



# Elfed High School Centre Policy on Assessment and Quality Assurance Processes for the Summer 2021 Alternative Arrangements

<b>Centre Name: Elfed High School</b>	<b>Centre Number: 68103</b>
<b>Policy adopted by Board of Governors on: 22<sup>nd</sup> March 2021</b>	<b>Policy issued to staff on: 23<sup>rd</sup> March 2021</b>
<b>Member of staff responsible for the policy:</b>	<b>Mr A Stubbs</b>

## 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.

### 1. Roles and Responsibilities

**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** has overall responsibility for the qualifications offered at the school, as well as ensuring due care and regard is taken to account for the school's legislative and regulatory duties, as an examination centre. The Headteacher is responsible for ensuring the planning and management of Centre Determined Grades, in line with existing policies and practices, are conducted efficiently and in the best interest of all students. The Headteacher is responsible for ensuring that publicised processes are followed by all staff. This includes internal quality assurance processes at subject level and school level. They will sign the Head of Centre declaration, ensuring accurate submission of CDGs to WJEC.

**The Deputy Headteacher** will ensure the proper conduct of all Centre Determined Grade assessments and the associated processes, achieving a consistent approach across subjects. This will include the formulation of this Centre Policy, the process by which assessments will take place, the appropriate conduct of data collection, record keeping and secure storage of evidence and undertaking of the Quality Assurance processes. The Deputy Headteacher, working with other senior staff, will ensure that all quality assurance processes at school level are robustly followed, ensuring grades are in line with historical subject performance. The Deputy Headteacher will also be responsible for overseeing internal processes, where a concern is raised by a member of staff, regarding the authenticity of students' work provided and/or where a student wishes to review a Centre Determined Grade. The Deputy Headteacher will be responsible for keeping parents and learners informed throughout and providing any necessary training for staff.

**The Senior Leadership Team** will use their established links with Areas of Learning and Experience to quality assure evidence, tracking data, all records and subject grade profiles. They will work closely with the Deputy Headteacher to ensure the proper conduct of all Centre Determined Grade assessments and the associated processes, achieving a consistent approach across subjects.

**The ALNCo** will ensure that all staff are aware of the necessary access arrangements for students, including and reasonable adjustments for learners who are entitled to these. The ALNCo will also coordinate the provision of additional support to help students achieve the course aims, as they would do in normal circumstances.

**The Examinations Officer** is responsible for managing the administration of qualifications. This includes coordinating the collation of entries of learners to the appropriate qualifications, as well as assisting Heads of Subject and Learning



Directors, the Deputy Headteacher and Headteacher to ensure that agreed processes are followed. The Exams Officer will make sure that all information from WJEC is shared promptly with all relevant staff. If necessary, the Exams Officer will make applications for appeals.

**Learning Directors and Heads of Subject** will be responsible for ensuring processes within the department they lead meet the requirements of the publicised WJEC Qualification Assessment Framework. Heads of Subject, working with the relevant Learning Director, will produce a Subject Assessment Plan. This will include the setting tasks from WJEC past-paper materials, to enable all students within the cohort, to demonstrate what they know and understand. Learning Directors and Heads of Subject will also ensure that internal moderation of work is undertaken to ensure standardisation across the team they are responsible for, which includes accurate records of internal processes. Learning Directors and Heads of Subject will also be responsible for managing the accurate recording of outcomes and associated decision making for each qualification. Learning Directors and Heads of Subject will ensure that students entitled to access arrangements have these in place for the qualifications they are responsible for. Learning Directors will store evidence and Learner Decision Making Records and ensure it can be retrieved to support interview reviews and/or appeals.

**Teaching Staff** will work under the direction of their Head of Subject and Learning Director and ensure that they follow this policy and Subject Assessment Plan. Teaching staff will ensure that evidence is gathered within the published schedule and complete Learner Decision Making Records. Teachers must make students aware of the nature and criteria of the task set and ensure students understand when an activity will contribute towards the determination of a grade. Teaching staff will collect and store submitted work securely during the assessment process. They will ensure that reasonable adjustments for identified students are met. Teachers will mark submitted work within the agreed timeframes, set by Heads of Subject and Learning Directors. Teachers will work with relevant leaders to ensure that students entitled to access arrangements, within their designated classes, have these in place.

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

## 2. Subject Assessment Plans

**Use of WJEC Qualification Assessment Frameworks:** For each qualification, Heads of Subject and Learning Directors will design a Subject Assessment Plan (Appendix 1), in keeping with the WJEC Qualification Assessment Frameworks, to outline how key requirements to ensure progression have been covered, coverage of Assessment Objectives as well as specify the assessment evidence that will be gathered for that qualification. These plans will outline the quality assurance measures undertaken to authenticate the work of students and measures to ensure any and all appropriate needs are met.

The school will make use of 'best fit' judgements when determining a grade, using the WJEC Grade Descriptors. Learners are not required to demonstrate all aspects of a grade descriptor in order to be awarded the grade. Learners should be awarded grade which supports of 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.

**Internal Quality Assurance of Subject Assessment Plans:** Heads of Subject will work with the relevant Learning Director to develop Subject Assessment Plans for the qualifications they are responsible for. These will be discussed and signed off by their SLT link and then shared and approved by the Deputy Headteacher. Monitoring of the consistent implementation of Subject Assessment Plans is part of the Internal Quality Assurance process.

**Chosen Assessment Instruments and Ensuring Consistency:** In determining a grade, the following types of evidence will be used in each qualification:

1. Anchor Assessments: capture very recent learning and cover the range of Assessment Objectives
2. Subsidiary Assessments: capture learning from the start of the examination year

### *1a. Anchor Assessments: WJEC Adapted Past Papers*

The school will make use of WJEC adapted past papers, as outlined in the Qualification Assessment Frameworks, when setting tasks to help determine a grade for each qualification. There are recognised benefits of using these materials. The 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, which will form a key part of the evidence, will be incorporated within their delivery of teaching and learning.



### *1b. Anchor Assessments: Non-Examination Assessment*

Non-examination assessment (NEA) still exists in many qualifications. Where NEA remains as part of an adapted qualification, teachers will use the performance of learners in this element to help contribute towards the determination of a grade. When considering the contribution that NEA makes in determining a Centre Determined Grade, teachers will consider the weighting of the NEA in the adapted specification.

### *2. Subsidiary Assessments: QMAs that have been summatively assessed*

- previously completed WJEC past paper and questions (which have been externally quality assured and published with an approved mark scheme and completed under appropriately controlled conditions)
- trial examinations
- other centre devised assessments which meet the requirements outlined in WJEC's Centre Assessment Creation Guide.

The number of pieces of evidence required to determine a grade will vary per qualification. Teachers will ensure that there is sufficient opportunity for learners to provide clear evidence to demonstrate competency against the key areas to support progression and assessment objectives, outlined in the WJEC Qualification Assessment Frameworks. 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.

**Contingency planning:** All Subject Assessment Plans will include details of contingency planning, in the event of school closure, period of isolation or student absence.

**Ensuring consistency across teachers and learners:** All Subject Assessment Plans will outline how they will ensure consistency of approach across teachers and learners, in line with the Internal Quality Assurance processes outlined in Section 5.

## **3. Centre Devised Assessments**

As part of the Professional Learning Plan (Appendix 2), all Heads of Subject, Learning Directors and Senior Leaders have accessed WJEC Training on 'The Foundations of Assessment'.

When designing Anchor Assessments, Heads of Subject and Learning Directors will make use of the adapted past papers and NEA tasks outlined in the WJEC Qualification Assessment Frameworks; the selection of papers to be used will be outlined in the Subject Assessment Plan.

As directed by senior leaders in September 2020 in the Centre's [Assessment Policy](#), all Subsidiary Assessments undertaken since the start of the examination year have been based on WJEC past paper questions. When selecting evidence from Subsidiary Assessments which will contribute to the awarding of the Centre Determined Grade, Heads of Subject will review them against the WJEC Centre Assessment Guide to ensure that they are valid, reliable and fair for all learners, especially those with protected characteristics.

As part of the Professional Learning Plan, all Heads of Subject, Learning Directors and Senior Leaders have accessed WJEC Training on 'The Foundations of Assessment'.

Heads of Subject and Learning Directors will discuss the selection of evidence from Subsidiary Assessments to support the awarding of a Centre Determined Grades with their Line Manager. All Subject Assessment Plans will be quality assured and signed off by the Deputy Headteacher.

## **4. Assessment Delivery**

**Delivery of assessments:** The evidence generated will not be completed in the form of an examination. However, students will produce work within a specified timeframe, to reflect the volume of work. It is anticipated that the time to produce evidence would not exceed the length of the unseen examination in the qualification. However, unlike an unseen examination, evidence would be produced over a series of lessons as part of ongoing Teaching and Learning. Wherever



possible, this work will be completed in class in place of standard classwork, which is then assessed. Anchor Assessments will not be formatively marked by teachers.

Subject areas will document the assessment mechanisms: location of assessment, level of control, nature and duration of assessment and access arrangements in line with the Centre's [Access Arrangements Policy](#).

**Ensuring authenticity in learner's work:** During face to face delivery, work will be completed independently by students, supervised by teachers, under similar control levels to existing arrangements for non-examined assessments (NEAs). Teachers and leaders will refer to the school's [Policy for NEA Delivery](#) and [Malpractice Policy](#).

Where external factors prevent this from happening, such as national lockdowns, then work will need to be completed at home. However, where this is the case, the school will introduce mechanisms to support authenticity of student's work by ensuring the student's camera is switched on during the live sessions and work is immediately submitted at the end of the set timeframe.

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 learner's own. For example, teachers and leaders may compare work produced in supervised conditions to that completed without supervision and conduct a brief question and answer session with the learner to confirm authenticity.

Where there are potential conflicts of interest are identified, the Head of Centre will record details and the steps taken to mitigate it in order to ensure the integrity of the grades awarded.

As outlined in the Professional Learning Plan, centre staff have been given clear training and guidance on record keeping, evidence storage, prevention of malpractice and maladministration and provision of access arrangements and reasonable adjustments.

Whilst undertaking and marking assessments, learner work and mark records will be stored securely. On the completion of all subject level quality assurance, Learning Directors will securely store all collated evidence records and Learner Decision Making Records to support centre quality assurance process and the review and appeals process. The Deputy Headteacher will securely store all records related to the Centre Quality Assurance processes, including how information relating to how a learner's access arrangement or personal circumstances affecting learner performance was taken into account when awarding a grade.

## 5. Quality Assurance of Assessment and Grading Decisions

Quality assurance processes will take place in line with the school's usual [Internal Quality Assurance Procedures](#) using the additional processes outlined below (Appendix 3: Flowchart). A rigorous process of moderation and quality assurance at all levels will ensure that the process for awarding grades is consistent across all learners, teachers and subjects, in line with the centre's Public Sector Equalities Duty.

**Grading Decisions – Assessing Work:** Assessing work will be the responsibility of each teacher who teaches the subject. A subject teacher will summatively mark the work of the students in their class, using the appropriate WJEC marks schemes to support the accurate awarding of raw marks. The subject teacher will record the raw marks on the paper(s) and in the secure subject tracking system; they will ensure that physical copies of evidence are safely retained and stored securely.

Heads of Subject will ensure that teaching staff have a common and shared understanding of mark schemes. Approaches will be outlined in Subject Assessment Plans. Training opportunities will be provided at subject level, as outlined in the Professional Learning Plan.

**Grading Decisions – Overall Grading Decisions:** Teachers will make use the WJEC Qualification Assessment Frameworks, which include descriptors for key grades and WJEC Guidance on Assessment and Grading for Summer 2021. Using rigorous evidence, teachers will determine whether the knowledge and skills that has been demonstrated by a learner meets the usual standard for a specified grade. Grades will be decided using a holistic, 'best fit' approach, considering



the extent to which the learner has met the assessment objectives overall. This approach will be grounded in three principles:

- *An appropriate balance of evidence for assessment objectives:* taking into account unit and assessment objective weightings in the adapted specification. Evidence of high achievement in a narrow aspect of the specification will not, on its own, be enough to justify a high grade.
- *Demonstrated attainment, not potential:* it is not possible to award a grade based on a learner's potential. Grades must be awarded based on rigorous evidence.
- *Objectivity:* all grades must be awarded fairly and equally. As outlined in the Professional Learning Plan, all teachers will receive training on Ensuring Objectivity.

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.

**Quality Assurance within Subjects and Areas of Learning and Experience:** In line with the Subject Assessment Plans, internal moderation within subject areas will take the form of the moderation of contributing evidence and the moderation of grading decisions. Subject staff will undertake moderation activities, as soon as is reasonable and practicable, once the evidence has been submitted.

Learning Directors and Heads of Subject will ensure that moderation samples will include all subject teachers and classes, sampling the full range of marks. Samples will be taken from approximately 15% of the cohort. When subjects have less than 20 candidates, or where a teacher is assessing the course for the first time, a 100% sample will be taken. Where there is a single subject specialist, the centre will make use of an established alliance with other local centres to facilitate moderation. Internal moderation will also ensure learners with Protected Characteristics are included in the sampling, to conform with Public Sector Equalities Duty (PSED) legislation. All sampled work will be marked anonymously to mitigate the risk of conscious and unconscious bias. This will ensure accuracy, reliability and fairness is applied to grading decisions.

During the moderation process, comments will be made and further evidence sought, where required. The Head of Subject and Learning Director will then review any discrepancies and record actions and outcomes (see Appendix 3b: Guidance for Leaders).

As a result of internal moderations, it may be necessary to adjust a teacher's decision to:

- match the standards as established and understood in the guidance provided;
- bring judgements into line with those of other teachers in the department;
- satisfy requirements in relation to PSED legislation.

The school will ensure that all decisions are documented through the Learner Decision Making Record, Internal Moderation Records and Senior Leadership Quality Assurance Records. The Learner Decision Making Record will feature a clear explanation of the grade awarding decision. These would then form the basis of any appeal enquiry.

Special consideration will be applied in line with WJEC Guidance (Appendix 4: Application of Special Consideration) and agreed by Senior Leaders and the Head of Centre.

**Quality Assurance Undertaken by the Senior Leadership Team:** The Senior Leadership Team will moderate a sample of learners, as outlined in the QA Flowchart (Appendix 3a), sampling a range of learners from across the full ability range, including those with Protected Characteristics, those with Access Arrangements and those with Special Consideration. Senior Leaders would confirm the accurate application of any Special Consideration. These samples will be anonymised to mitigate the risk of unconscious bias. There will be a focus on the triangulation of tracking data against the grades awarded and the completion of Learner Decision Making Record. The Internal Quality Assurance process at every level will be checked.

Using SMID, the Senior Leadership Team will then investigate any outliers, in terms of learner performance, considering learner performance across subjects as well as other relevant data such as Key Stage 3 levels, National Test data and Key Stage 4 internal tracking data. The Senior Leadership Team will also review the grade distribution against historical data from previous centre exam series performance. The Head of Centre will sign the declaration, understanding that where the ability of the cohort is similar to previous years, grade outcomes tend not to vary significantly.



The school has arrangements in place to allow centre-to-centre discussions, following the establishment of alliance working within the local authority.

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

## 6. Learner and Parents/Carers Communication

The involvement of learners and parents and the utilisation of a clear and transparent Communication Plan will be a priority to instil confidence in the approach used by the school (Appendix 5: Communication Plan).

Prior to Easter, learners will be provided with:

- an overview of the CDG process;
- an indication of when assessments will be completed;
- what information will be considered by subject teachers when determining their Centre Determined Grades;
- the topics to be covered in each assessment. Learners will not be provided with the assessment to view in advance;
- 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.

Once the WJEC Quality Assurance of the Centre Assessment Plan 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;
- training for centre staff.

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

- their subject assessment dates

Pupils will be informed of their Centre Determined Grade and provided with their Learner Decision Making Records on Friday 11<sup>th</sup> June 2021\*

*\*If Year 11 students are required to self-isolate at any point before the end of May, the date that students are informed of their Centre Determined Grade will be delayed a week and they will be issued on Friday 18<sup>th</sup> June 2021.*

## 7. Internal reviews and complaints

In line with JCQ General Regulations for Approved Centres, the centre's [Internal Appeals Policy](#) and [Written Complaints Policy](#) are widely available and accessible to all learners.

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 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.



Once WJEC's internal review and appeals guidance has been published during week commencing 26<sup>th</sup> April, the centre will review and update its Complaint Policy and Internal Appeals Policy.

#### **8. Professional Learning**

Working with Welsh Government, Qualifications Wales and WJEC, the school will ensure that appropriate training is provided to staff at all levels in order to ensure that the assessment plan, and associated processes, are implemented fully (Appendix 2: Professional Learning Plan).

#### **Appendices:**

Appendix 1: Subject Assessment Plan: template

Appendix 2: Professional Learning Plan

Appendix 3: (a) Internal QA Flowchart (b) Guidance for Leaders

Appendix 4: Application of Special Consideration

Appendix 5: Communication Plan



## Appendix 1: Subject Assessment Plan Template

<b>Qualification:</b>	<b>AoLE:</b>	<b>Number of entries:</b>
<b>Head of Subject:</b>	<b>Learning Director:</b>	<b>Date of plan:</b>

	<b>Checklist</b>	✓
1.	All members of my team have read the Centre Assessment Policy.	
2.	I will ensure fairness to all students is at the centre of our thinking.	
3.	I have read the WJEC Centre Assessment Creation guidance and confirm that subsidiary assessments meet fulfil the guidance outlined in this document.	
4.	The WJEC Qualification Assessment Framework for this qualification has been integral in the construction of this plan.	
5.	My team are aware of access arrangements for students and students where special consideration needs to be applied.	
6.	My team understand the processes outlined in this plan, how they will be implemented and the role they play in the awarding of Centre Determined Grades.	

### Choice of Assessment Evidence

Provide a brief outline of the rationale for the assessment evidence that has been selected (refer to Centre Assessment Policy and Qualification Assessment Framework) including the reasons for the selected Teaching and Learning foci during students' return to face to face teaching:

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	Anchor (Paper or NEA) or Subsidiary Assessment	Level of control (high/medium/low)	Assessment Activity eg. 2018 Paper 1	Tiered paper?	AOs covered	Duration and date(s) of assessment
1						
2						
3						
4						
5						
6						





### **Contingency Planning**

Outline your planned adaptations to assessments in the event of school closure/year group isolation/cohort isolation, including provision for digitally excluded students if appropriate:

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### **Ensuring Equality and Fairness for all Learners**

Outline how you will implement agreed access arrangements, reasonable adjustments and special consideration for identified students. Outline how you will ensure that the awarding of grades within your subject will be undertaken consistently and free from bias throughout the process.

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### **Marking and Quality Assurance**

Using the Centre procedures for marking and quality assurance, outline your plans for the marking and quality assurance of assessments, to ensure consistency across teachers. Outline standardisation and moderation approaches and methodology for selected samples.

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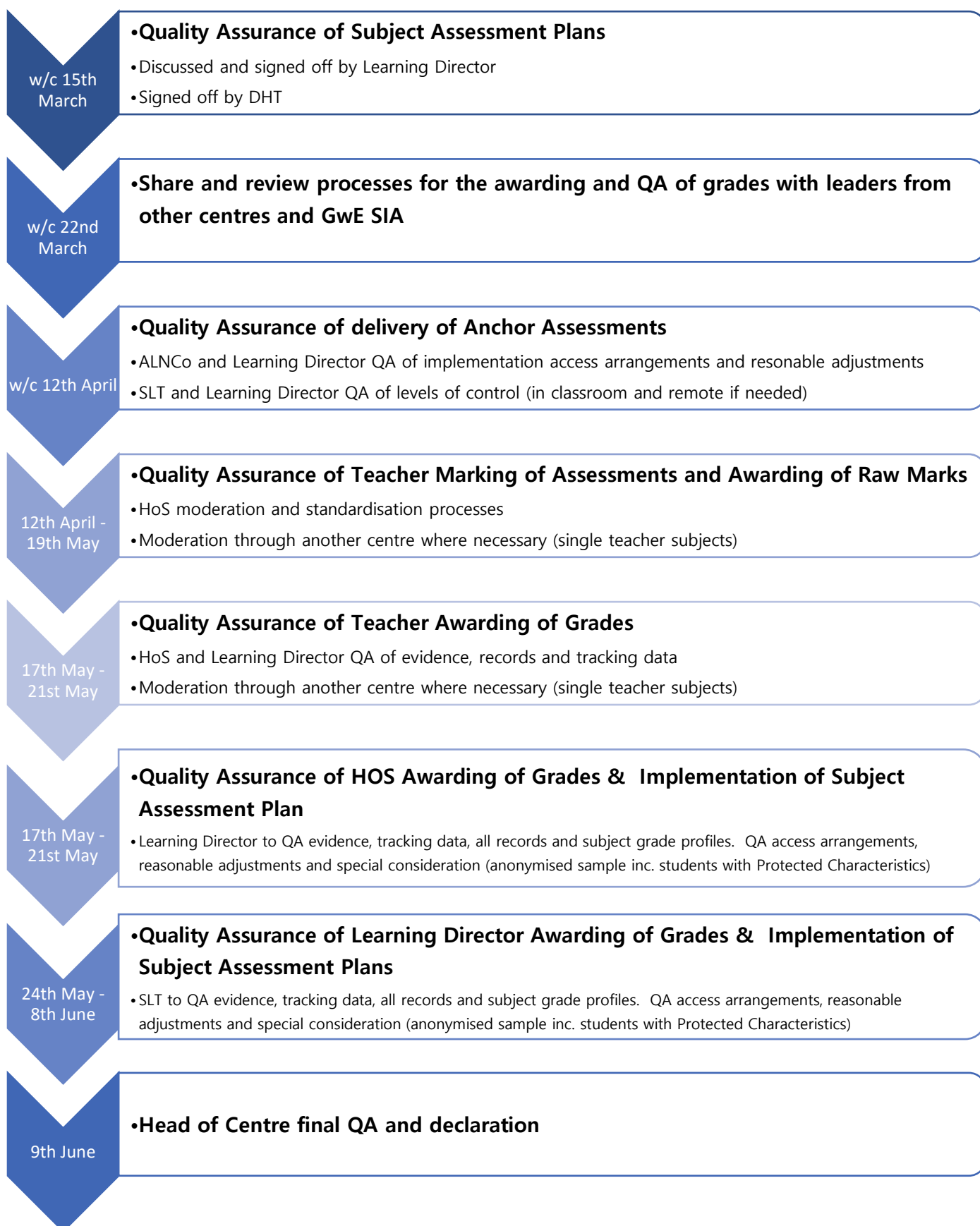


## Appendix 2: Professional Learning Plan

Date	Session	Delivered to
w/c 8 <sup>th</sup> March 2021	WJEC Foundations of Assessment	SLT/Learning Directors/Heads of Subject
w/c 8 <sup>th</sup> March 2021	WJEC Approaches to Centre Assessment and Quality Assurance	SLT/Learning Directors
15 <sup>th</sup> March 2021	Middle Leader Meeting: Developing a Subject Assessment Plan and Understanding the Centre Policy	SLT/Learning Directors/Heads of Subject
18 <sup>th</sup> March 2021	Twilight: Understanding the Approach to Centre Assessment, including specific training on: <ul style="list-style-type: none"> <li>• the Centre Policy</li> <li>• access arrangements and reasonable adjustments</li> <li>• special consideration</li> <li>• secure storage of learner evidence</li> <li>• minimising the risk of plagiarism</li> <li>• minimising the risk of malpractice</li> <li>• managing conflicts of interest</li> </ul>	All teaching staff
22 <sup>nd</sup> March 2021	Governor Training on Centre Determined Grades	Chair of Governors Vice Chair of Governors Chair of Curriculum Committee
22 <sup>nd</sup> March 2021	Staff training: Subject Assessment Plans/Accessing WJEC Subject Training Materials	All teaching staff
12 <sup>th</sup> April 2021	WJEC Training on Unconscious Bias and Ensuring Objectivity	All teaching staff
Ongoing during 12 <sup>th</sup> April to 21 <sup>st</sup> May 2021	Subject standardisation/moderation/QA Heads of Subject will deliver a programme of training, making use of WJEC training materials and trained WJEC examiners within their subject. If necessary, they will also identify specific training needs for individual colleagues and implement a bespoke programme.	All teaching staff
22 <sup>nd</sup> April 2021	Twilight: WJEC Making Final Judgements	All teaching staff



## Appendix 3a: Internal Quality Assurance Flow Chart





## Appendix 3b: Quality Assurance Guidance for Leaders

**Quality Assurance of Subject Assessment Plans:** *Are Subject Assessment Plans completed in line with Centre Assessment Policy?*

- Check against all guidance and Centre Assessment Policy
- Discuss and signed off by Learning Director
- Signed off by LE

**Quality Assurance of the Delivery of Anchor Assessments:** *Are assessments being delivered in line with Subject Assessment Plans? Are provisions in place to ensure that access arrangements and reasonable adjustments are upheld?*

- SLT and Learning Directors will visit classrooms during evidence gathering to establish that assessments are being delivered in line with the Subject Assessment Plan.
- CJo and SJW will visit classrooms during assessment gathering to check that reasonable adjustments and access arrangements are in place for identified learners.

**Quality Assurance of Teacher Marking of Assessments and Awarding of Raw Marks:** *Are all teachers in the subject using mark schemes accurately and consistently?*

- HoS should outline any training/standardisation activities that will be undertaken (WJEC Training materials will be provided) in advance of the marking of assessments.
- Work should be moderated as soon as is practicable and reasonable, once evidence has been collected.
- Subject leaders will ensure that the sample of work to be moderated covers the full spectrum of grades and all teachers who have assessed work.
- Where an examination cohort size is lower than 20, or where the teacher is assessing the subject for the first time, then the whole cohort will be moderated.
- Where there is one assessor, the centre will make use of other subject specialists within the school, or provide a link to another teacher through the alliance.
- For a larger cohort, a sample of approximately 15% will be selected from across the full ability range, including students with Protected Characteristics.
- Student work should be anonymised before moderation to mitigate the risk of unconscious bias.
- All staff assessing the subject should be involved in the moderation process.
- When moderating work, staff should record raw marks and initial this.
- The Head of Subject will then review any discrepancies, making comments on the evidence and initialling.
- Discussion points and actions from the meetings should be recorded (template to be provided).

**Quality Assurances of Teacher Awarding of Grades (HoS and Learning Director):** *Are all student evidence portfolios and Learner Decision Making records in line with details in the Subject Assessment Plan? Have grading decisions been awarded fairly and consistently across the subject?*



- HoS and LD will ensure that the evidence portfolio to be moderated covers the full spectrum of grades and all teachers who have been involved in the awarding of grades.
- Where an examination cohort size is lower than 20, or where the teacher is assessing the subject for the first time, then the whole cohort will be moderated.
- For a larger cohort, a sample of approximately 15% will be selected from across the full ability range, including students with Protected Characteristics.
- Student portfolios should be anonymised before moderation to mitigate the risk of unconscious bias.
- All staff awarding grades the subject should be involved in the moderation process.
- When moderating portfolios and Learner Decision Making Records, staff should make use of the proforma provided.
- Discussion points and actions from the meetings should be recorded (template to be provided).
- Learning Director will then review any discrepancies and record this.
- Learning Director will record the Outcome of their QA (template to be provided).

**SLT Quality Assurance of Learning Director Awarding of Grades and Implementation of Subject Assessment Plans:** Has the Centre Policy been implemented consistently across all subjects and all learners so that grades, for all learners, are fair?

- SLT will sample approximately 15% of learners from across the full ability range, including students with Protected Characteristics, including those with special consideration and access arrangements.
- The sample will be anonymised to mitigate the risk of unconscious bias.
- SLT will record the outcome of their QA (template to be provided).

At all stages, appropriate forms (either provided by WJEC or school developed) will be retained as evidence to support the final determined grade.



## Appendix 4: Application of Special Consideration

### 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
- Level 2 and Level 3 Health and Social Care: Principles and Contexts
- Level 2 Children's Care, Play, Learning and Development (Unit 216)

### 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 5: Communication Plan

