

Ysgol Bro Idris



Centre Assessment and Quality Assurance Policy

March 2021

This policy has been approved and adopted by the governors.

This policy has been discussed and approved by Meirionnydd schools.

Centre Assessment Policy

Centre Name:	Ysgol Bro Idris
Centre Number:	68440
Policy adopted by Board of Governors:	23/3/2021
Policy issued to staff on:	23/3/2021
Member of staff responsible for the policy:	Jano Owen Melanie Cooper

*Please note that this policy may be amended as more information is shared by the exam board, Qualifications Wales and Welsh Government.

WJEC Guidance: When submitting their policy as outlined in WJEC requirements and guidance booklet, centres must ensure that the seven areas identified are included in their submission. Centres do not have to structure their policy using the WJEC headings for each of the seven areas. The only requirement is that the seven areas are covered within the policy. However, some centres may wish to complete this Word template, but they are not obliged to do so.

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.
- Ensure the operation of effective processes with clear guidelines and support for staff.
- Ensure that all staff involved in the processes clearly understand their roles and responsibilities.
- Support teachers to take evidence- based decisions in line with Qualification Wales requirements.
- Achieve a high standard of internal quality assurance in the allocation of CDGs.
- Ensure the centre meets its obligations in relation to equality and disability legislation
- Ensure the Centre meets all requirements set out in the Special Regulatory Conditions, and the 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.

Contents of the Policy:

1. Roles and Responsibilities and Key Dates

2. Subject Assessment Plans

3. Centre Devised Assessments

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6. Learner and parents/carers communication

7. Internal reviews and complaints

1. Roles and Responsibilities

Name	Role	Responsibility
Helen Jones	Chair of Governing Body	<ul style="list-style-type: none"> - Holding the Policy and Curriculum Sub-Committee to account.
Policy and Curriculum Sub-Committee	Governors with specific responsibility for standards and assessment	<ul style="list-style-type: none"> - Hold the Head to account. - Approve the school's assessment policy. - Form an appeals panel to respond to appeals against the school's assessment policy.
Mrs Jano Owen	Strategic Head Teacher	<ul style="list-style-type: none"> - Holding MC to account. - Quality assurance of policies and procedures. - Ensure CDG quality, consistency, accuracy and fairness. - Ensure that responsibilities are clearly shared and that each individual is aware of their role. - Ensure that a clear calendar of assessment, recording and appeals has been drawn up and shared with stakeholders. - Produce a Head of Centre Statement. - Ensure records and evidence are kept securely and in accordance with Data Protection rules. - Respond to provisional CDG appeals on behalf of the school. - Respond to ALN-based CDG appeals on behalf of the school.
Miss Melanie Cooper	Phase 3 Assistant Head (SLT)	<ul style="list-style-type: none"> - Hold HoAOLE and subject teachers to account. - Policy formulation and quality assurance of each department's assessment plans with regard to its validity, reliability and fairness. - Ensure CDG quality, consistency, accuracy and fairness. - Question any discrepancies in grades or patterns of results. - Draw up an appeal policy and respond to appeals. - Respond to provisional CDG appeals on behalf of the school. - Respond to ALN-based CDG appeals on behalf of the school.

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		<ul style="list-style-type: none"> - Policy co-ordination, collation and quality assurance of assessment arrangements. - Produce a calendar from March to August outlining times at different stages of the process. - Offer training and guidance to departments where necessary. - Share information on external training. - Quality assurance of system based evidence and SIMS. - Evidence assessments and help HoAOLE adjust weighting and mark boundaries as required. - Prepare documentation for pupils and parents.
Miss Eirian Hoyle	Exams Officer	<ul style="list-style-type: none"> - Ensure that HoAOLE and subject teachers register pupils correctly and on time for the various qualifications. - Ensure departments input grades accurately and on time. - Provide staff with information on the provision of special consideration which does not occur in the same way as previous years.
Mrs Llinos Lloyd Hughes	ALNCO	<ul style="list-style-type: none"> - Ensure that departments are aware of any special arrangements pupils require. - Assist departments in administering special arrangements, e.g. organizing readers and laptops. - Respond to ALN-based CDG appeals on behalf of the school.
Miss Melanie Cooper and Mrs Awel Davies	Phase 3 Assistant Head and Phase 3 Learning Coach	<ul style="list-style-type: none"> - To inform teachers and SLT of any special circumstances that may have affected a pupil's attainment.

<p>LO DMJ HC MJ CL RJ MW AMTD GR OJ DJ FfPJ CJ AC GE CW JL</p>	<p>HoAOLE and Subject Teachers</p>	<ul style="list-style-type: none"> - Plan assessment arrangements within their subject ensuring that they meet the requirements of the Assessment Frameworks, calendar and school policies. - Communicate arrangements with SMT and pupils. - Ensuring consistency and fairness across their departments. - Hold department teachers accountable for their classroom assessments. - Ensure that the department has sufficient evidence to support assessments. Collate evidence into a 'pupil profile' for every pupil. - Ensure that pupils' work is stored securely. - Provide evidence as required in the event of an appeal.
	<p>Subject Teachers</p>	<ul style="list-style-type: none"> - Plan and assess according to their departmental arrangements, calendar and school policies. - Ensure special arrangements are administered. - Ensure assessments are input into the school's central SIMS system.

- **The Chair of Governors** will seek approval of this policy from the full Governing Body, and incorporate it into the policy documentation of the school.
- **The Headteacher and Leadership Team** will ensure the proper management of all Centre Determined Grade assessments and the associated processes. This will include the implementation of this Centre Policy, the process by which assessments will take place: the appropriate collection of all related of data and all Quality Assurance (QA) processes. They will ensure that the best interests of all the learners remain central to the process, keep parents and learners informed throughout, and provide any necessary training for staff. Members of the Leadership Team will QA the grades to be awarded to ensure consistency in outcome and to ensure they are in line with grades awarded in previous years.
- **The Additional Needs Co-ordinator ANCo** will ensure that all staff are aware of the necessary access arrangements, and reasonable adjustments for learners who are entitled to these. The ANCo will also coordinate the provision of additional support as required and appropriate.

- **Assistant Head of Phase 3 and Heads of Areas of Learning and Experience (HoAOLE).** Heads of Area of Learning and Experience (HoAOLE) and subject teachers will work closely with their Assistant Head of Phase 3 and the ANCo to ensure that assessments are carried out in accordance with the policy and guidelines (including the provision of access arrangements). This will include the preparation of learners, the collection and recording of marks, the secure storage of assessments and following the Quality Assurance process as described in this document. The HoAOLE and subject teachers will produce a suitable subject assessment plan (please refer to Appendix 2). HoAOLE in conjunction with class teachers, will identify any conflicts of interest and how these will be managed in collaboration with the Assistant Head of Phase 3 and with guidance from the Welsh Joint Examination Committee (WJEC). HoAOLE and Head of Phase 3 will identify and meet any training needs for the staff.
- **Teaching Staff** will work under the direction of their Head of Phase 3 and HoAOLE and ensure that they follow this policy and relevant subject assessment plan. Their work will include the preparation of learners, carrying out the assessments, making sure those learners who are entitled to access arrangements and reasonable adjustments receive their entitlement and carrying out marking and quality assurance within the given time scale. Teachers will retain all evidence on which a learner's grade is based, including copies of the learner's work and any mark records. They will ensure that this evidence is stored securely in a 'pupil profile' file. This vital evidence will be needed to support both the quality assurance and the appeals process.
- **The Examinations Officer** will manage the administration of Centre Determined Grades and Qualifications, including coordinating the collation of entries of learners to the appropriate qualifications, as well as supporting teaching staff and the school leadership team. The Examinations Officer will provide teaching staff with information on the provision of special consideration which does not occur in the same way as previous years. Special consideration (please refer to Appendix 1) will be awarded by selecting work that has been completed when the learner was unaffected by the special circumstance. It will be the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand and implement the policy.

Key Dates

Date:	Action:
8/3/21	Departments to present departmental assessment schemes.
8/3/21 - 19/3/21	HoAOLE and subject teachers to meet with Assistant Head of Phase 3 to approve assessment schemes.
22/3/21	Full governors meeting to approve the Assessment and Quality Assurance Policy
22/3/21	Full secondary staff meeting to present the policy. WJEC staff training.
22/3/21	Meirionnydd schools to meet to present and discuss policy.
25/3/21	Submit policy to WJEC.
25/3/21	Share departmental assessment plans and assessment timetable with: Pupils (assembly and a paper copy of the timetable) Parents (online meeting).
12/4/21	Feedback from WJEC on the Policy.
22/4/21	Final exam entries.
19/4/21	WJEC staff training.
26/4/21	WJEC staff training.
10/5/21	WJEC staff training.
17/5/21	WJEC staff training.
28/5/21	Teachers gather evidence of each pupil's achievement
07/6/21 - 16/6/21	Internal standardization within the school.
9/6/21 - 16/6/21	External standardization between Meirionnydd schools.
16/6/21	Provisional CDG shared with the SLT.
18/6/21	Provisional CDG shared with pupils. Appeals window open for parents and pupils.
25/6/21	Appeals window closed for parents and pupils.
29/6/21	Final CDG following appeals process confirmed and checked.
2/7/21	CDG submitted to WJEC.

2. Subject Assessment Plans

Each subject will generate a subject assessment plan that outlines how grades will be awarded. This will include the evidence to be used, the way that grades will be awarded, the date of proposed assessments and the assessment methodology. This will include the level of control and what quality assurance arrangements will be to ensure consistency and rigour. Each subject will have access to important documentation such as the WJEC Qualifications Assessment Framework and documentation outlining any modifications to its topics on the WJEC secure website.

Each subject assessment plan will also outline how access arrangements and matters relating to equality will be addressed.

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

Subject assessment plans will be quality assured by the Assistant Head of Phase 3 (part of the Senior Leadership Team) who will take overall responsibility for the consistency of these plans across the centre. The Assistant Head will consider the extent to which it meets the requirements of the frameworks and their fairness to the plan in the context of the circumstances of the school and specific groups of learners. Link meetings will be held with all HoAOLE and subject teachers to discuss and develop these plans. The Head of centre will quality assure all plans and procedures.

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

Adapted past paper questions

The centre will make 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-examination Assessment (NEA)

NEA (or more familiarly 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, for example 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 equity for all learners.

The number of pieces of evidence required to determine a grade will vary for each qualification.

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 assessment must consult with the Assistant Head of Phase 3 (SLT) 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 an examination i.e. in the Hall with external invigilators.

To ensure consistency, departments will apply the same assessment methods across classes unless there is a good reason not to do so. This includes consistency in assessment material, timing and conditions of assessment and mark schemes. This is noted in all subject assessment plans.

3. Centre Devised Assessments

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 the Assistant Head of Phase 3. 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.

Staff are guided to use the standardised assessment materials (SAMs) where possible.

4. Assessment Delivery

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

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

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

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

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

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

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

Wherever possible, work will be completed in class and in place of usual classroom activities. It may be that there are occasions where work needs to be completed at home e.g. in the event of national lockdown or self-isolation.

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

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

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

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 including results of individual assessments will not be communicated to students and/or parents by individual staff within the subject, until the given date in June.

All pupils will be required to complete a document stating the validity of their work at the end of the assessment period.

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

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

Previously completed evidence

Assessments completed in formal mock examinations have been taken by the whole year (apart from those who were absent due to illness) and have been closely supervised following the WJEC examination guidelines. Timing and conditions were consistent for all except those entitled to special access arrangements.

Non-examination assessment (NEA) tasks have been carried out under the conditions outlined by WJEC in the specification / modification.

Pupils were informed in September 2020 that any assessed work could be used in determining CDG.

Remote assessments

Whilst it is acceptable to take home assessments, (in exceptional circumstances) in determining a grade, they should not be over-relied upon. Consideration should be given to any conditions/circumstances which may affect the pupil's ability to complete the assessment at home, eg home conditions, access to technology, access organization.

The result of any remote assessment should be compared with the pupil's performance at school. If there is a significant difference, the assessment should be further investigated or discounted.

Staff should monitor the authenticity of each pupil's work, e.g. by using the Google Classroom tool which identifies a case of plagiarism or a solution that is too close to the WJEC mark scheme.

Suitable time should be given to complete the work. Redrafting tests and assessment tasks is not allowed. Evidence of remote assessments is kept in Google Classroom.

5. 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 students in their class, marking with a RED pen and the appropriate WJEC mark schemes to support the accurate awarding of grades. The subject teacher will record the mark and grade awarded using secure conditions and ensure physical copies of evidence are safely retained and stored securely.

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

Overall Grading Decisions

For each qualification, teachers will make use of WJEC subject assessment frameworks which include descriptors for key grades. 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 has been demonstrated by a learner meets the usual standard for a specified 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 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.

Learner assessment data (i.e. the pupil's 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 training on equality law and unconscious bias week commencing March 22nd and a further series of WJEC training will be held from March-June (Key Dates page 8). **During the assessment period between Easter-Whitsun, pupils will only include their exam numbers on assessments.**

Where there is insufficient evidence, or where evidence is below that required for the lowest awarding grade of a qualification then a U grade will be awarded.

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

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

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

On this form a clear explanation will be given to help parents and learners understand the reason for the grade that has been awarded. This may form the basis of any appeal enquiry.

Quality Assurance

The purpose of internal standardisation and quality assurance is to:

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

Quality Assurance of Assessment

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

External standardisation will involve working closely with other Meirionnydd schools. It will include cross checking the marking across the full range of marks and include a sample of learners from each class.

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

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

The HoAOLE and subject teachers will ensure that the sample of work to be moderated covers the full spectrum of grades and work from all teachers who have prepared learners and assessed work. They will also oversee any issues with regard to conflict of interest.

Internal standardisation will also ensure learners of different protected characteristics are included in the sampling and cross checked (to conform with Equality and Disability legislation).

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.

Where a piece of evidence is moderated, additional comments by a separate member of staff will be made using a BLUE pen; The HoAOLE will review any discrepancies, making comments using a GREEN 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.
- Satisfy requirements in relation to Equality and Disability legislation

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

Quality Assurance of Overall Grading Decisions

Each HoAOLE and the Assistant Head of Phase 3 will sample a selection of Learner Decision Making records in order to ensure that grading decisions have been made fairly and consistently.

Learners with protected characteristics will be included in this sampling activity. The size of the moderation sample will be determined as above.

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

Subject Outcomes

The Centre Determined Grades should reflect the overall standards achieved in that subject over recent years. The HoAOLE 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 Assistant Head of Phase 3 to ensure that the grades awarded are in line with those from previous external examination series.

The Assistant Head of Phase 3 will draw together and submit contextual performance information for a given year group. This may include Key Stage 3 levels, National tests and Key Stage 4 tracking data. This information will provide an anchor to the performance data.

Coleg Meirion Dwyfor courses

Guest learners will be assessed by the providing centre alongside their own learners (if any) and the full learner assessment record including grades and rationale for each learner will be returned to the home centre by 14th June.

Appeals should be made through the home centre and passed to the providing centre to be dealt with under the same processes as appeals from the providers own learners. The appeals outcome record will be returned to the home centre by 30th June.

6. Learner and parents/carers communication

The involvement of learners and parents and the utilisation of a clear and transparent communications plan will be a priority to instil confidence in the approach used by the centre.

A parents' and learners' communication plan will be implemented to provide information on the key areas.

Prior to Easter, learners will be provided with:

- An overview of the Centre Determined Grade process.
- What information will be considered by subject teachers when determining their Centre Determined Grades.
- The proportionate weighting of each evidence set per subject.
- An assessment timetable which details their subject assessment dates.
- The units that will be covered in each assessment. Please note that learners will not be provided with the assessment to view in advance.
- Learners will be asked to sign a form to acknowledge that they understand and receive the information.
- All information noted above will be:
 - explained orally in an assembly with an emphasis on the upcoming assessments.
 - explained to all parents in an online meeting.
 - shared with parents and pupils through Hwb email and School Comms.

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

- How specific and relevant access arrangements and special consideration have been met
- The recording of evidence contributing to the determination of their final qualification grade
- The internal moderation processes that will be undertaken by the centre
- The recording of reviews requested by the learners and the outcome of such reviews (Complaints procedures)

After Easter and by subject teaching and learning, learners will be informed of:

- The need to ensure that all work completed in assessment activities is their own and that if this is not the case then this would be considered malpractice.
- Their right to their usual 'access arrangements' if appropriate.

Learners will be informed of their Centre Determined Grade on 18/6/21.

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:** A learner may ask for a provisional grade to be reviewed before submission to WJEC. This may lead to a grade being raised or lowered. The member of staff that undertakes this review process will be an objective member of staff and not the relevant subject teacher.
- **Stage 2:** Once final results have been issued on results days, learners may appeal to WJEC through the school, if a judgement is felt to be unreasonable or erroneous. WJEC may lower or raise the grade following this process.
- **Stage 3:** Learners may request an Exam Procedures Review Service from Qualifications Wales to check whether WJEC has followed the required procedures.

An appeal policy will be drawn up specifically for Grades 2021. This policy will be drawn up by the SLT and approved by the Governing Body. The policy will be shared with staff, parents and pupils and can be viewed on the school website. The school will follow any guidelines given by WJEC/QW when formulating this policy.

The policy will outline how and under what circumstances a learner should request a review of the CDG on the basis of judgment or procedural error. It will identify what action the learner can take if they are not satisfied with the outcome of the review.

The school calendar will ensure that sufficient time is given for pupils to submit an appeal to the school **before** grades are transferred to WJEC (key dates, page 8).

Appropriate procedures will be in place to respond to appeals. This procedure will be outlined in the school's appeal policy. Roles and responsibilities will be clearly outlined in the policy. Anyone who has set the CDG grade which is under review, is not responsible for the review.

The outcome of any review will be recorded, kept centrally and the final decision shared with the learner/parent as soon as possible.

Information on further appeal arrangements to WJEC or QW will be shared with pupils on the August results day.

APPENDIX 1: Guidance on Special Consideration for Summer 2021

Introduction

The purpose of this guidance is to provide advice to centre staff when making decisions on centre determined grades.

The guidance covers the following Qualification Wales approved qualifications:

- Qualifications Wales approved GCSE, AS and A level
- Skills Challenge Certificates

Special consideration

The process of centres submitting special consideration applications to awarding bodies will not apply this summer. As the evidence is flexible and can be tailored to an individual candidate according to the coverage of the specification, instances of special consideration should be limited. Centres should be able to select work completed by candidates where they are unaffected by adverse circumstances.

Where this is not possible and a temporary illness, injury or other event outside of a candidate's control may have affected their performance in assessments which will be used to determine a grade, teachers should take this into account.

The event must relate to the candidate's performance(s) at the time of taking relevant assessments which contribute to the centre determined grade and due to events outside of their control. These include:

- Temporary illness or accident/injury
- Bereavement
- Domestic crisis
- The centre not implementing previously approved access arrangements.

Candidates will not be eligible for special consideration if preparation for, or performance in their assessments is affected by:

- Long term illness, disability, or other difficulties unless the illness or circumstances manifest themselves at the time of an assessment
- Bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment or there are on-going implications such as an inquest or court case
- Consequences of disobeying the centre's internal regulations.

Special consideration is never applied due to lost teaching and learning time. Lost teaching and learning is being addressed this summer via the assessment methods and the flexibility afforded to the centre in the content that will be assessed, as outlined in the qualification assessment, frameworks provided by WJEC. Additional information will be provided in the WJEC guidance on grading. Centre determined grades are based on the evidence produced by the candidate and not their potential.

How to apply for special consideration

Special consideration should be implemented by the centre at assessment level through applying an allowance of additional marks to each assessment affected. The size of the allowance depends on the timing, nature and extent of the illness or other circumstance. The maximum allowance given will be 5% of the total raw marks available in the assessment.

The severity of the circumstances and the date of the assessment in relation to the circumstances should be considered.

Centres must be satisfied that the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to demonstrate his or her normal level of attainment in an assessment.

Special consideration cannot be applied in a cumulative fashion. For example, because of a recent trauma at the time of the assessment and the candidate suffering from a viral illness. Special consideration should only be applied for the most serious indisposition.

The following are examples of circumstances which must apply at the time of the assessment.

5% This is the maximum allowance and will be reserved for the most exceptional cases, such as:

- terminal illness of the candidate
- terminal illness of a parent/carer
- death of a member of the immediate family within two months of the assessment
- very serious and disruptive crisis/incident at or near the time of the assessment.

4% Very serious problems such as:

- life-threatening illness of candidate or member of immediate family
- major surgery at or near the time of the assessment
- severe disease • very recent death of member of extended family
- severe or permanent bodily injury occurring at the time of the examination
- serious crisis/incident at the time of the assessment.

NB 'Very recent' is defined as within one month of the assessment(s) taking place.

3% A more common category (more cases will fall into this category), including:

- recent traumatic experience such as death of a close friend or distant relative
- recent illness of a more serious nature
- flare-up of a severe congenital/medical condition or a psychological condition
- broken limbs
- organ disease
- physical assault trauma before an assessment
- recent crisis/incident

- witnessing a distressing event on the day of the assessment. NB 'Recent' is defined as up to four months prior to the examination(s) taking place.

2% The most common category of allowance – most cases will fall within this category:

- illness at the time of the assessment
- broken limb on the mend
- concussion
- effects of pregnancy (not pregnancy per se)
- extreme distress on the day of an assessment (not simply assessment related stress).

1% Reserved for more minor problems:

- illness of another candidate which leads to disruption in the assessment
- stress or anxiety for which medication has been prescribed
- hay fever on the day of an assessment
- minor upset arising from administrative problems

Appeals

As in other series, appeals may be submitted on the grounds of the application of special consideration.

APPENDIX 2: Subject Assessment Plan 2021

Ysgol Bro Idris

Subject:			
HOAOLE:			
Other teachers responsible for assessment:			
Unit 1: % and usual assessment arrangements % and assessment arrangements for 2021			
Evidence List:	Assessment format:	%	Date:
Notes:			
Which parts of the unit are not assessed?			
Sharing assessment information with pupils and parents: Bydd gwybodaeth am yr asesiadau sy'n cael eu defnyddio ar gyfer GBG, pwysoliad a dyddiadau asesu yn cael eu rhannu efo disgyblion a rhieni 24/3/21.			
Any other relevant information:			
How will the pupils be prepared for the assessment?			
Note if you have familiarized yourself with the following documents (if relevant):			Yes/No + Initials
Materials on the WJEC website	Adaptations made to 2021 qualifications		
	Adaptations to NEA assessments for summer 2021.		
	Guidance on creating assessments by WJEC. Guidance for teachers to support with the development of assessment materials.		
Materials on the WEJC secure website for specific subjects.	Your subject assessment framework.		
	Assessment materials and mark schemes.		
	Grade boundaries / grade descriptors.		
	Training and subject guidance.		
Qualifications Wales material.	Guidelines on alternative arrangements for GCSEs.		
School documentation	Assessment and quality assurance policy.		
Assessment			
How wil you inform the pupils about the assessments?	Dates for all assessments between Easter and Whitsun shared with MC. MC has shared an assessment timetable with pupils,		

Ysgol Bro Idris: Assessment and Quality Assurance Policy

	parents and teachers.
Which pupils have special access arrangements?	
Outline your marking processes and quality assurance arrangements. Internal External	
How and who will keep the evidence?	Create a 'pupil profile' which includes every piece of evidence. Exams officer is responsible for keeping the evidence in a safe and secure place.
What are the assessment conditions?	<ul style="list-style-type: none"> ● No use of mobile phones or smartphones. ● No access to folders, books or notes. ● All pupils to work independently, individually and in silence. ● All assessments will be timed in the same way as WJEC assessments but time will be allocated to 'recap' if assessments are shared over more than one session. ● Relevant access arrangements have been arranged by the ALNCO.
Teacher and HOAOLE signature	
Head of Phase 3 signature	