



**Ysgol Uwchradd**  
**Prestatyn**  
**High School**

# **Prestatyn High School**

## **Policy on Assessment and**

## **Quality Assurance Processes**

## **for the Summer 2021**

## **Alternative Arrangements**

|  |                                |
|--|--------------------------------|
| <b>Centre Name:</b><br>Prestatyn High School | <b>Centre Number:</b><br>68148 |
|--|--------------------------------|

| Author | Date Adopted<br>by Gov Body | Signed by Chair<br>of Gov  | Review<br>Date |
|--------|-----------------------------|--|----------------|
| GJT    | 24/3/21                     |  | Mar 2022       |
|        |                             |  |                |
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## 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 PHS meets its obligations in relation to equality and disability legislation
- to ensure PHS meets 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.

### Introduction

- This policy is designed to outline how the school, as an examination centre, will apply the 'Guidance on Alternative Arrangements for Approved GCSEs, AS and A levels' provided by Qualifications Wales, the examination regulator, to help determine grades in 2021.
- This plan only applies to those qualifications GCSE, AS and A level, which are regulated in Wales. For the very few qualifications outside of this remit, and regulated by Ofqual, the school will apply the relevant guidance once it is published.
- In November 2020, the Education Minister announced that there would be no summer examination series for students taking GCSEs, AS levels or A levels in 2021. In January 2021, it was confirmed that these qualifications would be awarded using Centre Determined Grades. This means that individual examination centres, such as schools and colleges, would determine the actual grades awarded for each qualification.
- By sharing its approach, the school is seeking to offer clarity and confidence to students, staff and families. Furthermore, it provides an overview on the decisions teachers will make; how teachers will make these decisions; and identify the evidence teachers will be utilising to support the decision-making process.
- This policy on assessment and quality assurance processes for the summer 2021 alternative arrangements will be quality assured by our partner school, Rhyl High School and will be verified by the WJEC.

## 1. Roles and responsibilities

- **Governors** – will seek approval of this policy from the full Governing Body, and incorporate it into the policy documentation of the school.
- **Headteacher** – overall responsibility for the school as an examination centre and ensuring clear and separate roles and responsibilities: ensuring that the internal quality assurance process has been completed effectively, managing any conflicts of interest: signing Head of Centre declaration.
- **Senior staff** - involved in quality assurance of assessment plans and final decision e.g. providing support for staff, providing a centre policy on how assessments are carried out and evidence stored and ensuring a consistent approach across all departments.
- **Head of Department / Subject lead** – making decisions on assessment plans, ensuring departmental consistency from all members of the department, work closely with the ALNCo to ensure access arrangements are adhered to, ensuring consistency in decisions within their curriculum area, responsible for internal standardisation and storage of evidence and the recording of decisions, to identify any conflicts of interest and how these will be managed in collaboration with Deputy Head, HoD to identify and meet any training needs for staff within his/her department to allow them to correctly run and administer the process in a robust manner.
- **Teaching staff** – to work under the direction of their HoD and ensuring this policy and relevant subject assessment plans are fully adhere to, ensuring assessments are completed under the appropriate level of control and have sufficient evidence to award CDGs; making sure learners who are entitled to access arrangements, and reasonable adjustments, receive their entitlement. Overall judgements made are fair, valid and reliable. Follow the appropriate mark scheme(s) when assessing work. Ensure all pieces of evidence are kept secure and can be retrieved to support internal reviews and or appeals.
- **Exams officer** – will manage the administration of Centre Determined Grades and Qualifications, including coordinating the collation of exam entries as well as supporting teaching staff and the school leadership team. Also ensure all information from WJEC is shared promptly with all relevant staff and support the school in administering the appeals process and any potential conflict of interest.
- **ALNCo** – specialist role in respect of access arrangements. The ALNCo to ensure that all staff are aware of the necessary access arrangements, and reasonable adjustments for learners who are entitled to these. The ALNCo will also coordinate the provision of additional support as required and appropriate. Individuals and access arrangements identified on Departmental Assessment Plans and set up a system to tack access arrangements across all subjects.
- **Data manager** – assisting senior leaders and middle leaders in collating data and uploading onto ALPS and SMID.
- **Head of Y11 and 6<sup>th</sup> form** – first point of contact with learners and parents. Keeping both learners and pupils informed and updated.
- **GDPR lead** – ensure the organisation's compliance with GDPR and internal data protection policies and procedures. This will include monitoring the assignment of responsibilities, awareness training, and training of staff involved in processing operations and related audits.

## **2. Subject assessment plans**

Assessments completed by pupils / students should give learners the opportunity to demonstrate their knowledge, skills and understanding of the key requirements and assessment objectives as outlined in amended WJEC specifications.

Each subject will generate a subject assessment plan which outlines how grades will be awarded. This will include the assessment window, the evidence to be used, the way that grades will be awarded, the assessment weighting, the approximate timings and the assessment methodology. This will include the level of control and what quality assurance arrangements will be in place to ensure consistency, fairness and rigour. Each subject's assessment plans will be shared with learners and parents before the Easter break (*please refer to Appendix 1*).

Each subject's assessment plan will also outline how access arrangements and matters relating to equality / unconscious bias will be addressed. Training requirements will also be indicated in the subject plan and how WJEC training materials have been utilised (*please refer to Appendix 2*).

Nearly all departments will be utilising amended WJEC exam papers and mark schemes.

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

Subject assessment plans will be initially quality assured by the Deputy Headteacher and Head of Centre. Subject assessment plans will also be quality assured by the subject leaders from Rhyl High School.

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

### **WJEC adapted past paper questions**

Departments will make full use of WJEC adapted past papers when setting tasks to help determine a grade for each qualification. Adapted past papers have already been externally quality assured, are fully supported by validated mark schemes and are familiar to both learners and staff.

### **Non-examined assessment (NEA)**

NEA currently exists in nearly all qualifications. Departments will use the performance of learners in this element to help contribute towards the determined grade. However, departments need to consider the weighting of this element to ensure that the grade awarded accurately reflects the overall standard.

### **Assessments undertaken prior to the publication of the agreed WJEC approach**

Teachers may use evidence from previously completed WJEC past-paper questions, which have been externally quality assured, with a published mark scheme, and where they have been completed under controlled conditions.

This type of evidence, for example mock examination and summative assessments, may be used holistically to confirm a judgement but not to determine a judgement. The reason for this approach is because at the time of completion learners would not have been aware that this piece(s) of work would be required for determining their grade. This is designed to ensure fairness and equality for all learners.

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

Departments will ensure that there is sufficient opportunity for learners to provide clear evidence to demonstrate competency against the key themes for a qualification. These key themes are clearly documented in WJEC subject frameworks and will be clearly identified in Subject Assessment Plans.

Departments that decide to create their own centre devised assessments must consult with the Deputy Headteacher. These departments must read the WJEC, Centre Assessment Creation Guide and a rationale provided as to why they have adopted this approach.

Departments will also be expected to evidence via their Subject Assessment Plans that appropriate WJEC online training has been completed. This is to ensure there is a common departmental understanding of the assessments and accompanying mark schemes.

The evidence generated to award a grade will not be completed in the form of an examination.

### **3. Centre devised assessments**

If a departmental area has decided to use centre devised assessments this needs to be highlighted in their subject assessment plans and their plans need to be discussed with the Deputy Headteacher. Centre devised assessment activities must meet all the assessment criteria and HoDs must ensure they carefully read the WJEC Centre Assessment Creation Guide.

If staff are intending to create their own centre devised assessments they must indicate they have attended the WJEC online training sessions.

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

### **4. Assessment delivery**

- Wherever possible, assessments will be completed in class in place of standard work, which is then assessed. Where external factors prevent this from happening, such as national lockdowns etc., then work will need to be completed at home.

- In exceptional circumstances, it might be necessary for a learner to complete work at home e.g. forced to self-isolate. In these circumstances, additional checks are required these checks could be:
  - Conducting a question and answer session with the candidate to check their understanding and to help decide whether work is authentic. A record of the questions asked and notes on the candidate's responses should be kept.
  - Online video conferencing to observe working and discuss progress with the candidate.
  - Comparing candidate performance at home with work completed within the classroom
  - Setting specific timescales for the work to be started and finished, and keeping records of when the work was produced.
- Heads of Department needs to specify the time allocated to complete sections of work and this must be consistent across the department to ensure fairness.
- Where candidates have agreed access arrangements, or reasonable adjustments, departments must make every effort to ensure that these arrangements are in place. This should be clearly identified in Subject Assessment Framework.

Whilst learners complete their assessments the classroom teacher must ensure:

- All learners are within direct sight of the supervisor throughout the session(s)
- Wherever possible display materials which might provide assistance are removed or covered.
- There is no access to the internet or mobile phones – phones to be kept in their bags.
- Learners complete their work independently.
- Interaction with other candidates does not occur.
- No assistance whilst completing assessments is provided.
- Whilst completing their assessments teachers must not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings) unless the specification or assessment guidance states this is allowed.

### **Access arrangements and Special Consideration (*please refer to Appendix 3*)**

- Access arrangements and reasonable adjustments allow learners with specific needs, such as special educational needs or disabilities, to access assessments.
- Access arrangements should be decided upon prior to the assessments being undertaken and should reflect a candidate's normal way of working.
- Where learners have agreed access arrangements, or reasonable adjustments, departments must make every effort to ensure that these arrangements are in place. This should be clearly identified in Subject Assessment Plans.
- ALNCo to track and monitor access arrangements.

### **Advice and feedback**

Advice and feedback may be given to learners whilst they are being taught in readiness for their assessments. Whilst they are completing their assessments, the following is not permitted:

- Reviewing candidates' work and providing oral and written advice at a general level.

- Teachers can still offer pupils encouragements and words of motivation whilst they complete their assessments.
- The results of all assessments will be recorded by the class teacher. Learners will not have the opportunity to improve their work.

#### **Keeping Materials Secure**

- All work that will be submitted for assessment must always be collected at the end of each session and stored securely between sessions.
- Secure storage is defined as a securely locked cabinet or cupboard (where work is stored in hard copy format).
- Where candidates are producing artefacts, secure storage may be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.
- Secure storage is required from the point at which candidates embark on producing work for assessment until its completion.
- Teachers are allowed to take work home to mark, provided that they take sensible precautions regarding its security and confidentiality.

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

The centre will ensure that it is compliant with GDPR legislation.

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

#### **Assessing work**

Teachers are responsible for marking work in accordance with the marking criteria as detailed in the relevant amended specifications and accompanying mark schemes.

Where there might be a conflict of interest when assessing work e.g. pupil is related to the teacher, this needs to be raised immediately and another teacher should assess the pupil's work. **(please refer to Appendix 4)**

Teacher annotation (where appropriate) should be used to provide evidence to indicate how and why marks have been awarded. This will facilitate the standardisation of marking within the department.

Evidence for individual learners may vary, depending on circumstances and any special consideration that might have been taken into account. Departments need to ensure a rationale for any significant differences in evidence between learners and this must be clearly documented on assessment records.

#### **Assigning a grade to learners ( Please refer to Appendix 5 for flow chart)**

When teachers decide on an overall grade the following stages should be followed.

- Consider what you have taught
- Collect the evidence
- Evaluate the quality of the evidence
- Consider extenuating circumstances

- Assign a grade
- Grading decisions quality assured

For each qualification, teachers will make use of the WJEC subject assessment framework and grade descriptors for key grades. Each grade awarded to learners must be supported by robust evidence.

Teachers are not to issue Centre Determined Grades based on professional predictions or the potential of a learner. Teachers are required to apply their professional judgment and make a decision as to whether the knowledge and skills that has been demonstrated by a learner meets the standard for a specific grade.

Grades will be decided on a holistic approach, however, final grade judgement must be underpinned by attainment and not potential.

The standard expected for any particular grade is no lower than in previous years, however, the volume of work completed will be inevitably lower due to lock-down.

The school will be required to make use of “best fit” judgements when determining a grade.

Learners are not required to demonstrate all aspects of a grade descriptor in order to be awarded the grade. Learners should be awarded a grade supported by evidence across sufficient breadth of content as determined by WJEC. The same grade may be achieved by demonstrating different combinations of knowledge, skills and understanding. Although weightings are not prescribed, teachers will take into account unit and assessment objective weightings in the specification. Evidence of high achievement in a narrow aspect of the qualification will not, on its own, justify a high grade.

Learner assessment data (i.e. the pupil’s previous performance in that subject) will form the basis of discussions around the decisions made.

Grading will be completed objectively. Judgements will be made as fairly as possible.

Staff to access WJEC training material on unconscious bias and objectivity, 22<sup>nd</sup> March.

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

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

When considering extenuating circumstances for pupils / students, learners will be graded on their performance in the subject content they have been taught.

Departments will document all decisions via Assessment Record Form – awaiting further guide from WJEC.

Assessment Record form will outline all the evidence used to determine a grade and will provide clarity for learners and parents.

**Quality assurance of assessment:**

- The purpose of internal standardisation and quality assurance is to:
- Provide teachers, pupils and parents with confidence in CDGs they have been awarded.
- Ensure fairness and objectivity of decisions
- Ensure consistency in the application of mark schemes and grade descriptors
- Resolve any anomalies and or inconsistencies within the department.

It is vital that all teachers involved in the assessment of work mark to a common standard.

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

Standardisation should be anonymised to minimise against unconscious bias.

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

In departments / subject where there is only one teacher the teacher will be expected to team up with a similar department in another school.

**Obtain materials at an early stage**

- Obtain exemplar material provided by the WJEC and use previous material(s)
- Whole department to CPD on the assessment material and accompanying mark scheme.
- Hold a preliminary trial marking session prior to marking.
- Include all teachers involved in the assessment.
- Compare standards via cross-marking a sample group.
- Agree a departmental understanding of the assessment criteria.

**Carry out further trial marking at appropriate points during the marking period**

- Repeat the trial marking/cross-marking exercise.
- Ensure that any discrepancies in marking are resolved.

**After most marking has been completed**

- Hold a further meeting to make final adjustments.

**Make final adjustments to marks**

- If there are inconsistencies, ensure that the teacher(s) concerned make(s) adjustments to their marking.

- The teacher responsible for internal standardisation checks the new marks.

#### **Retain work and evidence of standardisation**

- Retain evidence that internal standardisation has been carried out.
- Keep candidates work secure until the closing date for appeals.

Any variances or adjustments as a result of the internal standardisation process must be recorded by the HoD.

#### **Quality Assurance of Overall Grading Decisions**

Each Head of Department will sample a selection of learner's Assessment Record sheet in order to ensure that grading decisions have been made fairly and consistently.

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

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

#### **Subject and Centre outcomes**

The Centre Determined Grades should reflect the overall standards achieved in that subject over recent years. The Heads of Department will ensure that the grades awarded are in line with that particular subject's performance in recent years and provide a rationale for any significant variation.

Heads of Department will also consider in school variance of results using SMID and ALPS analysis tool.

A further Quality Assurance process will be undertaken by the Leadership Group to ensure that the grades awarded are in line with those from previous external examination series. Data will analysed on a learner, departmental and school level.

The Leadership Group will draw together and submit contextual performance information for a given year group. This may include CATS data, school historical data and Key Stage 4 tracking data. This information will provide an anchor to the performance data.

School Centre Determined Grades will be quality assured by partner school and data quality assured on a departmental and school level.

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

The engagement of learners and parents and a clear and transparent communication approach is essential in order to instil confidence in the approach(es) taken by school.

A parent and learner communication plan will be designed to provide information on the key areas.

Prior to Easter, learners will be provided with:

- An overview of the CDG process

- A copy of departmental assessment plans and the information subject teachers will consider when determining Centre Determined Grades
- The topics which will be assessed
- The approximate timings for assessments and process
- The proportionate weighting of each evidence set per subject.
- Learners right to their usual access arrangements if appropriate
- A clear explanation how assessments will be conducted and the need to ensure all work completed in assessment activities is their own/
- Brief explanation of provisional grades and the appeal process.
- The quality assurance and moderation processes that will be undertaken by the school and supported by our partner school.

Once the WJEC have quality assured Prestatyn High School's Centre Assessment Plan a copy will be made available via our school website. In addition to the points above the policy will also set out the following information:

- How grade judgements will be made using a range of evidence and utilising the WJEC, Grade Descriptor document published on the 15<sup>th</sup> March, 2021.
- CPD undertaken by staff to support this process.

Pupils will be informed of their provisional centre assessment grades at the start of June 2021

## **7. Internal reviews and complaints**

All learners will be informed of their right to request a review of their grade once provisional grades are issued in June. PHS will follow the guidance provided by the WJEC in their policy, "High level guidance on the centre review and WJEC appeals process"

1. **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.
2. **Stage 2:** Once final results have been issued on results days, learners may appeal to WJEC through the school, if a judgement is felt to be unreasonable or erroneous. WJEC may lower or raise the grade following this process.
3. **Stage 3:** Learners may request an Exam Procedures Review Service from Qualifications Wales to check whether WJEC has followed the required procedures.

*See appendix 6 for WJEC flowchart*

WJEC's internal review and appeals guidance, due for publication week commencing April 26<sup>th</sup> April, will provide schools with further guidance. The school will read and take into account this guidance and update the school's centre's complaints and internal appeal procedure(s).

## **8. Public Sector Equality Duty and Data Protection**

In developing an approach to centre determined grades in 2021, the school has taken steps to ensure it meets its Public Sector Equality Duty. This is a legal requirement and forms part of the Equality Act (2010), which ensures due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act (2010)
- Advance equality and opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share relevant protected characteristics and those who do not.

## Appendix 1



**Ysgol Uwchradd  
Prestatyn  
High School**

### Subject Assessment Framework Plan

Subject and qualification:

Specification adaptation for Summer 2021

Key requirements to ensure learner progressions:

Example of learner evidence:

Centre assessments:

WJEC devised  
assessments

Minor amendments to  
WJEC assessments

Centre devised  
assessments

I have read the WJEC Assessment Creation Guide:

Yes / No / NA

| Unit | Evidence | Approx<br>time | Weighting | Method |
|------|----------|----------------|-----------|--------|
|      |          |                |           |        |
|      |          |                |           |        |
|      |          |                |           |        |

Rationale for selecting these assessments:

In the space below please list pupils who require access arrangements:

How will the assessment be undertaken:

Making judgement:

Quality assurance:

Moderation to ensure fairness:

|                                  |  |
|----------------------------------|--|
| <b>Signatures:</b>               |  |
| <b>Post-holder</b>               |  |
| <b>Member of leadership team</b> |  |
| <b>Head of centre</b>            |  |
| <b>Alliance school</b>           |  |

## Appendix 2

### WJEC timeline – publications and training

| Activity  | Date              |
|---|-------------------|
| Training: Foundations and creation of assessment                      | 5 March           |
| Guidance on Centre policy on assessment and QA                        | 5 March           |
| Training: Centre approach to assessment and QA of grading decisions   | w/c 8 March       |
| Training: Live Q&A  | 12 March          |
| High-level appeals process  | 15 March          |
| Final Qualification Assessment Frameworks including grade descriptors | w/c 15 March      |
| Grading Guide for centres   | w/c 15 March      |
| Assessment materials for centres                                      | w/c 15 March      |
| Entries deadline  | 19 March          |
| Subject specific training materials                                   | w/c 22 March      |
| Centres submit Assessment and Internal QA policies to WJEC            | 19 - 25 March     |
| Training: Unconscious bias and objectivity                            | 22 March          |
| Training: Live Q&A  | 25 March          |
| WJEC provides feedback to centres on their policies                   | 12 April          |
| Online Training: Making final judgements                              | 19 April          |
| Entries amendment window deadline                                     | 22 April          |
| Final appeals process   | w/c 26 April      |
| Training: Good practice in making final grading decisions and QA      | 26 April          |
| Training: Live Q&A sessions   | 5 May             |
| Training: Submitting CDGs   | 17 May            |
| Submission window for CDGs  | 14 June – 2 July  |
| WJEC QA learner decision records and overall outcomes                 | 21 June – 12 July |

## **Appendix 3**

### **WJEC Guidance on Special Consideration for Summer 2021 Introduction**

The purpose of this guidance is to provide advice to centre staff when making decisions on centre determined grades. The guidance covers the following Qualification Wales approved qualifications:

- Qualifications Wales approved GCSE, AS and A level
- Skills Challenge Certificates
- 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% 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 4**

### **WJEC 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 Centres 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 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 our online form – the link to this will be made available at a later date.

**Conflict of interest must be declares using the form below and returned to Carol Fielden, exam's officer.**

| <b>Conflict of interest declaration</b>  |                          |
|--|--------------------------|
| <b>Candidate's name and year:</b>  |                          |
| <b>Member of department with potential conflict of interest:</b>   |                          |
| <b>Subject and level:</b>  |                          |
| <b>Nature of conflict – tick appropriate box</b>   |                          |
| The potential conflict of interest involves the Head of Centre   | <input type="checkbox"/> |
| A member of centre staff has been entered as a candidate   | <input type="checkbox"/> |
| 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) | <input type="checkbox"/> |
| Other – in the space below outline the conflict on interest  | <input type="checkbox"/> |
| <b>Measures to be taken by department to mitigate conflict of interest:</b>  |                          |
|  |                          |
| <b>Form completed by:</b>  | <b>Date:</b>             |

**Please complete and return to Carol Fielden**

## Appendix 5

### Judging grades process

**Stage 1** – Classroom teacher decided on a best fit judgement making appropriate use WJEC subject assessment framework and grade descriptors. Each grade awarded to be supported by robust evidence.



**Stage 2** – Head of department to sample a selection of grades in order to ensure grading decisions have been made fairly and consistently. If the HoD notices any anomalies this to be challenged and amendments made by teacher.



**Stage 3** – Leadership team to quality assure data entered to ensure grades awarded are within the department's profile. Data will be analyses on a pupil, departmental and whole school level. If the leadership team notice any anomalies this will be challenged and amendments made HoD and teacher.



**Stage 4** – Alliance school to quality assure data entered to ensure grades awarded are within the department's profile. Data will be analyses on a pupil, departmental and whole school level. If the leadership team notice any anomalies this will be challenged and amendments made by HoD and teacher



**Stage 5** – Provisional CDG grades shared with pupils / students and opportunity for learners to appeal awarded provisional grades. We await further guidance from WJEC.



**Stage 6** – Final check by Head of Centre and Head of Centre to sign centre declaration.

## Appendix 6

### Process for centre reviews and WJEC appeals

