



## Ysgol Penglais School Assessment and Internal Quality Assurance Policy 2021

<b>Centre Name:</b> Ysgol Penglais School	<b>Centre Number:</b> 68204
<b>Policy adopted by Board of Governors on:</b> 19/03/2021	<b>Policy issued to staff on:</b> 15/03/2021 (draft); 21/04/2021 (final)
<b>Member of staff responsible for the policy:</b>	Mair Hughes

### Statement of Intent

The purpose of the Assessment and Quality Assessment Policy is:

- to ensure that Centre Determined Grades (CDG) are conducted fairly, consistently, free from bias and effectively within and across departments and maintained throughout the process
- to ensure the operation of effective processes with clear guidelines and support for staff
- to ensure that all staff involved in the processes clearly understand their roles and responsibilities
- to support teachers to take evidence-based decisions in line with Qualification Wales requirements
- to achieve a high standard of internal quality assurance in the allocation of CDGs
- to ensure the centre meets its obligations in relation to equality and disability legislation
- to ensure we meet all requirements set out in the Special Regulatory Conditions, Joint Council for Qualifications and Awarding Organisation instructions for Summer 2021 qualifications.

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

The policy is based on all documents published by Qualifications Wales and WJEC in relation to the new assessment procedures for 2021 (See Appendix 1 for list) and is relevant for all WJEC GCSE, AS and A Level qualifications and Skills Challenge Certificates.

### 1. Roles and Responsibilities

Every member of staff must understand and implement their role and responsibility according to the framework below:

- **Chair of Governors:** responsible for approving the policy with acceptance by the full Governing Body
- **Headteacher:** overall responsibility for the school as an examinations centre and ensuring clear and separate roles and responsibilities of all staff. The Headteacher must ensure that the internal quality assurance process has been completed effectively and, as Head of Centre, must sign the declaration at the end of the process.
- **Senior Leadership Team (SLT):** Some Senior leaders will be involved in the quality assurance of assessment plans and of final decisions of CDGs. They will provide training and support for staff; support Head of Centre in the internal quality assurance of final CDGs; provide a clear centre policy on how records and evidence are stored securely; achieving a consistent approach across departments and ensuring that equality issues are considered at every

level. SLT will quality assure the final submission of grades in the area they line manage and across the whole cohort.

- **Additional Learning Needs Co-ordinator (ALNCo):** The ALNCo will ensure that all teachers understand the access arrangements needs of all students and work with teachers and leaders to enable these to be implemented fairly and consistently.
- **Faculty Leaders (FLs):** FLs will support Subject Leads in the creation, implementation and quality assurance of subject assessment plans, ensuring consistency of implementation across subject areas in their faculty and equitable opportunities for students through the plans. FLs will quality assure the CDGs within their faculty areas, monitoring the accuracy, consistency and equality of grades. FLs will ensure that the final submission of grades in their faculty is accurate.
- **Subject Leads (SLs):** Subject Leads will make decisions on assessment plans, ensuring consistency and equality in their subject areas in the creation and implementation of the plans. SLs will ensure that the marking is accurate, moderated and recorded on SIMS; ensuring appropriate selection of evidence and accuracy of best fit judgement for the CDGs across different groups and will quality assure the CDGs in their subject area. SLs will ensure consistency regarding agreement of how adjustments are made and will manage the teachers' storage of evidence and Student Decision Records. SLs will ensure that the final submission of grades in their subject area is accurate.
- **Teaching staff:** Teachers will ensure assessments are completed in line with the school's appropriate level of control and the Subject Assessment Plan; and have sufficient evidence in line with the school policy to provide CDGs for each learner which are a fair, valid and reliable reflection of the assessed evidence available for each learner. Teachers will ensure marking is accurate and recorded on SIMS and will complete Student Decision Records. They will be involved in the subject quality assurance and will ensure that each student's work is stored securely and can be retrieved to support internal reviews and/or appeals.
- **Examinations officer (EO):** The EO will ensure accurate and timely entries; that all information from WJEC is shared promptly with all relevant staff. The EO will ensure that clear expectations are shared with staff and students regarding the conduct of assessments and will investigate any breach of expectations and any suspected malpractice. The EO will support the applications for centre review of grades and the applications for appeals. The EO will support all staff throughout the process, responding to queries and concerns as needed.

## 2. Whole school assessment approach and Subject Assessment Plans (SAP)

- 2.1 The whole school assessment approach is based on anchor assessment and subsidiary assessments. Anchor assessments are assessments that will be delivered between 15<sup>th</sup> March and 27<sup>th</sup> May and should be based on the adapted past papers provided by WJEC and any NEAs. Where it is not possible to use the adapted past papers, SLs will create other assessments (see section 3). The adapted past papers will provide teachers with fair, equitable and unbiased assessments and should be based on topics taught to the students. The subsidiary assessments are other assessments that have been carried out throughout the course and may provide other evidence for teachers to use to determine the best-fit grade for the learners. Together, the anchor assessments and the subsidiary assessment will provide a consistent and fair base for teachers to be able to evidence standards achieved by learners whilst also giving flexibility to ensure equity for learners.
- 2.2 SLs must ensure that they have read and understood the WJEC Subject Qualification Assessment Framework as well as the whole school assessment approach prior to completing their SAP.

- 2.3 SLs must ensure that their anchor assessments cover the range of assessment objectives as outlined in the WJEC Qualification Assessment Framework and should only cover topics taught to the learners.
- 2.4 In choosing the anchor assessments, SLs should include any NEAs completed and, where possible, base their anchor assessments on the adapted past papers provided by WJEC (referring to the examples in WJEC Qualification Assessment Framework for exemplars). Where this is not possible (e.g. if the papers have already been used) SLs should create their own assessments, following the guidance provided by WJEC. (See Appendix 2 for further guidance on selecting anchor assessments.)
- 2.5 In selecting subsidiary assessments, SLs should consider including a range of assessments that have been carried out during the course (e.g. mock exams, assessments already identified in their assessment plans since September). The range of assessments should provide flexibility for learners to be able to demonstrate and provide evidence of the quality of their work across a range of assessment objectives (not necessarily all assessment objectives). (See Appendix 2 for further guidance on selecting subsidiary assessments.) In selecting the subsidiary assessments, SLs should ensure that they have been carried out in a fair and equitable manner. If this is not the case, other assessments should be sought if possible. If not, this must be taken into account when providing the final CDG.
- 2.6 The selection of anchor and subsidiary assessments must ensure a consistency across all classes whilst also giving flexibility for individual students to provide evidence to achieve their grade.
- 2.7 FLs and SLs will receive training on their Public Service Equality Duty (PSED), bias and unconscious bias in assessment, and on creating their own guidance. Having created a draft of their SAP, and receiving the equality training, FLs and SLs will complete an Equality Impact Assessment (EIA) of their Subject Assessment Plans and make any adjustment necessary.
- 2.8 SLT will quality assure all SAPs and give feedback on these for SLs to make adjustments as necessary. No assessments should take place until the SLs have received feedback and made necessary adjustments.

### **3. Centre Devised Assessments**

- 3.1 Where possible, SLs should use the adapted past papers provided by WJEC or selections from other past papers.
- 3.2 Where this is not possible, SLs must read the guidance by WJEC and view the WJEC audio training guides (<https://sway.office.com/oJg4sAYalGVYoiCS?ref=Link&loc=mysways>). They must also pay due regard to the training received on PSED and bias in assessment.
- 3.3 When creating their own assessments, SLs have responsibility to ensure that the assessments are valid, fair and reliable for all learners, and will not unfairly disadvantage learners with protected characteristics.
- 3.4 Any assessments created by SLs must be quality assured by the FL and the Assistant Headteacher with responsibility for assessment before it is used with learners. If necessary, advice will be sought from other subject specialist.

- 3.5 When using centre devised assessments, SLs must ensure that there is a clear marking scheme that is shared with all teachers and that the grade descriptors provided by WJEC is used as a guide. Extra care and attention must be given to the moderation of these assessments to ensure that they are graded fairly and in line with the grade descriptors. Moderation with subject specialist from other centres may be necessary.

#### **4. Assessment Delivery**

- 4.1 The anchor assessments are not exams and should be incorporated into the teaching and learning. The following principles must be followed:
- 4.1.1 Assessments should be chunked and should fit in with teaching and learning plans
  - 4.1.2 Assessments should be carried out in the lessons, in the classroom, with conditions similar to NEA (see 'Non-Exam Assessment Policy Sept 2020'). Any resources on class walls will need to be removed or covered.
  - 4.1.3 There must be a limit on the timing of the assessment, guided by formal exam papers
  - 4.1.4 Assessments will be unseen and closed book, however the students will be aware of the topic of the assessment in advance
  - 4.1.5 SLs and teachers must ensure that all learners are given the same amount of prior notice of the assessment and the topic of the assessment
  - 4.1.6 Students must be able to carry out independent revision in preparation for an assessment
  - 4.1.7 Students with access arrangements must have these applied to anchor assessments (extra time, laptop, reader, scribe, modified paper, isolated room etc)
  - 4.1.8 Students will be supervised by the subject teacher in the classroom during the lesson and any students in isolated rooms will be supervised by a Teaching Assistant. If the subject teacher is not available then another teacher will be organised to supervise.
  - 4.1.9 Practical and/or oral assessments will follow the principles as in the adapted specification
  - 4.1.10 Students will write their exam number and not their name on every assessment
- 4.2 SLs must complete a plan of how the assessments fit into the teaching and learning and this must be followed by all teachers.
- 4.3 If a student is absent due to illness, the teacher must ensure that the student has an opportunity to complete the assessment on return where possible, in agreement with SL and Head of Year.
- 4.4 If a student is self-isolating, the teacher must either ensure that the student has an opportunity to complete the assessment on return or provide an opportunity for the student to complete the assessment at home.
- 4.5 If assessments are carried out at home (e.g. due to self-isolation), students must complete the assessment in a defined time and must return the paper electronically at the end of this time. Students must sign a self-declaration stating that they have not received any support during the assessment. On receiving this work, teachers must compare with other work completed by the student and ensure that the quality does not vary significantly. Should there be a concern, the teacher should discuss with SL and FL and there may be a need to conduct a brief question and answer session with the student about the assessment.
- 4.6 Teachers should be vigilant when assessing students' work and should raise concern immediately with SL and FL if there are any concerns regarding plagiarism and/or malpractice. The school will follow the Suspected Malpractice Policy 2021 (Appendix 3) which has been adapted to reflect this year's situation.

- 4.7 In order to maintain data protection at all times, all assessment materials must be kept securely (locked cupboard/cabinet or room/office) by the teacher in discussion with Subject Leader prior to the assessments and following the completion of the assessments, marking and moderating. Any records that are not kept electronically must also be stored securely (e.g. Access Arrangements signed document by student). Any electronic records will be kept securely on SIMS or on teacher shared drives that students do not have access to.

## **5. Creating the Centre Determined Grade and Recording the Decision**

- 5.1 Each CDG must be an objective decision based on evidence of a candidate's knowledge, understanding, skills and abilities in relation to the subject. It is not a prediction of a student's potential.
- 5.2 Prior to creating the CDG, the teacher must ensure that the grading of individual assessments has been moderated with the SL with mark and grade recorded on SIMS.
- 5.3 The teacher must look at the range of evidence available (anchor assessments and relevant subsidiary assessments) and decide on the assessments that should be selected that best exemplifies the student's performance across the specification. For the majority of students, these assessments will be the same. However, there may be individual or group circumstances where the teacher may choose a different assessment. Students can achieve the same grade by demonstrating different combinations of knowledge, skills and understanding. These decisions must be agreed with the SL and recorded on the Student Decision Making record. The range of evidence must cover the range of assessment objectives.
- 5.4 In looking at the evidence available for each student, the teacher must consider whether access arrangements were in place for the assessments. If this was not the case, alternative assessments should be used if possible. If it must be used, this must be taken into account when making the final judgement.
- 5.5 The teacher must be familiar with the WJEC grade descriptors and must decide on the best-fit grade for each student, based on the evidence available. Teachers must have regard to the weightings of different elements of the course and these must be agreed with the SL.
- 5.6 When making decisions, teachers must pay due regard to the PSED and ensure that their judgement is fair, valid and equitable, free from bias and unintentional bias.
- 5.7 When deciding on the CDG, teachers should consider whether special consideration need to be taken into account. The subject assessment plan should be flexible enough to allow for evidence to be chosen where they are unaffected by adverse circumstances. However there may be circumstances that may have affected student's performance at the time of taking relevant assessments, which may be taken into account. Any requests for special consideration must go through and agreed by the Examination Officer. There are some circumstances which do not make a student eligible for special consideration. For example, special consideration must not be applied due to time lost due to lost teaching and learning as the whole school assessment approach accounts for this. (See Appendix 4 for further details on Special Considerations.)

- 5.8 Teachers must complete a decision-making record for each student and must ensure that this is an accurate reflection of the grading process. The decision-making record must provide clarity for students and parents/guardians.
- 5.9 The school will be aware of instances where there are conflicts of interest and will take appropriate steps to address this (see Appendix 5)

## **6. Quality assurance of assessment and grading decisions**

- 6.1 Quality assurance processes are crucial to ensure that the CDGs are accurate, reliable and fair to all students. There are several different levels of scrutiny (teacher, SL, FL, SLT) and different stages of quality assurance (creation of assessment plans, moderation throughout the assessment period, during and after grading decision process.) Throughout the process, all staff will pay due regard to the Public Sector Equality Duty. All staff will have received training on quality assurance processes; PSED and on bias and unconscious bias in assessment, and must pay due regard to their understanding of this throughout the process. All decisions made through the QA processes must be recorded accurately.
- 6.2 The Whole School Assessment approach and each individual SAP will be equality impact assessed prior to starting assessments to ensure that the plans conform with PSED and will provide a valid, fair and reliable framework for assessing students. These will be quality assured by Senior Leaders with feedback given and changes made by SLs as instructed.
- 6.3 Any centre devised assessments will be quality assured by the Faculty Lead and AHT with responsibility for assessment to ensure that any centre devised assessments are valid, fair and reliable.
- 6.4 SLs will quality assure the CDGs in their subject areas by carrying out the following activities:
- Implement techniques to ensure that marking is free from bias where possible (e.g. blind marking, sharing marking with different teachers)
  - Ensure that all anchor assessments are moderated across the subject area to ensure consistency of marking by all teachers. This should take place across centres where there is only one subject teacher in the school. Any changes made to individual grades must be noted with clear reasons using the Moderation of Assessment Form (MAF) and Moderation guidance (see Appendix 6)
  - Ensure subsidiary assessments have been moderated, or sample the marking by the teacher
  - Sample the decision-making records for students, ensuring that students with protected characteristics and/or access arrangements are sampled. Any queries must be discussed with the teacher and any changes to grades must be noted with clear reasoning and evidence.
  - Identify any students who have had any application of special consideration and scrutinise their decision-making record.
  - Analyse the performance of groups of students, including those with protected characteristics, in their subject and compare with historical trends in their subject. Any queries must be discussed with the teacher and any changes to grades must be noted with clear reasoning and evidence.
  - Write a report giving an overview of their grades and identifying reasons for any significant difference from historical trends.

- 6.5 FLS will quality assure the grading decisions through a sampling process, ensuring that students with protected characteristics, any students with access arrangements and any application of special considerations are included in the sampling process.
- 6.6 FLS must quality assure the performance of groups of students, including those with protected characteristics, and compare with historical trends in the subjects. Any queries must be discussed with the SLs and any changes to grades must be noted with clear reasoning and evidence.
- 6.7 HT, DHT and AHT with responsibility for assessment will quality assure the overall grades by analysing and scrutinising the following:
- overall whole school indicators and comparison with historical trends and ability of the cohort (KS3 assessments, CATs)
  - performance of individual subject areas, comparing with historical trends
  - performance of individual students across a range of subjects
  - samples of decision-making forms
- 6.8 Particular attention will be paid to students with protected characteristics, access arrangements and any application of special consideration. Meetings will be held with FLS and SLs to question decision making and raise specific concerns from the scrutinising. If there are specific or significant concerns, Senior Leaders will scrutinise samples of individual work with the decision-making records. Any concerns will then be discussed with the FL/SL to readdress with the teacher. Any changes to grades must be noted with clear reasoning and evidence.
- 6.9 If there is any need to apply special consideration during the grading process, all leaders will quality assure that this has been applied fairly and appropriately (see Appendix 4 for further details).
- 6.10 The school will meet its obligations as a data controller by working with the Data Officer (Ceredigion County Council) to undertake a data protection impact assessment and review and, if necessary, update the privacy notices.

## **7. Student and Parent/Guardians communications**

- 7.1 The school will maintain an open and transparent approach with students and parents/carers to the overall assessment approach and procedures in order to promote confidence in the processes.
- 7.2 The school will communicate with students and parents/guardians the following information at appropriate times during the process:
- whole school assessment approach
  - equality impact assessment of the whole school assessment approach
  - suitable aspects of the Subject Assessment Plans
  - timeframe for delivery of anchor assessments/times of assessments
  - marks achieved for anchor assessments once they are moderated, where possible
  - how the CDG will be determined
  - how the school will ensure that it meets its Public Sector Equality Duty to ensure that all grades are fair, valid and equitable, free from bias and unintentional bias
  - training that staff have received to support the assessment process

- how the grades will be shared with students and how students will be able to request reviews of their grades

The school will not communicate with student and parents/guardians any predicted grades before the provisional grade is shared.

7.3 The information will be shared through a variety of communication methods to enable as many students and parents/carers as possible to access the information. This will include webinars, off-line presentations, letters, documents. Students and parents/guardians will be encouraged to contact their Head of Year with regard to any queries/uncertainties.

## **8. Internal Reviews and Complaints**

8.1 Centre Determined Grades will be shared with students in June, prior to them being sent to WJEC. Students will have the opportunity to request a centre review of grades as stage 1 of the appeals processes.

8.2 The school already has in place an Internal Appeals Policy and a Complaints policy, both of which are accessible on the school website.

8.3 WJEC will be sharing further information regarding internal review and appeals guidance in early April. The school will be committed to read and consider the guidance before reviewing and updating the school's complaints and internal appeals procedures.

## **9. Wellbeing**

9.1 The school is aware that the delivery of the assessment plan needs to be well-managed and resourced to support the wellbeing of students, teachers and leaders.

9.2 In designing the SAPs, SLs should have regard to the wellbeing of students and the wellbeing of teachers in the marking and moderation of the assessments. They should devise approaches to share the workload between staff in the subject area where possible. Where this is not possible, they should inform the SLT to find solutions.

9.3 The school will monitor the workload and make reasonable adjustments where possible.

9.4 Heads of Year and form tutors will be carefully monitoring students through the whole process and implement support for students as necessary. They will feedback to SLT to monitor the overall wellbeing of students.



## **Appendix 1**

Documents / websites referred to in creating Ysgol Penglais Assessment Policy 2021:

Qualification Wales: Guidance on alternative arrangements for approved GCSEs, AS and A Levels

WJEC: Guide to centre policy on assessment and quality assurance processes

WJEC: Grade Descriptors (GCE and GCSE)

WJEC: Initial Qualification Assessment Frameworks for each subject

WJEC: Assessment Creation Guide

Public Services Equality Duty: [Public Sector Equality Duty in Wales | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/public-sector-equality-duty)

Staff are committed to participate in all training published by WJEC to support the assessment processes.

The school will be committed to read and consider any further guidance shared by WJEC and Qualification Wales and will update policy and procedures as necessary.

## **Appendix 2**

### **Selection and development of anchor and subsidiary assessments**

1. Mock examinations will not be used for anchor assessments
2. Assessments (such as past papers used for tests) already used with the current year 11,12 or 13 subject cohort, must not be reused or re-sat as anchor assessments
3. Departments will make full use of the adapted WJEC papers for their subject anchor assessments
4. If there are not enough adapted papers available from the WJEC for anchor assessments for a subject, departments will build their own assessments using the WJEC Assessment Creation Guidance\*. These must cover the range of assessment objectives and be quality assured by a member of the Senior Leadership Team.
5. There is no definitive number of anchor and subsidiary assessments that must be used but they must cover the assessment objectives. The WJEC Qualification Assessment Frameworks should be used as a guide for the selection of anchor assessments.
6. Most students across a subject will sit the same number and selection of anchor assessments. However, the context of a few individual students may warrant flexibility in the amount and selection of anchor assessments. The selection of assessments for these few individuals must be quality assured by a member of the Senior Leadership Team.
7. Most students across a subject will sit the same number and selection of subsidiary assessments. However, the context of a group (e.g. top set or bottom set) or an individual student may warrant flexibility in the selection of subsidiary assessments.
8. All anchor assessments should be quality assured for equality issues. Leaders and teachers must ensure that there is no unintentional bias in the selection of anchor assessments, especially when creating assessments. Students must not be discriminated against due to the selection of anchor or subsidiary assessments.

\*Training for the creation of assessments can be found on the WJEC secure website and using this link: <https://sway.office.com/oJg4sAYalGVYoicS?ref=Link&loc=mysways>

## **Appendix 3**

### **Assessment Policy 2020 – 2021: Suspected Candidate Malpractice**

JCQ have a malpractice policy that we follow under normal circumstances ([Malpractice 20-21 v2-1.pdf \(jcq.org.uk\)](#)). This year, however, WJEC are not able to make the final decision on malpractice therefore we need to create systems to manage this within the school. This process will follow the same guidelines as the JCQ Malpractice document referred to earlier.

If a teacher suspects a student of malpractice, the following action should be taken:

#### **Stage 1 – preliminary enquiries:**

- Teacher contacts Exams Officer (PJJ) and Faculty Lead and asks for advice
- Conversations will be had with student and subject staff. Exams Officer will decide whether or not further action is needed, depending on outcome of conversations
- If further action is needed, proceed to Stage 2

#### **Stage 2 - investigation:**

- Examination Officer holds a formal investigation. This will involve:
  - Discussions with student resulting in receiving a formal, signed statement from the student
  - Discussions with teacher resulting in receiving a formal, signed statement from the teacher
  - Looking at any other evidence e.g. computer logs, plagiarism software
- Examination Officer to write a report to present to the panel (this will be the JCQ Form M1)

#### **Stage 3 – panel considers investigation report (equivalent to Malpractice committee in the JCQ document):**

- Panel convenes to consider the evidence presented. The panel will consist of:
  - Deputy Head Teacher
  - Governor
  - Challenge Advisor
- Panel may ask for subject specialist advice during the process from personnel independent to the school
- Panel to decide on outcome and confirm their decision to Examination Officer
- Examination Officer to inform student and parents/guardians and advise on any right to appeal

#### **Stage 4 – appeal:**

- Appeals panel convenes to consider the evidence and evaluate the decision made by the first panel. The panel will consist of:
  - Headteacher
  - Chair of Governors
  - Governor
- Panel to decide on outcome and inform student and parents/guardians and teacher.

The decision of this panel is final.

## **Appendix 4**

### **Guidance on Special Consideration**

The process of centres submitting special consideration applications to awarding bodies will not apply this summer. The school assessment approach is flexible and can be tailored to an individual learner according to the coverage of the specification therefore instances of special consideration should be limited. Work should be able to be selected that is completed by learners where they are unaffected by adverse circumstances.

There may be events **at the time of taking relevant assessments** which are outside the student's control that may affect their performance in the anchor assessments which will be used to determine a grade. These include:

- Temporary illness or accident/injury
- Bereavement
- Domestic crisis
- Assessments where previously approved access arrangements were not implemented

Students 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 flexible approach of the school assessment policy.

### **How to apply special consideration**

Special consideration should be implemented 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. Students or parents/guardians must apply in writing, with medical evidence where necessary, to the Examination Officer.

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

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

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

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

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

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

4% Very serious problems such as:

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

NB 'Very recent' is defined as within one month of the assessment 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 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 assessment taking place

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

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

1% Reserved for more minor problems:

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

## **Appendix 5**

### **Guidance on Conflict of Interest**

The JCQ General Regulations for Approved Centres require that centres record conflicts of interest and take steps to mitigate their effects. In addition, in certain circumstances, centres are required to notify awarding bodies of the conflict of interest.

The way in which grades are being awarded this year means that there are different risks and requirements relating to conflicts of interest. Heads of Centre are responsible for managing any potential conflicts of interest in relation to the submission of Centre Determined grades.

The requirements for this series are:

The Head of Centre must ensure that records of a potential conflict of interest, and the steps taken to mitigate it, are retained.

In the following instances, WJEC must be notified of the conflict of interest:

- The potential conflict of interest involves the Head of Centre
- A member of centre staff has been entered as a candidate
- A member of centre staff is involved in determining a grade for a member of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)

The notification must include details of the candidates involved and the steps taken to mitigate the conflict.

Conflicts of interest must be notified to WJEC using their online form – the link for this will be made available at a later date.

## **Appendix 6**

### **Ysgol Penglais School**

#### **Moderation of Assessments - Guidance**

Moderation is used to ensure that teachers are making consistent judgements about standards, so that assessment judgements made for any one student are accurate, fair and comparable with those made for all other students. The aim is that a piece of work can be seen as providing evidence of the particular standard, regardless of who is doing the assessing. Moderation is essential to the integrity of teacher assessment judgements, ensuring that all those accessing assessment judgements, be it teachers, students, parents, local authorities or awarding bodies, can have confidence in the information and use it effectively. The Moderation of Assessment Form (MAF) will also be an important part of the evidence should a Centre Review of the CDG be requested.

#### **1. Sample**

- A group/ class sample size should be 1/3 of the class (or group)
- The sample should reflect proportionately the nature of the class e.g. gender, performance (attainment) level, protected characteristics, access arrangements and include any U grades or equivalent marks
- The class teacher will select the sample and collect the evidence for the moderation meeting

#### **2. Moderators**

- The moderator will normally be the subject leader where they have knowledge and understanding of the assessment and mark scheme, and do not teach the class
- Another teacher with good understanding of the qualification, assessment and mark scheme but who does not teach the class
- A teacher or examiner from another school who has a good experience, knowledge and understanding of the qualification including the assessment, with no conflict of interest
- A WJEC moderator
- The Faculty Leader
- A member of SLT with no conflict of interest

#### **3. Moderation meeting**

- This should be scheduled in good time after the marking has taken place, in line with the SAP, so that any actions can be implemented in a timely fashion
- The teacher must be notified in good time, in advance of the meeting
- The meeting must involve the teacher and moderator
- The meeting may involve other moderators/observers such as FL or a member of SLT
- Minutes of the meeting are not required but a Moderation of Assessment Form (MAF) should be completed

#### **4. Moderation of Assessment Form**

- The teacher will complete the section A (1- 10) on the form prior to the meeting
- The moderator will complete sections A (11-13), B & C of the MAF by the end of the meeting
- Both moderator and teacher will receive copies of the MAF
- A member of SLT or Faculty Leader will complete section D of the MAF with the SL



### Section C

	X	Date for completion
Marking agreed, no change		
Review marks on one section for the whole class		
Review marks for one question for the whole class		
Review marks for students at the top end of performance		
Review marks for students at the middle performance		
Review marks for students at the lower end of performance		
Review marks for students with protected characteristics		
Review marks for students needing access arrangements		
Review understanding of mark scheme and re-mark assessment for whole class		
Request further samples / whole class		
Other (please specify):		

#### **Moderator Comments:**

Signed (moderator):

Date:

Signed (teacher):

Date:

#### **FL/ SLT QA – Verification of Moderation**

### Section D

	Yes	No	Action (if no)
Sample for moderation was selected in a fair and unbiased way			
Students with protected characteristics have been selected and moderated			
Students needing access arrangements have been selected and moderated			
Moderation meeting was conducted appropriately			
Outcomes of the moderation agreed with the SL/FL			
Support for teacher(s) in place (if applicable)			
MAF completed accurately and clearly			

Comments

Signed:

Date:

## Appendix 7

### Timeline:

Event	Date
WJEC provides information to centres on the assessment and IQA requirements	5 March
School creates assessment policy; shares draft with staff, students, parents/guardians; share draft with governors for approval and submit to WJEC	8 – 19 March
Subject draft their Subject Assessment Plans, Equality Impact Assess them and submit to SLT	By 10 March
SLT QA the Subject Assessment Plans and provide feedback	By 12 March
Share Subject Assessment Plans with students and parents/guardians	By 26 March
School adapts policy following feedback from WJEC	19 April
Students receive face to face teaching and anchor assessments	15 March – 27 May
Teachers and leaders to mark, moderate and QA anchor assessments	22 March – 27 May
Teachers to create CDG and complete Decision-Making Records	24 May – 8 June
Subject Leads and Faculty Leads to quality assure CDG	9 June (INSET)
SLT quality assure CDG	10 - 14 June
Share grades with students	16 June
Students and parents able to request meeting with SLT to discuss grades and request decision-making form	17 – 18 June
Students submit centre review grade application	21 - 25 June
Information gathered and panel meet to review and make decision on grades	28 June – 2 <sup>nd</sup> July
Grades finalised and recorded on WJEC website with final decision-making record	2 July
WJEC QA learner decision-making records and overall outcomes	21 June – 12 July
WJEC discussed atypical results with centres and issues arising from review of evidence records	13 – 16 July
AS and A Level Results	10 August
AS and A Level appeals window	10 August – 7 September
GCSE Results	12 August
GCSE appeals window	24 August – 21 September