



Belong.. Believe.. Achieve..

Islwyn High School

Centre 68371

Centre policy on assessment and quality assurance processes for the 'Summer 2021 Alternative Arrangements'

This document supplements existing centre policies for examinations

It has also taken into account guidance from published Qualifications Wales and WJEC documents

Member of staff responsible for the policy:	Deputy Headteacher with responsibility for 'Assessment' Recording and Reporting' reporting to the Headteacher
Policy ratified by Board of Governors on:	20 th May 2021
Policy issued to staff on:	Version 4.0 circulated to staff 26 th March 2021 prior to ratification by WJEC

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1. Introduction

This policy is designed to outline how Islwyn High School, as an examination centre, will apply the 'Guidance on Alternative Arrangements for Approved GCSEs provided by Qualifications Wales, the examination regulator, to help determine grades in 2021.

This policy only applies to GCSE 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.

Furthermore, it provides an overview on the decisions teachers will make; how teachers will make these decisions; and identifies the types of evidence teachers will be using to support the decision-making process. By sharing its approach, the school is seeking to offer clarity and confidence to students, staff and families.

Centre Determined Grades

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 (CDGs). This means that individual examination centres, such as schools and colleges, would determine the actual grades awarded for each qualification. A Centre Determined Grade is the grade awarded by a school or college, as an examination centre, based on attainment which has been demonstrated in the areas of the qualification content that a student has covered.

For each qualification, teachers will make use of WJEC Assessment Frameworks, which include descriptors for key grades, to support the accurate awarding of centre determined grades. Each grade awarded by the centre must 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.

It will not be possible or permitted for teachers, or the centre, 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 through the evidence produced meets the usual standard for a specified grade.

In determining grades, the centre 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.

Where there is insufficient evidence, or where evidence suggest attainment is below that required of the lowest grade for a qualification (i.e. G grade at GCSE) then a student will be awarded an unclassified (U) Centre Determined Grade.

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.

2. Purpose

The purpose of this policy is:

- to ensure that Centre Determined Grades (CDGs) are conducted fairly, consistently, (in a free from bias fashion) 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

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

Once ratified by the WJEC the policy will be made available on the school website.

3. Roles and Responsibilities

In addition to below, all staff will ensure they have accessed the relevant training provided by the WJEC.

Governing Body

The Governing Body will approve and adopt the policy.

Headteacher

The Headteacher has overall responsibility for the school as an examinations' centre and will ensure that:

- all roles are clear and defined
- all processes for the determination of centre determined grades are followed by relevant staff,

including training

- all processes, including internal quality assurance processes, are followed at both subject and school levels
- regular updates of progress through the process are received from the Senior Leader responsible for the process
- provide updates to all stakeholders on the progress made throughout the process

Senior Leadership Team as line managers of subject areas

The members of the senior leadership team responsible for overseeing the Summer 2021 Alternative Arrangements, will support the Headteacher in the internal quality assurance of final Centre Determined Grades. They will lead in quality assurance of assessment plans and final decisions, e.g. providing support and training for staff, and provide a clear centre policy.

The Deputy Headteacher (ARR) (or designated other senior leader) overseeing the Summer 2021 Alternative Arrangements will:

- create the centre policy for 'assessment and quality assurance processes for the Summer 2021 Alternative Arrangements'
- act as Internal Lead Verifier, to ensure all quality assurance processes are robustly followed
- ensure all staff have access to appropriate training to ensure consistency of approach in determining centre grades
- liaise with Subject Leads to approve subject specific assessment plans from relevant WJEC framework / other documents
Liaise with Line Managers / Subject Leads to check on progress and address any evolving issues
- monitor timescales / progress to ensure WJEC deadlines are met
- regularly share progress with Headteacher – providing regular updates that can be shared with learners, parents/carers
- for entry submission to WJEC liaise closely with Subject Lead and Examinations Officer
- with the exams officer, manage any appeals that arise following the release of 'provisional' grades shared with learners

Other members of the senior Leadership Team will assist the Deputy Headteacher in charge of examinations by monitoring and supporting their individual Subject Leads in carrying out their assessment plans and in their quality assurance processes

ALNCo

The ALNCo leads in all aspects of access arrangements within the centre.

The ALNCo, working closely with the Examinations' Officer, will:

- oversee the administration of all access arrangements processes in line with whole centre policy
- identify and test all students eligible for access arrangements

- complete applications for students eligible for access arrangements with the relevant awarding body
- prepare and store all appropriate evidence in relation to applications for access arrangements and have this available for inspection purposes
- ensure all staff are aware of the necessary access arrangements in place for students, including reasonable adjustments for students who are entitled to these
- coordinate the provision of additional support to ensure students are not disadvantaged when completing the assessments within individual subject assessment plans

Subject Leads

Subject Leads are responsible for making decisions about each of the qualifications they lead. This includes producing individual subject Assessment Plans that are fit for purpose, and ensuring consistency in decisions within each qualification, e.g. how agreed adjustments are made and managing teachers' storage of evidence and Learner Decision Records. For each qualification a Subject Lead will be responsible for:

- liaising with the Examination Officer to ensure timely examination entry and amendments
- making initial decisions on assessment plans and subsequent additions / amendments
- setting tasks from WJEC past papers making reference to WJEC framework documents
- ensuring assessments are carried out in a controlled and timely manner
- ensuring relevant staff undergo training made available
- liaising with the Examinations' Officer to ensure appropriate access arrangements have been provided and any 'subject/assessment' specific special considerations that need to be applied for
- ensuring a robust quality assurance process is used to ensure consistency in the quality of evidence used to inform assessment decisions
- ensuring consistency in the grading process and awarding of centre grades
- ensuring standardisation across the subject area through internal moderation of student evidence and assessment decisions
- ensuring there is a secure system for collating and storing student evidence and that this evidence is made available for both internal and external moderation processes

Teachers

Teachers will be responsible for following the specific guidelines for all aspects of the subject specific assessment processes as detailed in the appropriate plans. This includes:

- ensuring all assessments are completed in line with the qualification assessment plan and under the appropriate level of teacher supervision and control
- ensuring there is sufficient evidence, where it is available, for each student in order to provide an accurate centre determined grade
- ensuring that student evidence is gathered within the published schedule and that activities set, follow the expectations set by Subject Leads and relevant WJEC

Qualification Assessment Frameworks

- making students aware of the nature and criteria of each set task and ensuring students understand how each activity will contribute towards the determination of a grade
- marking all submitted assessment work within the agreed timeframes, set by Subject Leads within the qualification assessment plan
- ensuring students are not given any opportunity to improve their work within completed assessments once submitted for marking
- working with relevant Subject Leads to ensure that students entitled to access arrangements, within their designated classes, have these in place
- completing a Learner Decision Record for all students within each qualification. These records should clearly demonstrate how the centre grades awarded are reflective of the assessment evidence submitted in support of each grade
- collating and storing all submitted assessment work securely, ensuring this evidence, together with 'Learner Decision' records are available to support internal moderation and any potential appeal

Examinations Officer

The Examinations Officer, working closely with the Deputy Headteacher (or other nominated SLT member), ALNCo and Subject Leads, is responsible for managing the administration of all qualifications.

The Examinations' Officer will

- ensure examination entries and amendments to entries for all qualifications are accurate and timely
- liaise with the Deputy Headteacher and Subject Leads to ensure all students have been appropriately registered and entered for all qualifications
- liaising with the Deputy Headteacher and Subject Lead, submit the centre determined grades for each qualification within the agreed timescale (Appendix 1)
- check all submitted CDGs with the Deputy Headteacher and Subject Leads for accuracy
- keep central records of the assessment plans for each qualification, together with the signatures of all Subject Leads (and their teams) confirming that a fair process and sufficient evidence had been used when determining the grades for submission to the WJEC
- liaise with the ALNCo to ensure complete all applications for access arrangements with the relevant awarding body
- liaise with Subject Leads to ensure the appropriate access arrangements are applied to students who are entitled to them, when completing assessments
- liaise with the Deputy Headteacher to ensure special consideration is approved and applied to students who are entitled to it, in line with the WJEC Guidance on Special Consideration for Summer 2021
- ensure all relevant WJEC guidance documentation and information is shared with relevant staff
- complete all applications for appeals, as required

4. Subject Assessment Plans

The subject assessment plans will be developed as follows:

A template will be produced to formulate plans – Appendix 3

When creating individual subject Assessment Plans, the following types of evidence will be considered by Subject Leads:

Adapted Past-paper Questions

The centre will make use of WJEC past-papers when setting additional tasks to help determine centre grades for each qualification. There are recognised benefits of using these materials when setting these assessments; The past-papers have already been externally quality assured; are fully supported by clear mark schemes; and are familiar to both students and staff.

Non-Examination Assessment

Non-examination assessment exists in many qualifications. The weighting towards the overall grade is, in most cases, much lower than unseen elements. 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 centre grades. However, teachers will need to consider the weighting of the element, in terms of the whole qualification, to ensure that the grade awarded accurately reflects the overall standard. For example, in a qualification where the weighting of non-examination assessment is equivalent to 20% of the overall grade, teachers will take this into account against the other evidence provided when determining the grade.

Other contributing evidence

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. Other evidence can also include assessments completed in class and Mock Examinations. Additional sources of information may also be used, which will vary according to the nature of each subject. This evidence should only be used to confirm judgements when awarding centre grades and should not be used in isolation 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.

The number of pieces of evidence required to determine a grade will vary for each qualification. Subject Leads and their teams will ensure there is sufficient opportunity for students to provide clear evidence to demonstrate competency against the key themes and skills, as specified within 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

The Senior Leadership team will meet with all Subject Leads to discuss and agree the Assessment

Plan for each qualification. This will ensure all plans are quality assured and that they are fit for purpose and meet the requirements set out by the centre and within the publicised WJEC documentation

5. Centre Devised Assessments

Subject Leaders will be guided to use pre-approved WJEC assessment materials. If WJEC assessments originating in all 3 categories are used and ALL assessment objectives covered in the subject specification categories, then the subject assessment policy can acknowledge this outcome and no further consideration over the creation of tasks will be necessary.

If school devised assessments are to be used as an alternative to adjusted WJEC past paper materials, this will be clearly documented in the relevant subject specific plans. More detail will be required from SLT for any such assessments to ensure they are valid, reliable and fair for all learners.

If minor amendments to WJEC assessment materials are to be made, the WJEC Assessment Creation Guidance Document will be referred to, along with staff attending any necessary training linked to this.

All Subject Leads will be required to complete the WJEC Professional Learning training for assessment foundations and assessment creation to further support when creating assessments and before finalising assessment tasks as per the timeline at appendix 1. Additional/supplementary school-based training will also be provided by the Deputy Headteacher, responsible for overseeing the alternative assessment arrangements for 2021, for all Subject Leads.

The Deputy Headteacher (ARR), together with SLT subject line managers, will meet at regular intervals with individual Subject Leads to quality assure the planned assessments to ensure they meet the requirements set out within the individual subject Assessment Plans.

6. Assessment Delivery

The dates and timings of all planned assessments will be clearly recorded within individual subject Assessment Plans.

Assessments will not be completed as formal examinations. Instead, they will be completed over multiple lessons through a series of shorter tasks that together reflect the total volume of work assessed within an examination. The time to complete individual assessments will vary, depending on the qualification and the specific detail within the individual Subject Assessment Plan. However, no assessment will take longer than 40 minutes to complete and the total time taken to complete all the planned assessment will be comparable in length to the time taken to complete the unseen examination in the qualification.

Wherever possible, all assessments will be completed at school within normal lessons. Where

external factors prevent this from happening, such as national lockdowns or self-isolation of bubbles, then the work will need to be completed, at home, through online teaching sessions. Remote assessments need to minimise the potential opportunity for plagiarism. All possible measures will be taken to ensure authenticity of learner work in such circumstances; for example, staff may undertake further activities with learners in order to ascertain that work is a learner's own. Eg. a Question-and-Answer session with the learner or an additional assessment activity. Where staff are still uncertain this will be referred to SLT for further investigation.

Assessments will not be returned to students once they have been completed, marked and have been through the quality assurance process as defined in this policy. Once all available evidence has been assessed and internally moderated and all internal quality assurance processes have been completed within the centre, students will be issued with their predicted centre grade.

All Subject Leads will be required to complete the WJEC Professional Learning training – Centre approach to assessment and QA of grading decisions (Appendix 2), to support their teams in assessment delivery prior to the start of moderation. Additional centre-based training will also be provided by the Deputy Headteacher/Senior Leader responsible for overseeing the alternative assessment arrangements for 2021 for all Subject Leads.

Access Arrangements

The ALNCo, together with the Examinations' Officer will liaise with individual Subject Leads and relevant teaching staff, when necessary, to ensure appropriate access arrangements are in place for students entitled to them. The provision of additional support, where needed, will follow the guidance set out within both the WJEC Guidance on Access Arrangements and Reasonable Adjustments for Summer 2021 and the centre policies for assessment and examinations. This will ensure any student eligible for access arrangements is not disadvantaged when completing assessments.

Application of special consideration

The school will apply the WJEC published special considerations document to those students who meet the specified criteria. As is standard, the school may require evidence to demonstrate that the student meets the criteria.

Conflicts of Interest

No member of the school staff will be involved in the internal quality assuring the final assessment/grading decisions of members of their own family or those of close friends. Similarly, no member of staff has been entered as a candidate for any of the qualifications run at the centre.

Malpractice

If malpractice is suspected at any point throughout this process, it must be referred to the relevant

Subject Lead and/or Examinations' Officer immediately.

The Examinations Officer, together with the Deputy Headteacher responsible for overseeing this process, will then follow the necessary procedures, as set out in the centre policies for examinations and Non-Examination Assessment, and in accordance with the relevant JCQ and WJEC malpractice publications.

Storage of Student Evidence

Subject Leads, together with their assessment teams, are responsible for ensuring there is a secure storage system for collating and storing assessment materials within departments.

Where work is completed and stored in hard copy format, secure storage is defined as a securely locked cabinet or cupboard. For assessments completed in hard copy format, all materials must always remain securely stored other than when students are completing the assessments.

For assessments completed within a single lesson, assessment materials will remain securely stored until students' complete assessments. Completed students' work will always also remain securely stored, other than for assessment and moderation purposes. Where students complete an assessment over a series of lessons, their work must also be stored securely between sessions.

For assessments completed electronically, Subject Leads and their teams will ensure the security of all student work submitted. The centre will ensure access to submitted assessment material is restricted and utilise appropriate security safeguards such as firewall protection and virus scanning software. Back-up strategies will also be employed so that an up to date archive of students' evidence is maintained.

Teachers are permitted to take student assessments home to mark, providing they follow the guidance set out within the policy for Non-Examination Assessment to ensure sensible precautions are always taken to ensure the security of the work.

Recording Decisions

A common Student Decision Record template, as designed by the school (Appendix 6) will be used to document clearly the rationale for making grade decisions for all qualifications. This template will include clarity of explanation which students and their parents/carers will understand.

Each Decision Record will provide details of the assessor(s) involved in the assessment of each piece of evidence, as well as the grading decisions for individual pieces of evidence and for the overall qualification. In addition, Decision Records will also identify any reasonable adjustments or special considerations applied and where the evidence is securely stored.

Records from all internal moderation processes used to standardise work and assessment

decisions will be securely stored centrally by Subject Leads and used to verify and support grade decisions. Copies of all records will also be stored centrally by the Examinations' officer

On submission of Centre Determined Grades, the Headteacher and relevant Subject Lead will be required to make an overall declaration in relation to the quality assurance processes carried out and how they ensure centre grades are valid and reliable. In addition, the school will record the outcomes of any appeals requested by students, along with reasons for the decision.

7. Quality Assurance of Assessment and Grading Decisions

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 appropriate training is provided to all staff to support this. A common template (appendix 7) will be used to support Subject Leads, Line Managers and the Headteacher/Deputy Headteacher when completing all Internal Quality Assurance processes.

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:

- the teacher will assess the students' work using WJEC mark schemes where possible to support the accurate award of grades
- moderation activities may involve several teachers. Therefore, where a piece of evidence is moderated, the additional comments by the moderating member of staff will be reviewed by Subject Leads

A common template, as designed by the school (Appendix 8) will be retained as evidence to support the internal quality assurance processes used to support assessment decisions.

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 Deputy Headteacher (ARR) will provide an opportunity for evidence to be moderated, through another centre.

All work sampled will be marked anonymously to mitigate the risk of conscious and/or unconscious bias.

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. The Headteacher and Deputy Headteacher (or other nominated SLT member), responsible for overseeing this process, will reference the historical data for each qualification when agreeing the predicted centre grades and signing the Head of Centre declaration. Should there be significant variance for any qualification, the Subject Lead will be required to provide a suitable explanation for this difference and demonstrate how the assessment evidence and internal quality assurance processes validate the predicted grades. The WJEC grading guidance will provide clear guidance

on how the centre should consider information on previous cohorts' qualification performance to support this quality assurance stage,

The evidence gathered by the school to support the determination of grades will make use of standardised materials, produced by WJEC where available. 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 individual subject Assessment Plans, ensure that arrangements for those students entitled to concessions are met. Moderation activities will ensure that a broad range of students are included. This is to enable the centre to ensure that its approach contributes to the equality of opportunity.

All Subject Leads will be required to complete the WJEC Professional Learning training – Unconscious bias and objectivity (Appendix 2), to support their teams in assessment delivery. Additional centre-based training will also be provided by the Deputy Headteacher, responsible for overseeing the alternative assessment arrangements for 2021, for all Subject Leads.

The school will share and review its processes of determining grades with other examination centres to work towards best practice and consistency.

8. Learner and Parent / Carer Communication

Learners and parents / carers will be communicated with on a regular basis to ensure transparency and promote confidence in the school approach adopted. This communication will include:

- When assessments are to be taken
- What information will be considered in determining final grades
- The decision-making record to help learners and parents / carers understand the evidence that will contribute to the determination of their final grades
- Guidance on the appeals process

See timeline in Appendix 1

9. Internal Reviews and Complaints

At the time of writing, the process of reviewing centre grades and the appeals processes has not been finalised.

The school will be required to submit Centre Determined Grades to WJEC. Prior to the submission date, students will be informed of the provisional grades awarded. Where a learner is satisfied with the grades determined by the school, there is no further action. Despite the rigorous processes in awarding and quality assuring grades, it is possible that a learner may wish to appeal the grade given for one or more subjects.

There are three stages to the centre review and appeals process in summer 2021.

Stage 1 (Pre-results) centre review stage

The learner (or parent/carer) will (as per timeline in Appendix 1) be given the opportunity to ask the school in writing to review their provisional grades and check for any errors before the grades are submitted to WJEC. A review may be requested on the grounds of judgement and/or an administrative error having been made. This process will be similar to the process required in a normal year when a learner can appeal their Non-Examination Assessment (NEA) mark at a school level before marks are submitted to WJEC.

The learner, parent or carer must clearly outline the grounds for their request for a school review. The school via the Deputy Headteacher (ARR) (or nominated other member of SLT) responsible for CGDs must investigate and provide the learner with a response including the reason for their decision to uphold or not to uphold the learner's case. Any errors identified must be corrected and recorded prior to the submission of grades to WJEC. The identification of an error may not necessarily lead to a change in grade.

The Centre Determined Grade is provisional until qualification grades are issued by WJEC on results days.

Stage 2 (Post results) appeal to WJEC

After results day in August, a learner can ask their school to submit an appeal to WJEC on the grounds that the grade judgement that the school has made is unreasonable and/or an error has been made.

The learner must clearly outline the grounds for their appeal. WJEC will conduct a review of the centre's decision and if an error is found will correct the error. The correction of an error may not necessarily lead to a change in grade.

Stage 3 (Post results) appeal to Qualifications Wales

Following completion of the Stage 2 appeal, a request for an Exam Procedures Review Service (EPRS) review can be made to Qualifications Wales to check whether WJEC has followed its procedures correctly.

If a student/parent wishes to make a complaint in relation to CDGs, he/she will be given access to the existing complaints policy and this will be followed by the school.

Appendix 1 – Timeline for Centre



Key	SLT / Deputy Headteacher (CDGs)	Heads of Department / Subject Leads / Teaching Staff	Year 11
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EVENT	DESCRIPTION	DEADLINE
Individual meetings with Deputy Headteacher, Line Manager and Heads of Department / Subject Leads	Use subject planning document to discuss and complete 'Assessment Details' section. Data and 'individual concerns' sections also to be completed	25 th February to 11 th March
Teacher training events	Staff to attend WJEC Virtual training events as per programme (see below)	Monday 8 th March onwards as per programme
Centre Policy Document Draft – share with HoDs/Subject Leaders	Comments on all document to be received by Tuesday 16 th March	Thursday 11 th March
Meeting with HoDs/Subject Leaders to discuss Centre Policy	Issues from policy to share with next SLT meeting	Tuesday 16 th March
SLT Meeting	Discussion and clarification of feedback from HoDs / SLs	Wednesday 17 th March
Submit Assessment and internal quality assurance policy to WJEC	Incorporate any amendments to initial draft of document as result of above meetings	Thurs 25 March
Year 11	Deputy Headteacher to share plan of 7 weeks after Easter - reassuring learners that they will have time to prepare for any assessments – use of recap – chunking etc	w/c Mon 15 March

EVENT	DESCRIPTION	DEADLINE
WJEC Entry deadline	Entries to be completed for all qualifications	Friday 19 th March (15 th to staff)
Year 11 Parents / Carers	Communicate assessment outline to parents	w/c 22 nd March
Year 11	Learners to complete 'what grades they expect to get' alongside a prepopulated proforma containing Autumn term snapshot data	w/c Mon 22 nd March
Subject Leads to submit Assessment Plans	Final versions of detailed individual subject Assessment Plans to be submitted to Line Manager and Deputy Headteacher	Wednesday 24 th March
Year 11 – 7 weeks after Easter	Students to complete all planned assessments in line with Subject Assessment Plans	Monday 12 th April to Fri 28 th May
WJEC provide feedback to centres on policies		Mon 12 th April
WJEC Entry amendment deadline	Final amendments to entries completed for all qualifications	22 nd April (15 th to staff)
Moderation / QA process for Grading	Complete departmental standardisation, moderation and quality assurance (importance of unconscious bias) Deputy Headteacher / SLT - Line Manager presence	Mon 7 th – Fri 11 June
Share CDGs with Learners	School releases provisional data to students	Wed 30 th June
Pupil/Parent request for Student Decision Making Record	If a learner considers that an error has been made in determining their CDG, the Centre must allow learners 48 hours in which to request the Student Decision Making Record (see Appendix 6)	Thursday 1 st July Friday 2 nd July
CDG's to WJEC	School submits provisional data to WJEC	Friday 2 nd July

EVENT	DESCRIPTION	DEADLINE
'CDG review' window	Deputy Headteacher to complete any student / parental requests for CDGs to be reviewed – these will be coordinated with the relevant Line Manager, Subject Lead and teacher. Learners must be allowed 5 working days from receiving the Student Decision Making Record to submit their request for Centre Review (see Appendix 9)	Monday 5 th – Friday 9 th July (2.15pm deadline for requests)
(Headteacher), Deputy Headteacher meeting with Line Manager and Subject Leads	Headteacher and Deputy Headteacher to meet with Individual Subject Leads and their Line Managers to confirm the provisional CDGs that will be submitted to the WJEC. A review of the QA processes will also be completed	Thurs 24 th June – Thurs 2 nd July
Input and submit CDGs to WJEC	Shared approach with Deputy Headteacher / Subject Lead and Examinations' Officer	Thurs 24 th June – Thurs 2 nd July
WJEC share any issues of CDGs with centre	WJEC discusses atypical results with centres. Last day of term	Tues 13 th – Fri 16 th July
GCSE Results' Day		Thurs 12 th August
Appeals window WJEC - GCSE	Learners have opportunity to appeal GCSE results to WJEC	24 th August – 21 st September

Appendix 2 – WJEC Guidance and Training



Date	Event
5 th March	Guidance on Centre policy on assessment and QA
5 th March	Training – Foundations and creation of assessment
w/c 8 th March	Training – Centre approach to assessment and QA of grading decisions
12 th March	Live Q&A (Centre approach to Assessment and QA of grading decisions)
15 th March	High-Levels appeals process
w/c 15 th March	Final Qualification Assessment Frameworks including grade descriptors
w/c 15 th March	Grading Guide for centres
w/c 15 th March	Assessment materials for centres
w/c 22 nd March	Subject Specific training materials
22 nd March	Training – Unconscious bias and objectivity
25 th March	Live Q&A (Unconscious bias and objectivity)
19 th April	Training – Making final judgements
w/c 26 th April	Final appeals process
26 th April	Training – Good practice in making final grading decisions and QA
5 th May	Live Q&A (Good practice in making final grading decisions and QA)
17 th May	Training – Submitting SDGs

Appendix 3 – Assessment Plan Template



ISLWYN HIGH SCHOOL SUMMER 2021 ALTERNATIVE ARRANGEMENTS ASSESSMENT PLAN

Qualification:			
Adaptations to teaching for 2021:			
Key requirements for consideration in awarding grades:	<i>Copy from WJEC Framework – Point 2</i>		
Range of assessment evidence to be used:	<u>Final Assessments</u>		<u>Non – Examination Assessment</u>
	WJEC Devised Materials		•
	Amended WJEC Materials		
	Centre Designed Materials		
			<u>Other Contributing Evidence</u>
			•
Assessor(s):			
Internal Verifier(s):			
Signed: (Subject Lead)			Date:

Appendix 3 continued

OVERVIEW OF FINAL ASSESSMENTS				
Unit Number / Title / WJEC Paper Reference	Weighting Towards Final Grade	Assessment Number / Topic(s)	Completion Date / Time Given	Question References
		1		
		2		
		3		
		4		
		5		
		6		
		7		
		8		
Details of how the validity of assessments has been ensured				

More than one of these may be needed if more than one unit assessed



ISLWYN HIGH SCHOOL

SUMMER 2021 ASSESSMENTS

Qualification: _____

Teaching Group: _____

Teacher: _____

Assessment N ^o and Title	Level of Control	Date Completed with Students	Signed

Access Arrangements	e.g. 1 student with modified papers – 2 students with extra time etc
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Teacher Declaration

I certify that the listed assessments were completed under the appropriate level of control, as stated within the Assessment Plan and detailed within the Centre Policy for Assessment and QA processes I understand that false declaration is a form of malpractice.

Teacher signature: **Date:**



ISLWYN HIGH SCHOOL

SUMMER 2021 ASSESSMENTS

Qualification: _____

Tier (if applicable): _____

Assessment Number (if applicable): _____

Date of Assessment: _____

Teaching Group: _____

Teacher: _____

Student Declaration

I certify that the evidence submitted for this subject's assessment/s is my own. I understand that false declaration is a form of malpractice.

Student signature: Date:

<i>For Teacher use Only</i>	
Mark	

Appendix 6 Student Decision Record Template



Candidate Number

Candidate Name

Centre Number

Centre Name

Qualification	Evidence Used	Outcome

Record of any special consideration or access arrangements applied during the assessment process

Centre Provisional Grade

Rationale for Provisional Grade

IQA Sampled? IQA Outcome

The grade for the candidate has been determined using the 'best-fit' process based on the evidence the candidate has produced.	
The candidate was informed of the assessment requirements and evidence being used to determine their grade ahead of the grading process.	
Evidence has been gathered, in line with the Subject Assessment Plan, which takes into account the relevant WJEC Qualification Assessment Framework.	
The grade awarded has been determined using only on the evidence detailed in this Decision Making Record.	
Where applicable the candidate was given their approved access arrangements whilst producing the evidence contributing to the provisional grade and the access arrangements have been documented.	
Where applicable, special consideration was given to the candidate according to the JCQ special consideration tariff if they were disadvantaged when producing their evidence contributing to the provisional grade, and this has been documented.	
The evidence used has been authenticated as being the candidates own work.	

Guidance has been sought from specialist disability teachers and/or support workers, where relevant.	
The candidate has been provided with their Decision Making Record.	

Appendix 8 – Internal Verification of Assessment Decisions



ISLWYN HIGH SCHOOL SUMMER 2021 ALTERNATIVE ARRANGEMENTS INTERNAL VERIFICATION OF ASSESSMENT DECISIONS

Qualification:			
Unit Number and Title:		Assessment Number / Title:	
Assessor:		Internal Verifier:	

Name of Student	Evidence Reviewed	Assessment Decision Accurate (Y/N)	State why the assessment decision is inaccurate (if applicable)

Internal Verification Checklist		
Students and Assessor has confirmed the authenticity of the evidence?	Y/N	
There is evidence of collusion or plagiarism?	Y/N	
There are actions required that must be reviewed across the whole cohort?	Y/N	

I confirm that this internal verification record is correct and that any action points identified have been addressed and completed in respect of the whole cohort

Assessor signature:		Date:	
Subject Lead signature:		Date:	
Internal Verifier signature:		Date:	