools Data system). It will include details of how parents can appeal CDGs, both prior to submission to WJEC and post summer results.

7. Internal Reviews and Complaints

Please see school Policy. Please note no individual subject teacher or Team leader will engage in communication regarding CDG with parents / carers and or learners All appeals must be directed to the schools Examination officer in writing.

APPENDICES:

In order to complete the Subject Policy please make sure that all of the following checklists and quality assurance forms are completed.

APPENDIX 1: STARTING CHECKLIST

Checklist	Yes / No
I have a password for the WJEC secure website	
I have downloaded and read the WJEC qualification assessment framework	
I have downloaded and viewed all WJEC assessment material	
I have communicated with my subject officer / CSC advisor	
I have met with my SLT to agree my subject assessment plan	
I have ensured that all of my department have participated in staff training, and all key meetings led by senior staff	
All of my department members are aware of the accepted evidence that can contribute to the CDG - internal assessments, NEA elements, classwork, homework, and any adapted assessment material.	
I have ensured that the needs of all learners have been met with this plan	
All of my department have a copy and are aware of this subject Assessment Plan and are clear of the internal timeline (in line with whole school policy)	

APPENDIX 2: SUBJECT ASSESSMENT PLAN TEMPLATE

Checklist	Yes / No
I have read and understood the schools Centre policy training material	
My department is clear about what needs to be taught and how the assessment(s) will be administered and supervised	
I will ensure that mark schemes are understood and consistently applied	
My department are aware of the access arrangements for learners in each cohort	
My department is aware of special consideration which needs to be applied before CDGs are awarded.	
I will ensure that my department and I check the authenticity of each learners work to minimise the risk of plagiarism	
I will ensure that my department understand the WJEC best fit grade boundaries and understand that CDGs will be a holistic judgement rather than focussing on a single source of evidence	
I will ensure that all assessment data/records is stored securely	
I will ensure that moderation meetings occur in line with school approach, queries / concerns discussed and clarity given	
I will quality assure all data and record within my departmental tracking	
My department and I are aware that Centre Determined Grades will be shared with learners and parents before submission to the WJEC	
I will ensure that all assessment evidence is securely stored and available for review if required	

APPENDIX 3: QUALITY ASSURANCE

Prior to implementation of this subject assessment plan a quality assurance meeting will take place between the Team Leader / Teacher in charge and their SLT link.

Date of Quality Assurance Meeting:			
Staff Attendance:			
Any changes discussed / required with the plan?			
Senior Leader monitoring of Assessment Plan <i>(Implementation will be reviewed at 3 points)</i>	Monitoring date 1	Monitoring date 2	Monitoring date 3
Senior Leader Implementation monitoring notes:			

ACCESS ARRANGEMENT DECLARATION
SUMMER 2021

PUPIL NAME

SUBJECT

ASSESSMENT DATE

APPROVED ACCESS ARRANGEMENTS

Please tick if the following arrangements were used by the pupil.

25% Extra Time

25% Extra Time offered but declined by student

Use of Scribe

Scribe offered but declined by student

Pupil signature

Subject Teacher's signature

****Appendix 3 - Guidance on special consideration for summer 2021****

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

****Appendix 4 - WJEC Professional Learning****

Session 1	5th March	The foundations of assessment and assessment creation
Session 2	w/c 8th March	Centre approach to assessment and quality assurance
Session 3	12th March	Live Event Q&A with WJEC and senior leaders
Session 4	w/c 22nd March	Objectivity in assessing learner evidence Unconscious bias
Session 5	25th March	Live Event Q&A (questions submitted in advance)
Session 6	w/c 19th April	Making judgements on qualification grades
Session 7	w/c 26th April	Good practice in assessing and awarding grades to learners
Session 8	5th May	Live Event Q&A with WJEC and school practitioners who share their approaches (questions submitted in advance)
Session 9	17th May	How to submit centre determined grades to WJEC

****Appendix 5 - Timeline of key dates****

16th March	School CDGs staff training
15th March - 28th May	Face to face teaching and assessments
24th March	Centre Policy ratified by Chair of Governors.
25th March	Centre Policy submitted to WJEC for QA
22nd to 26th March	Assemblies about CDGs for years 11, 12 and 13
By 26th March	Inform parents/carers and learners how they will be assessed for each qualification. Including FAQs.
12th April	WJEC provides feedback on Centre policy leading to policy being shared with all stakeholders, parents/carers and is made available on school website.
16th April	Staff enter Data Drop 3 - interim CDGs
23rd April	Learners receive Data Drop 3 - interim CDGs
13th April 24th May 7th June	Subject internal moderation process during Twilight and INSET
11th June	Staff enter Data Drop 4 - provisional CDGs
7th - 11th June	SLT reviews on CDGs during line management
14th - 18th June	In school variance checks/grade profiles
22nd June	Learners receive Provisional Centre Determined Grades (by 25th June)
22nd - 24th June	Stage 1: Appeal window
24th - 29th June	School review window
30th June and by 2nd July	Centre CDGs entered on WJEC secure site by Teamleaders and Examinations Officer
2nd July	Final Centre Authentication Grades signed off by Headteacher and submitted by WJEC
10th August	AS and A'level results
10th August - 7th September	Stage 2: AS and A'level appeals window (WJEC)
12th August	GCSE results
24th August - 21st September	Stage 2: GCSE appeals window (WJEC)

Post results/WJEC appeals	Stage 3: Opportunity to appeal to Qualification Wales
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****Appendix 6 - Moderation form****

Moderation Record

Department: _____ Subject: _____

Unit: _____ Tier: _____

Stage 1 – Moderation – Purple Pen		
Staff involved in the moderation process:		
Number of classes entered:		
Number of learners entered:		
Names of learners included in the sample.	Names of teachers included in the sample.	
Marking in line with the agreed mark scheme YES/NO		
Additional comments		
Please detail any actions and by whom are required to ensure marks are in line with agreed mark scheme		
Actions	By Who & when	Completed (Initials)

Signed Team Leader: _____ Date: _____

Stage 2 – Moderation – Red Pen

Staff involved in the moderation process:		
Number of classes entered: Number of learners entered:		
Names of learners included in the sample.		Names of teachers included in the sample.
Marking in line with the agreed mark scheme YES/NO		
Additional comments		
Please detail any actions and by whom are required to ensure marks are in line with agreed mark scheme		
Actions	By Who & when	Completed (Initials)
Staff involved in the moderation process:		
Number of classes entered: Number of learners entered:		
Names of learners included in the sample.		Names of teachers included in the sample.
Marking in line with the agreed mark scheme YES/NO		
Please detail any actions and by whom are required to ensure marks are in line with agreed mark scheme		
Actions	By Who & when	Completed (Initials)

Signed Team Leader: _____ Date: _____