



**Hawarden High School**  
**Ysgol Uwchradd Penarlâg**

**Centre Assessment Policy for the**  
**Award of Centre Determined**  
**Grades ('CDGs') 2021**

**Centre policy on assessment and quality assurance processes for the summer 2021  
alternative arrangements**

<b>Centre Name:</b> Hawarden High School	<b>Centre Number:</b> 68140
<b>Policy adopted by Board of Governors on (insert date):</b> 25/03/21	<b>Policy issued to staff on (insert date):</b> 25/03/21
<b>Member of staff responsible for the policy:</b>	<b>A Boyd</b>

### **Statement of Intent**

The purpose of this Centre Policy is:

- to ensure that the process for determining Centre Determined Grades (CDG) are conducted fairly, consistently, free from bias and effectively within and across departments throughout
- 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 additional learning needs legislation
- to ensure we meet all requirements set out in the Special Regulatory Conditions, Joint Council for Qualifications and Awarding Organisation instructions for Summer 2021 qualifications.

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

#### **1. Roles and responsibilities**

The specific roles and responsibilities of staff, at a range of levels, in terms of conducting assessments for qualifications remain largely unchanged from other examination series. However, for awards in 2021, the following roles and responsibilities apply in terms of the determination of grades:

**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.

**Headteacher**, as Head of Centre, has overall responsibility for the delivery of qualifications offered at the school, as well as ensuring due care and regard is taken into 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, is in line with existing policies and practices, are conducted efficiently and in the best interest of all students. The Headteacher, working closely with the Deputy Head, is responsible for ensuring that publicised processes are followed by all staff. This includes internal quality assurance processes at subject

level and school level. The Headteacher will ensure that appropriate training for all staff involved in the determination of grades is provided.

The **Deputy Head** will ensure that quality assurance processes at school level are robustly followed. This includes ensuring that each qualification has undergone and successfully completed internal moderation of evidence, while all decisions are recorded in line with WJEC protocols. The Deputy Head will also be responsible for overseeing internal processes, where a concern is raised by staff, regarding the authenticity of students' work provided and/or where a student wishes to review a Centre Determined Grade.

The **Examinations Officer** is responsible for managing the administration of qualifications. This includes coordinating the collation of entries of students to the appropriate qualifications, as well as assisting subject leaders and members of the leadership team, specifically those with responsibility for examinations and Headteacher and/or Deputy Head to ensure agreed processes are followed.

The **ALNCo** will ensure that all staff are aware of the necessary access arrangements in place for students with additional learning needs, including reasonable adjustments for students with a disability who are entitled to these. In addition, the ALNCo will coordinate the provision of additional support to help students achieve the course aims, as they would do in normal circumstances.

**Subject leaders** will be responsible for ensuring processes within the department they lead, meet the requirements of the publicised WJEC Qualification Assessment Framework. This includes setting tasks from WJEC past-paper materials, to enable all students within the cohort, to understand how to demonstrate what they know and understand. Teachers will ensure that these past papers are incorporated appropriately into their teaching and learning in replacement of other activities undertaken in lessons. This is designed to instil confidence in students in being able to demonstrate their knowledge and achieve an appropriate grade. Subject leaders will also ensure that internal moderation of students' work is undertaken to ensure standardisation across the team they are responsible for, which includes accurate records of internal processes. Subject leaders will also be responsible for managing the accurate recording of outcomes and associated decision making for each qualification. Subject leaders will ensure that students entitled to access arrangements or reasonable adjustments have these in place for the qualifications they are responsible for.

**Teaching staff** will ensure that evidence is gathered in accordance with the timeframe within the published schedule (see Appendix 2) and that activities set, follow the expectations set by subject leaders and relevant WJEC Qualification Assessment Frameworks. 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. They will ensure that reasonable adjustments or additional support for students previously identified with a disability or additional learning needs are met. Teachers will mark submitted work within the agreed timeframes, set by subject leaders. Teachers will not provide students with an opportunity to improve their work, once submitted. Teachers will work with relevant subject leaders to ensure that students entitled to access arrangements for assessment, within their designated classes, have these in place.

## 2. Subject assessment plans

**Subject leaders have planned for assessment using the below whole school assessment plan process:**

For the purpose of full transparency the whole school assessment plan and process for determining CDGs is as follows:

**Planning for assessment**

Stage A – Evaluation

Following the announcement of the CDG process in January 2021 by the Education Minister, subject leaders planned for assessment by considering:

- The elements of the specifications students had covered so far.
- How well students had achieved in completed assessments in those elements of the specification.
- The key skills and knowledge that still needed to be covered in relation to the content required as outlined in the WJEC assessment frameworks.
- Creation of sufficient opportunity for students to demonstrate every grade characteristic appropriately using the grade profiles released by WJEC.
- Support that would be required for some students from both an academic and pastoral perspectives.

Stage B – Planning Assessment

Subject leaders then plan for what they will use the remaining amount of teaching time to try and cover and assess within WJEC guidelines and with the caveat of future disruption to learning being most likely. In their planning they considered the following:

- What students learning each subject need to know / ought to be able to do / understand / apply in accordance with the WJEC assessment frameworks for each subject.
- What exactly will be used to assess students from the range of assessment materials provided by the WJEC.
- The sequences of lessons needed to plan to ensure knowledge and skills are embedded.
- When each assessment will take place, ensuring we are in time for CDG deadlines and assessment dates to be communicated to learners and parents.
- Exactly how and when standardisation and moderation will take place.
- Contingency plans in the event of a further lockdown or absence of individual pupils who need to self-isolate and how their progress will be assessed

WJEC will provide assessment materials that are equality impact assessed, contain mark schemes and grade boundaries for each subject. These will be implemented in the summer term to allow for sufficient learning time in the lead up to them and will carry the most weighting when considering CDGs.

Stage C – Continuous Formative Assessment

Subject leaders have continued to embed low stakes assessment into all teaching, building up a picture of what students know and understand and will play a part of indicating a grade a student is working at for a “classwork” grade which helps form a holistic, best fit judgement and will assist in confirming a CDG against grade thresholds. This could be:

- Recall tests
- Quizzes
- Skilled questioning
- Oracy – getting students to explain, give a talk
- Small tasks carried out on teams therefore not necessarily graded or levelled
- Longer independent learning tasks

- Other low stakes tests such as use of online resources (PiXL apps etc.)

### Stage D – Summative Assessments

Subjects leaders will plan for summative assessments. At regular, planned points in the year, set formal tests, pulling together topics covered during previous weeks. This will provide signposts to start being able to provide reliable, robust, valid evidence of a working towards the Centre Determined Grade. Assessment points will vary from one subject to the next and will be described specifically in subject assessment plans. Where assessments are complete in school, WJEC past papers and mark schemes will be used and standardisation and moderation procedures will apply. Subject leaders will work with their teams to design assessment and will try to ensure that:

- Summative assessments allow for the collation of areas of relative strength and weakness, enabling planning of next stages of teaching
- Assessment point 1 and 2 is completed in Term 1 where possible
- Assessment point 3 February Half Term is completed remotely.
- Assessment point 4 Easter Half Term is completed in school if possible.
- Assessment Point 5 and 6 is completed in school if possible using WJEC approved assessment materials where applicable.
- Assessment points can be Non-Examination Assessments - NEA's if applicable and are appropriate to the weighting of the course.
- Assessments undertaken prior to the publication of the agreed WJEC approach - This type of evidence, for example mock examinations, may be used to help form a judgement but not necessarily to determine a judgement. The reason for this is that at the time of completion, learners would not have been aware that this piece of work would be required for determining their grade. This is designed to ensure fairness and equity for all learners.

### **Subject Assessment Plans**

Following the planning stages "Subject Assessment Plans" will be produced by each department for each qualification and contain information on:

- What exactly will be assessed at each assessment point, possibly with the nature and duration.
- The level of control for each assessment.
- Some information on the class work that may be considered.
- The method of standardisation for marking in that particular subject area.
- The interventions that may be offered in the subject
- Access arrangements if applicable.
- Any Non-Examined Assessment that takes place in the subject and an indication of it's weighting as part of the course.

Subject assessment plans will be quality assured by

- Curriculum leader in the first instance who in conversation with the subject leader and referencing the WJEC subject specific assessment frameworks will check that the necessary skill/content has been covered and assessed as appropriate to the school circumstances.
- Subject assessment plans will then be submitted to SLT for the final stage of quality assurance where they will be checked before being published on the school website.
- Subject staff will need to evidence that appropriate online training has been completed

### 3. Centre devised assessments

Hawarden High School will use WJEC devised and recommended assessments in most cases.

Where this is not possible or when materials provided by WJEC have been already recently been used by a subject area, minor amendments to WJEC assessment materials may be made. In addition minor amendment may need to be made where content may not have been covered and therefore will be removed or replaced by other material. In these instances, subject leaders **must** use and follow the principles set out in the WJEC's Centre Assessment Creation Guide and attend WJEC online training provided on assessment foundations and assessment creation.

### 4. Assessment delivery

Students will be given sufficient notice of when assessments will take place and told which topics will be covered. Students will not be provided with the assessment or question paper in advance. Learners will be given the same time to complete an assessment as in a standard series e.g. 45 minutes to complete an essay. They will also be provided with the same access to resource materials as in a standard series (ie audio/visual material; unannotated texts). If the assessment must be undertaken whilst learners are at home they will be informed that they cannot access mobile phones or the internet unless this is required to access the assessment. The centre need not deliver an assessment activity in one session – as an examination paper. Teaching staff may split assessment materials to fit with the programme of learning

Consideration is made to the “weighting” of evidence in subject assessment plans. Each subject will be in a different position and whilst we will follow any existing WJEC assessment frameworks, guidelines and grade profile on this matter, we will also trust the professionalism of the staff to make subject specific judgements based on the amount and content of the course they have been able to deliver to their students this year. Subject leads will also need to consider different levels of control when deciding on the weighting of each assessment points contribution to the centre determined grade.

The school recognises that some assessments were completed before the announcement of Centre Determined Grade model and therefore students were unaware of their potential contribution to the award of their GCSE, As or A Level. This will be considered by subject areas when considering weightings of assessment in making final holistic judgements. However, nearly all assessments completed in school have involved WJEC past paper materials and is considered fair and valid evidence to include in a portfolio of students' work.

Assessments will be held following the basic principles of the JCQ 'Instructions for Conducting Non-Examination Assessments'.

**High Control:** Formal supervision. Students produce their work under direct supervision and with a restricted set of resources, usually during class time. No assistance may be given to students. This is not achievable online. This has been largely achievable for assessment points 1,2,5 and 6

**Medium Control:** Informal supervision. Work is mainly completed under teacher supervision in the classroom, e.g. writing up investigations. This can be achieved virtually using monitoring platforms online such as Class Notebook, well designed assessments where simple answers cannot be harvested from an internet search engine or peers, strict time frames for completion. This applies mostly to assessment points 3 and 4.

**Low Control:** Limited supervision. Work may be completed outside of the classroom without direct supervision. Most but not all online completed assessments would be considered low control due to the inability to monitor students at home. This applies mostly to assessment points 3 and 4.

Assessments will follow the centre authentication procedures which include:

- Following the centre 'Non-Examination Assessment Policy'.
- Teachers must be sufficiently familiar with pupil's general standard to judge whether the piece of work submitted is within his/her capabilities.
- Where required pupils will sign a declaration to confirm the work submitted is their own unaided work.
- Teachers will confirm the authentication of the assessment after it has been completed confirming that:
  - The work is solely that of the pupil concerned.
  - The work was completed under the required conditions
- If the teacher has doubts to the authenticity of the work they will:
  - Conduct a question and answer session with the pupil.
  - Compare pupil performance at home with work completed within the classroom.
  - Remind pupils of the risks of getting help at home which could constitute over assistance.
  - Inform a member of the senior leadership team with concerns of any malpractice.
- Centre will follow the JCQ 'Suspected Malpractice Policies and Procedures' and will ensure that:
  - Pupils have had copies of all JCQ 'Information for Candidate' documents.
  - Teachers are familiarised with the JCQ document 'Notice to Centres – sharing NEA material and candidate's work'.
  - Head of Centre and senior leaders will ensure that teaching staff involved in the direct supervision of candidates producing work for assessment are aware of the potential for malpractice.
  - Remind teachers that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.
  - If malpractice is proven the centre will not accept the pupil's work for assessment or record a mark of zero for internally assessed work.
  - A record will be kept of all suspected cases of pupil or staff malpractice.

### **Public Sector Equality Duty (PSED)**

As part of this process the centre will ensure it has due regard to the need to comply with the aims under the Public Sector Equality Duty (PSED) ("the general duty"). Therefore, the centre must, in exercising its functions have due regard to the need to: (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act; (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

There are specific duties for public authorities in Wales which sets out the steps that must be taken to demonstrate due regard to the general duty/aims referred to above. The evidence gathered by the school to support the determination of grades will make use of standardised materials, produced by WJEC. 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, which include those from protected characteristics, are included. This is to enable the school to ensure that its approach contributes to the equality of opportunity.

The school must consider reasonable adjustments which disabled students may be entitled to. Separate guidance on Access Arrangements will be provided by WJEC to support this. The school will ensure that:

- Additional time in assessments is given to relevant students as it would for the same students as per the exam access requirements
- Any appropriate additional learning need and support is provided to relevant students in the lead up to the assessment and in the assessment itself.
- The school will act reasonably at all times and its approach to access arrangements and special consideration will take into account the guidance as laid out in the JCQ "Access arrangements, reasonable adjustments and special consideration process" document.

It is important to note that the duty to exercise reasonable adjustments, under the Equality Act 2010, is not triggered in relation to a standard applied for the purpose of determining whether or not a student has a particular level of competence or ability. For example, a reader cannot be used or provided as a reasonable adjustment where a student's reading ability is being assessed.

### **Conflicts of Interest**

The centre will declare all conflicts of interest to the awarding bodies as defined in the JCQ General Regulations section 5.3 which will include:

- Any member of staff taking qualifications at their own centre.
- Any members of staff who are teaching and preparing members of their family or close friends and their immediate family for qualifications which include all assessments.

Clear records will be maintained which will include details of the measures taken to mitigate any potential risk to the integrity of the assessment affected. These records will be retained until all reviews / appeals / malpractice has been completed.

### **Retention of Student Evidence**

Subject leaders will store students work in folders in a secure area which can remain locked. The folders will contain per student:

- A copy of the students' own completed assessments, this is most likely to be assessment points 5 or 6
- For historical assessments, copies of student's own completed assessments **or** blank copy of the assessment paper/question that was set if the student copy has not been retained.
- A copy of the student CDG report for that particular subject outlining all assessment point grades and written rationale from the school regarding the assessment decision.
- Within each individual CDG report there will be a summary including a section which should contain information on a learner's access arrangements if relevant



- A separate column on personal circumstances will be available for teachers to view which may need to be considered during the grading process.

The subject leader will also need to retain:

- Copies of documentation used for standardisation and moderation.
- Copies of decision-making records for final judgements.
- Records of training subject staff have received.

The exams officer will:

- Complete required training on record keeping, evidence storage, prevention of malpractice/maladministration and provision of access arrangements and reasonable adjustments.
- Apply and follow centre policy to the above mentioned requirements.

## 5. Quality assurance of assessment and grading decisions

### Internal Quality Assurance – Applies particularly to Assessment points 5 and 6

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.

Subject leaders will prepare standardisation and moderation materials for each assessment point where applicable. Summative assessments (which evaluates learning at the end of a unit) are moderated in subject and department time to maintain integrity and provide further validation to the CDGs process. Past paper questions or standardised assessment materials **MUST** be used. In order for the teaching staff to familiarise themselves with the mark scheme the standardisation methods to be used **before** teachers mark assessments are:

1. Subject Leaders pre-marks script, shares unmarked script with other subject teachers and asks them to mark in the meeting or prior, discuss discrepancies and familiarise with the mark scheme
2. All mark a sample script at the same time using mark scheme and discuss marks awarded.

During or after the marking has taken place subject level moderation should occur following these protocol:

- The subject leader will look at samples of marking
- Teacher will mark work in **red pen**
- Work sampled will be **anonymised**. As part of moderation, assessed and/or annotated in **green pen** by the subject leader
- Sampling for moderation **will consider range** of particular groups to ensure fairness;
- **All decisions** will be recorded, per student on a standard format document which will be retained as evidence for potential appeals

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

If through the sampling process it is deemed necessary to adjust a teacher's decision this will be take place in a conversation between the subject leader and classroom teacher and recorded on

the standard moderation documentation and flagged with the Senior Leadership Team for information.

### **Overall Grading Decisions**

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

It will not be permitted for subject teachers to issue a Centre Determined Grade based on professional prediction or the potential of a learner in a given subject. Teachers will be required to apply professional judgement and decide whether the knowledge and skills that has been demonstrated by a learner meets the usual standard for a specified grade.

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

The standard expected for any particular grade is no lower than previous years, but the volume of work completed in the specification will be inevitably lower due to the ongoing global pandemic.

The school will be required to make use of 'best fit' judgements when determining a grade. Students are not required to demonstrate all aspects of a grade descriptor in order to be awarded the grade. Students should be awarded a grade supported by evidence across sufficient breadth of content as determined by WJEC. The same grade may be achieved by demonstrating different combinations of knowledge, skills and understanding. Although weightings are not prescribed, teachers will consider unit and assessment objective weightings in the specification. Evidence of high achievement in a narrow aspect of the qualification will not, on its own, justify a high grade.

Student assessment data (i.e. the pupil's previous performance in that subject) will form the basis of discussions around the decisions made. Where there is insufficient evidence, or where evidence is below that required for the lowest awarding grade of a qualification then a U grade will be awarded.

The School will act reasonably and take into account the WJEC special consideration policy for relevant students. The school may require evidence to demonstrate the student meets the criteria. In the consideration of extenuating circumstances for students, students will be graded on their performance in the subject content they have been taught.

The school will document all decisions through the centre determined grade report. This document will outline all evidence used to determine a grade and will provide a rationale for the grade awarded. On this report a clear explanation will be given to help parents and learners understand the reason for the grade that has been awarded. This report may form the basis of any appeal enquiry.

### **Ensuring objectivity, avoiding bias and discrimination.**

No one member of staff will be able to both assess and verify the evidence of a student. There are no departments in Hawarden High School where teachers work in isolation. Similarly, any staff who have a conflict of interest (eg. Teacher who is relative or known to a student), need to declare this, and suitable mitigation will be put in place to ensure the marking, standardisation and moderation process is not compromised (eg. Teacher not involved in either assessment or verification of work).

The school will ensure that the work of all staff who assess evidence is moderated, as part of internal quality assurance. Where an examination cohort size is lower than 20 then the whole cohort will be moderated. For larger samples, the school will ensure that evidence is considered from a range of student profiles, from more able students to those with additional learning needs; and those students with protected characteristics. Relevant staff from each subject area will attend online WJEC training on bias. Subject leaders are aware of and will comply with the Public Sector Equality Duty and the general aims of this duty as referred to earlier in section 4 of this document.

### **External standardisation and moderation**

The school will share and review its processes of determining grades with other examination centres to ensure standardisation. This may also involve the school's regional consortia challenge advisor to provide a further degree of objectivity. This layer of quality assurance does not form part of WJEC or Qualifications Wales' regulatory framework. However, it is designed by the school to ensure the process applied is valid, reliable and fair.

There will be no external moderation of Centre Determined Grades. However, grades submitted to WJEC may be reviewed and investigated by WJEC where performance profiles are atypical.

### **Consideration of previous year's performance**

The school will consider WJEC's grading guidance due for publication on the week commencing 15<sup>th</sup> of March when as part of quality assurance the school will consider WJEC's grading guidance, bearing in mind that grade outcomes tend not to vary significantly year on year when the ability of the cohort is similar. The deputy headteacher and curriculum leaders will analyse initial data with provisional CDGs and identify and address any major discrepancies as appropriate. The senior leadership team will read and take into account the guidance when the Head of Centre declaration is signed.

## **6. Learner and parents/carers communication**

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

Prior to Easter, learners and parents will be provided with:

- An overview of the Centre Determined Grade process through letters to learners, sharing of key documents, student assemblies and a parent information evening.
- Subject assessment plans which will give an indication of when assessments will be completed, information will be considered by subject teachers when determining their Centre Determined Grades.

Once Quality Assurance of the Centre Assessment Plan policy by the WJEC has taken place, parents and learners will be provided with a copy.

In addition to the points above, this will also set out:

- 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

## **7. Grade Review and Appeals Process**

The school will be required to submit Centre Determined Grades to WJEC by 2<sup>nd</sup> of July at the latest. Students will be informed of the provisional grades awarded on 21<sup>st</sup> June.

A student considers that an error has been made in the determination of their grade can request a "Centre Review". The appeals process will have three stages which are summarised below. The school may reasonably determine that any matters the student is dissatisfied with, that do not relate to an error in the CDG process, should be dealt with instead in accordance with its published complaints policy. An upheld complaint will not result in a change of grade.

**Stage 1 "Centre Review"** – On 21<sup>st</sup> June, the school will share the provisional Centre Determined Grade with each student. If a student believed an error has been made in the determination of a grade, the student can request the "decision making record" within 48 hours after the release of provisional CDG's. A student can ask the school to review a CDG on the grounds that an error has been made in the determination of a grade. Students cannot ask for a review if they have not requested a decision making record within the designated timeframe.

Learners must state clearly on the template provided where the error has been made when submitting the review. A template will be provided by WJEC for the purpose of reviews. The centre review could lead to the provisional grade being, the same, higher or lower than it was before the centre review. The review must be submitted within 5 working days of the receipt of the decision making record.

The centre review is not an opportunity for students to try and improve grades that have been determined fairly in accordance with the centre's assessment and quality assurance processes and supported by evidence and the decision-making record.

The centre will inform the student of its decision in writing and include the following information:

- a) Whether or not there was an error
- b) A reason for the decision
- c) Whether there was a grade change and, if so, what the new grade is
- d) A reason for the grade change or lack of change
- e) Information on the next steps if a learner wishes to escalate the appeal to stage 2 – an appeal to WJEC

**Stage 2 "Appeal to WJEC"**– A student may request that their centre submits a stage 2 appeal to WJEC if they consider that an error persists following the outcome of stage 1. An appeal may also be made if the student, following a discussion with the centre, consider that WJEC has made an error. A stage 2 appeal on the grounds of unreasonable academic judgement cannot be submitted unless a Stage 1 centre review has been completed.

After results day on 12<sup>th</sup> August, the student can appeal to WJEC through the school if they feel that the judgement made by the school of the grade is unreasonable and/or an error in the process has been made. If WJEC decide there has been an error or that the grade is unreasonable the student will be awarded a new grade. This grade could be higher, lower or the same as the grade appealed.

The WJEC reviewer can not overrule a centre's holistic judgement on the correct grade for the learner unless there was a clear exercise of unreasonable academic judgement. WJEC reviewers

are unlikely to be able to make decisions on whether a change to an adjacent grade (a D to a C for example) would result in a more accurate grade being awarded. A centre determined grade will only be considered if it is well outside the bounds of reasonable academic judgement and that the evidence cannot reasonably support the grade awarded.

**Stage 3** – Following completion of a Stage 2 review, the student can request an Exam Procedures Review Service (EPRS) from Qualifications Wales to check whether WJEC has followed the required procedures. This is the final stage in the appeal process.

Qualifications Wales will not review whether the centre has complied with its own policies or procedures or those set by WJEC for it to follow.

Qualifications Wales will not review the accuracy of the grading decision and will not change any grades.

### **Process of review (Stage 1)**

The processes described above will support all stakeholders in considering any review of Centre Determined Grades and in any appeal. The school will ensure it is compliant with data protection and data processing regulations. The school will make an overall declaration in relation to the processes that have been carried out on submission of final Centre Determined Grades. Students can ask the school to review their grade if they wish. The review process will proceed as follows:

1. The student believes there has been an error in the determination of their grade or a procedural error on receipt of their grade on the 21<sup>st</sup> June.
2. The student requests the decision-making record to explore where the error may exist.
3. A "Review Request" form is completed and submitted to the exams officer.
4. The request will be passed to the curriculum leader who will select a "reviewer".
5. In most instances the subject leader or curriculum leader will be the member of staff to conduct the review.
6. If the review is in relation to the curriculum leader or subject leader, another member of staff with the subject specialism will be selected by the SLT Lead Reviewer.
7. The "reviewer" will review the portfolio of evidence alongside the submitted "Review Request" form and make an objective decision on whether an error has been made in the determination of the grade.
8. The "reviewer" will decide to either keep the grade the same, move the grade up or move the grade down.
9. If the "reviewer" decides to move the grade up or down they must record this on the review form to discuss and provide reasons to the SLT Lead Reviewer who will then approve or disapprove a change of grade. This decision will be communicated back to the student.
10. The student will be notified of the outcome of the Stage 1 review in writing and can indicate that stage if they intend to submit a stage 2 appeal to WJEC

### **Process of appeal (Stage 2)**

If a student is not happy with the review of the grade the student can appeal to WJEC through the school **after results day 12<sup>th</sup> August 2021** by following the Stage 2. For clarity, the Stage 2 process can be initiated as follows:

1. The student may submit an "Appeals Request Form" to the examinations officer with an explanation of why the student believes their grade is unreasonable and/or an error in the process has been made.
2. The school will submit the form alongside the portfolio of evidence and relevant documentation to the WJEC.
3. If WJEC decide there has been an error or that your grade is unreasonable you will be awarded a new grade.
4. This grade could be higher or lower than the one you have appealed.

The School is not involved in the Stage 3 appeal process and the student would need to contact WJEC or Qualifications Wales for further information about this.

## Appendix 1 Key Dates

Week	Week Beginning	Possible activity	Additional Notes
1	15 March 2021	Centre assessment policy and Subject assessment plan creation	Year 11-13 return in full. Well-being reviews. Preparation of assessment timetable and coverage
2	22 March 2021		
Easter	29 March 2021		
Easter	05 April 2021		
3	12 April 2021	Internal Assessment Window	Full School return – Assessment timetables issued
4	19 April 2021	Subject specific and whole school Quality assurance processes to be completed	22 April 2021 Entries amendment closes
5	26 April 2021		
6	04 May 2021		
7	10 May 2021		
8	17 May 2021		
9	24 May 2021		
9	24 May 2021		Final week for assessments completion by students W/B 24 <sup>th</sup> of May
Half Term			
10	07 June 2021	Arriving at CDGs	Standardisation and marking of final assessments points. Moderation of Portfolios of Evidence.
11	14 June 2021		Deadline for “teacher professional judgement” column and final provisional CDG to be put on SIMs – 18 <sup>th</sup> June
12	21 June 2021	Sharing CDGs and Review window	Provisional CDG reports published 21 <sup>st</sup> June, Review window 21 <sup>st</sup> – 28 <sup>th</sup> June 12pm – Students can request decision making record and decide to request a review of grade.
13	28 June 2021		Requests for Stage 1 Centre Review will not be accepted after the 28 <sup>th</sup> June 12pm deadline. W/B 28 <sup>th</sup> of June - In School Variance analysis at whole school level. Curriculum leads to meet with AB and SPB to discuss patterns and trends in performance.
	05 July 2021		Students to be informed in writing of the outcome of any stage 1 reviews.
	12 July 2021		Amended grades to be submitted to WJEC by 20 <sup>th</sup> July
	19 July 2021		