

**Ysgol Uwchradd Y Frenhines Elisabeth
Queen Elizabeth High School**



Moving Forward Together

***Teacher Assessed Grades Policy
(TAG) Summer 2021 alternative
arrangements***

Date established by Governing Body: 10th March 2021

Curriculum, Staffing & Pastoral Committee

Responsible Person—Miss Bethan Jones

Designated role – Assistant Headteacher

Chair of Governors signature – *Helen Starkey*

Date – 10th March 2021

Review Date – Spring Term 2024

Centre Policy for determining teacher assessed grades in Summer 2021

Background

Every centre is required to create a Centre Policy that reflects its individual circumstances. It is anticipated that you may choose to adopt this pre-populated template in full. Or you may choose to make amendments – adding or deleting material – to reflect your own practices. In any case, centres must understand and actively implement the centre policy adopted, although this template is provided for information and does not constitute legal advice.

The template is written with a minimal amount of content in [brackets] that can be deleted, and material in CAPITAL LETTERS that should be added, if the content is retained as part of your policy.

Your policy must take account of the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*

Centre Policy for determining teacher assessed grades – summer 2021: [Queen Elizabeth High School]

Statement of intent

This section outlines the purpose of this document in relation to our centre.

As this centre is located in Wales, this section outlines our approach to Ofqual-regulated awards, where it differs from those of WJEC and to whom a Centre Policy or equivalent has been submitted.

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 Ofqual 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 our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*
- *To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.*

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

Roles and responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

Roles and Responsibilities

This section gives details of the roles and responsibilities within our centre:

The Chair of Governors will seek approval of this policy from the full Governing Body.

Teachers

- Teachers are responsible for setting and marking assessed pieces of work in line with exam board mark schemes.
- Teachers are responsible for following mark schemes to ensure consistency of marking.
- Teachers are responsible for tracking their own class assessments and storing evidence securely to support the grades awarded.
- Teachers are responsible for sharing their tracking data and grades to the Standard Leader and Line Manager.
- Teachers are responsible for making their own class entries into SIMS by 8/03/21.
- Teachers are responsible for reading all documentation shared by SLT in relation to qualifications 2021.
- Teachers are responsible for ensuring that access arrangements are provided for pupils eligible during assessments.
- Teachers are responsible for reading the declaration and ensuring that they do follow the points outlined (Appendix 1)
- *ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.*
- *make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.*
- *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*
-

Standard Leaders/Line managers

- SL/LM are responsible for ensuring subject moderation of assessed pieces of work takes place across the subject area.
- SL/LM are responsible for moderating grades across the subject area and take responsibility for overseeing the rank order of pupils.
- SL/LM are responsible to oversee entries for their subject areas.
- SL/LM are responsible for sharing their subject area data with their SLT link.
- SL/LM are responsible for signing the declaration on behalf of the department (Appendix 1)

Exams officer

- Exams officer is responsible for making tracking sheets for entries on SIMS 08/03/21.
- Exams officer is responsible for making exam entries to exam board by 17/02/21.
- Exams officer is responsible for ensuring moderated papers are ordered for courses we offer.
- Exams officer is responsible for making tracking sheets on SIMS for input of TAGs 22/03/21.
- Exams officer must liaise with SLT over specific deadlines and updates.

Senior Management

- SLT are responsible for overseeing TAGs and rank orders within the departments they line manage.
- SLT are responsible for conducting moderation meetings to gather evidence and data from assessments across the school.
- SLT are responsible for ensuring special considerations are applied to pupils across all subject areas in line with “A guide to the special consideration process General and Vocational qualifications. With effect from 1 September 2019” Joint Council for Qualifications (2019). (Appendix 3)
- SLT are responsible for over-seeing the appeals process outlined in point 7 of the document.
- SLT are responsible for sharing deadlines and key information to members of staff in relation to qualifications 2021.
- SLT are responsible for inputting grades into the secure site after the moderation process.

Headteacher

- *Our Head of Centre, Mr Dave Williams, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for the Queen Elizabeth High School as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.*
- *Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*

Training, support and guidance

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining teacher assessed grades this year.

Training

- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.

Support for Newly Qualified Teachers and teachers less familiar with assessment

- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.

Use of appropriate evidence

This section of our Centre Policy indicates how our centre will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers*.

A. Use of evidence

This section gives details in relation to our use of evidence.

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We will use substantial class or homework (including work that took place during remote learning).
- We will use internal tests taken by pupils.
- We will use mock exams taken over the course of study.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.

Additional Assessment Materials

- We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.
- We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
- We will consider the specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

Determining teacher assessed grades

This section of our Centre Policy outlines the approach our centre will take to awarding teacher assessed grades.

Awarding teacher assessed grades based on evidence

We give details here of our centre's approach to awarding teacher assessed grades.

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.

Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

This section gives details of our approach to internal standardisation, within and across subject departments.

- The school will undertake quality assurance processes, within subjects and across subjects, to ensure the grades determined are valid, reliable, equitable and fair, while seeking to avoid discrimination. The school will ensure training is provided to all staff to support this.
- SL/LM will need to conduct subject moderation by the 14/05/21.
- 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:
 Teachers will assess the students' work in red pen, using exam board mark schemes to support the accurate award of grades. Moderation activities, to establish standardised approaches to assessments will take place, once the evidence has been submitted. Subject leaders will ensure that the sample of work to be moderated covers the full spectrum of grades and all teachers who have assessed work;
 Moderation activities may involve a number of teachers. Therefore, where a piece of evidence is moderated, additional comments by a separate member of staff will be made in green pen;
 Subject Leaders will review any discrepancies, with comments.
 At all stages, appropriate forms (either provided by Ofqual or school developed) will be retained as evidence to support the final determined grade.
- No one member of staff will be able to both assess and verify the evidence of a student. In departments where teachers work in isolation, the school will provide an opportunity for evidence to be moderated, through another centre.
- Any staff who have a conflict of interest (eg. Teacher who is relative or known to a student), will need to be declared, and suitable mitigation in place to ensure the process is not compromised. This teacher will not be allowed to assess or moderate the subject. This will need to be done by other teachers in the department to ensure a fair and consistent approach. Declarations will be signed by the teacher with the conflict of interest.
- 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. All work sampled will be marked anonymously to mitigate the risk of conscious and/or unconscious bias.
- *We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.*
- *We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*

Arriving at teacher assessed grades

Marking of evidence

Reaching a holistic grading decision

Applying the use of grading support and documentation

- *In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.*
- 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 the exam board's regulatory framework. However, it is designed to ensure the process applied is valid, reliable and fair.
- There will be no external moderation of Teacher Determined Grades. However, grades submitted to the relevant exam board may be reviewed and investigated where performance profiles are atypical.
- *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- SL/LM will need to oversee TAG awarding and rank order with their departments and SLT link by 19/05/21
- SL/LM and teachers will need to submit TAG data and rank order into SIMS by 21/05/21
- SLT will conduct moderation meetings with between 24/05/21 and 11/06/21. Minutes will be taken during every meeting (Appendix 5)
- During moderation meeting SL/LM will sign the declaration (Appendix 1)
- During moderation meetings SL/LM will need to provide evidence to support the TAGs and rank order awarded.
- SLT will store and file the minutes, data and evidence collected during the meeting for the appeals process.
- All evidence collated will be stored in secure locked files/cabinets for safe keeping.
- Grades awarded are based on pupil attainment based on all the data we hold on pupils including external examinations, internal assessments, and professional teacher judgements.
- Grades will be inputted into the secure site by SLT after the moderation process. This will be done in teams of 2 and checked/reviewed by a third member of SLT by 02/07/21

Comparison of teacher assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

Comparison of Teacher Assessed Grades to results for previous cohorts

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
- We will consider the size of our cohort from year to year.
- We will consider the stability of our centre’s overall grade outcomes from year to year.
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.
- All subject areas will need to complete Appendix 5 and bring detailed evidence to support their grades in comparison with previous years.

This section gives details of the approach our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- We will compile historical data giving appropriate regard to potential mixtures of A*-G in GCSEs and A-levels. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.
- We will include grades from international GCSEs (for example, in mathematics) because we have previously offered these.
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.

This section gives details of changes in our cohorts that need to be reflected in our comparisons.

- We will omit subjects that we no longer offer from the historical data.

Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

Reasonable adjustments and mitigating circumstances (special consideration)

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements. This will be in line with guidance (Appendix 2)
- We will record, as part of the Assessment Record (Appendix 2), how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.
- To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

This section gives details of our approach to address disruption or differentiated lost teaching.

- *Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.*

Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

Objectivity

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Heads of Department and Centre will consider:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
- how to minimise bias in questions and marking and hidden forms of bias); and
- bias in teacher assessed grades.

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:

- unconscious bias can skew judgements;
- the evidence presented should be valued for its own merit as an indication of performance and attainment;
- teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- unconscious bias is more likely to occur when quick opinions are formed; and

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data.

C. Recording Decisions and Retention of Evidence and Data

This section outlines our approach to recording decisions and retaining evidence and data.

- We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).

Authenticating evidence

D. Authenticating evidence

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- Robust mechanisms, which will include all assessed task will be done under teacher supervision. If there's an external tutor the tutor will not mark the assessed tasks it must be submitted to the school for marking and moderation purposes. Pupils that cannot attend school will do their assessments on a live link supervised by a member of school staff. The assessment will be photographed at the end to ensure no changes can be made and a declaration will be signed by pupil and parents. These measures will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.

Confidentiality, malpractice and conflicts of interest

Confidentiality

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

A. Confidentiality

This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.
- Teacher are aware of the difference in exam board requirements and that any exam boards in England results are held until results day.

Malpractice

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

B. Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- All staff involved in awarding TAGs have been made aware of these policies, and have received training in them as necessary.
- All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
 - breaches of internal security;
 - deception;
 - improper assistance to students;
 - failure to appropriately authenticate a student's work;
 - over direction of students in preparation for common assessments;
 - allegations that centres submit grades not supported by evidence that they know to be inaccurate;
 - centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
 - failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
 - failure to keep appropriate records of decisions made and teacher assessed grades.

- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

C. Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.
- Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).
- We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.

[Optional section if your centre is accepting Private Candidates – if not, then this section can be deleted]

Private candidates

This section of our Centre Policy outlines our approach to working with Private Candidates to arrive at appropriate grades.

A. Private Candidates

This section details our approach to providing and quality assuring grades to Private Candidates.

- Our centre will not be a centre for external candidates in line with WJEC.

Occasionally, the school has a very small number of students who sit examinations as private candidates. These individuals attend unseen examinations, which are assessed by the examination board. Staff at the school are unlikely to be able to authenticate the work of private candidates. Therefore, unless the school is able to authenticate the work of a private candidate the school will not accept a private candidate.

Private candidates should use the WJEC website to locate centres that accept private candidates and/or apply to the local authority for arrangements to undertake assessments in summer 2021.

External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

A. External Quality Assurance

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.

- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

A. Results

This section details our approach to the issue of results to students and the provision of advice and guidance.

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below).
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/guardians have been made aware of arrangements for results days.

Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

A. Appeals

This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal. (Appendix 4)
- Appropriate information on the appeals process will be provided to parents/carers.

Learner and Parent Communication

This section of our Centre Policy outlines our approach to Learner and Parent Communication, to ensure that they are given all the appropriate and relevant information, and in line with JCQ requirements.

Learner and Parent Communication

This section details our approach to Learner and Pupil Communication

The involvement of learners and parents with clear and transparent communication will be at the heart of the schools approach.

Learners and parents will be provided with a copy of the centre assessment plan. This document will include:

- Subject assessment dates
- Topics that will be covered in each assessment.
- The need to ensure that all work completed in assessment activities is their own and that if this is not the case then this would be considered malpractice.
- Their right to their usual 'access arrangements' if appropriate.

GDPR

This section of our Centre Policy outlines our approach to GDPR to ensure that pupil data is handled correctly, and in line with JCQ requirements.

GDPR

This section details our approach to GDPR

- All candidates should be aware that the school is required to share personal pupil data with the awarding bodies to process examination entries and for the general administration of examinations. Access to this information is strictly controlled but may be shared with other education partners where appropriate (e.g. Local Authorities and Welsh Government). This is exercised under Article 6 of GDPR. The school and/or awarding bodies do not share data with organisations involved in direct marketing or similar activities. The school's privacy statements are available from the school website.
- Candidates have a range of rights including the right of access to the data held at school level and at individual awarding bodies. However, the school and/or awarding body reserve the right to charge an administration fee for providing details following a request from a candidate.

[Section for centres in non-English UK jurisdictions that are also a centre for Ofqual-regulated qualifications – this section only needs to be completed for these and if this doesn't apply, then this section can be deleted]

Centre policy portability across jurisdictions

As this centre is located in Wales, this section outlines our approach to Ofqual-regulated awards, where it differs from those of WJEC and to whom a Centre Policy or equivalent has been submitted.

Appendix 1



Declaration form: Data and Entries 2021

Subject: _____

Level/Code: _____

We can confirm that the data provided is a true reflection of pupil attainment based on all the data we hold on pupils including external examinations, internal assessments, and our professional teacher judgements.

The grades and rank orderings are confidential and have not been shared with students, parents/guardians, or anyone else outside the centre.

We can confirm there has been no conflicts of interest during this process of data collection. We can confirm that the Centre Determined Grades and rank orders submitted are a fair and true reflection of the grades that candidates would have been most likely to achieve if they had sat their examinations as planned.

We can confirm we have not been put under external pressure from a candidate or their parent/guardian to influence the decision-making on a grade or rank order.

Head of Department:

Print Name: _____

Signature: _____

Date: _____

Teacher:

Print Name: _____

Signature: _____

Date: _____

Head of Centre:

Print Name: _____

Signature: _____

Date: _____

Appendix 2



Assessment plan/ Assessment Criteria 2021

Subject:
Level:
Teacher Responsible:

What topics and units have you covered during the period of study?

What assessments and evidence do you currently have to support Centre Determined Grades (e.g. assessment week 1 data, mock exam Nov)?

- April/May WJEC assessments

What assessments do you plan on giving the pupils between March-May 2021?

Head of department signature: _____

Date: _____

Appendix 3



Special Considerations and Special Adaptations: Exams COVID **19**

This document is based on “A guide to the special consideration process General and Vocational qualifications. With effect from 1 September 2019” Joint Council for Qualifications (2019).

Grades awarded are based on pupil attainment based on all the data we hold on pupils including external examinations, internal assessments and our professional teacher judgements.

Special considerations do not apply to pupils with Special Adaptations (ALN). These pupils' adaptations are their usual way of working and should have been applied by the school on every internal assessment. Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the **time of the assessment**, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Special Considerations should be considered over the period of study, as assessment data we hold on pupils builds to inform their predicted grades. Special considerations document states that it will apply at time of assessment, to ensure fairness we would need to apply this to the whole period of study.

Special consideration must be applied for following a specific examination series.

Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control. These include:

- 2.1.1 temporary illness or accident/injury at the time of the assessment;
- 2.1.2 bereavement at the time of the assessment (where whole groups are affected, normally only those most closely involved will be eligible);
- 2.1.3 domestic crisis arising at the time of the assessment;
- 2.1.4 serious disturbance during an examination, particularly where recorded material is being used;
- 2.1.5 accidental events at the time of the assessment such as being given the wrong examination paper, being given a defective examination paper or CD, failure of practical equipment, failure of materials to arrive on time;
- 2.1.6 participation in sporting events, training camps or other events at an international level at the time of the assessment, e.g. representing their country at an international level in football or hockey;
- 2.1.7 failure by the centre to implement previously approved access arrangements for that specific examination series.

Candidates will NOT be eligible for special consideration if preparation for or performance in the examination is affected by:

- 2.3.1 long term illness or other difficulties during the course affecting revision time, unless the illness or circumstances manifest themselves at the time of the assessment;

- 2.3.2 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;
- 2.3.3 domestic inconvenience, such as moving house, lack of facilities, taking holidays (including school/exchange visits and field trips) at the time of the assessment;
- 2.3.4 minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour or a mobile phone ringing;
- 2.3.5 the consequences of committing a crime, where formally charged or found guilty; (However, a retrospective application for special consideration may be considered where the charge is later dropped or the candidate is found not guilty.)
- 2.3.6 the consequences of taking alcohol or recreational drugs;
- 2.3.7 the consequences of disobeying the centre’s internal regulations;
- 2.3.8 the failure of the centre to prepare candidates properly for the examination for whatever reason;
- 2.3.9 staff shortages, building work or lack of facilities;
- 2.3.10 misreading the timetable and/or failing to attend at the right time and in the right place;
- 2.3.11 misreading the instructions of the question paper and answering the wrong questions;
- 2.3.12 making personal arrangements such as a wedding or holiday arrangements which conflict with the examination timetable;
- 2.3.13 submitting no coursework or non-examination assessment at all, unless coursework or non-examination assessment is scheduled for a restricted period of time, rather than during the course;
- 2.3.14 missing all examinations and internally assessed components/units;
- 2.3.15 failure to cover the course as a consequence of joining the class part way through;
- 2.3.16 a disability or learning difficulties (diagnosed or undiagnosed) unless illness affects the candidate at the time of the assessment or where the disability exacerbates what would otherwise be a minor issue - (difficulties over and above those that previously approved access arrangements would have alleviated);
- 2.3.17 failure by the centre to process access arrangements by the published deadline.

	Percentage increase.
2.1.1 temporary illness or accident/injury at the time of the assessment;- Key assessments missed 2.1.2 bereavement at the time of the assessment - Immediate family member parent or sibling 2.1.3 domestic crisis arising at the time of the assessment;-very serious and disruptive crisis/incident at or near the time of the examination. <ul style="list-style-type: none"> • terminal illness of the candidate; • terminal illness of a parent/carer; 	5%

<p>2.1.3 domestic crisis arising at the time of the assessment;- serious crisis/incident at the time of the examination.</p> <ul style="list-style-type: none"> • life-threatening illness of candidate or member of immediate family; • major surgery at or near the time of the examination; • severe disease; • severe or permanent bodily injury occurring at the time of the examination; 	<p>4%</p>
<p>2.1.1 temporary illness or accident/injury at the time of the assessment;- Assessments attended but effected</p> <p>2.1.2 bereavement at the time of the assessment- close friend or distant relative</p> <ul style="list-style-type: none"> • 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 examination; • recent crisis/incident; • witnessing a distressing event on the day of the examination involved. 	<p>3%</p>
<ul style="list-style-type: none"> • illness at the time of the examination; • broken limb on the mend; • concussion; • effects of pregnancy (not pregnancy per se); • extreme distress on the day of an examination; (not simply exam related stress) 	<p>2%</p>
<p>2.1.6 participation in sporting events, training camps or other events at an international level at the time of the assessment, e.g. representing their country at an international level in football or hockey;</p> <ul style="list-style-type: none"> • stress or anxiety for which medication has been prescribed; • hay fever on the day of an examination; • minor upset arising from administrative problems. 	<p>1%</p>

Reference

Joint Council for Qualifications (2019)A guide to the special consideration process General and Vocational qualifications. With effect from 1 September 2019

Appendix 4



Queen Elizabeth High School



Appeals Form 2021

Due to the circumstances of this year, an exceptional appeals process has been developed for summer exams 2021. Please see Queen Elizabeth High Schools internal appeals procedure on arrangements and decisions for submitting or not submitting appeals.

Appeals cannot be made on the grounds that a learner disagrees with their centre assessment grade and/or position in the rank order

Candidate Name:		Exam Number:
Subject:	Level:	Grade:

Centre assessed grades, rank order and additional results information provided by the awarding body, will be checked and clarified prior to any decision to submit an appeal.

Review Accuracy of Data Submitted				Proceed to Appeal Yes/No
Centre Grade	Centre Rank Order correct?	Grade Submitted	Rank Submitted correct?	

If there is no ground of appeal explain why?

Proceed to Appeal

An appeal may result in a grade moving down, up or staying the same. The original grade cannot be reinstated in any circumstances, even if the application was made in error. Signing this form is your written consent to proceed to appeal.

Grounds of Appeal

An application for an appeal may be submitted on one or more of the following grounds:

The school or college made an administrative error in the centre assessment grades or rank order information submitted.	
Exceptional circumstances in which using the dataset specified by the school' might be the wrong data	
The school used an incorrect data set for the purposes of statistical standardisation or introduced an error into the data set	

Head of Centre Signature _____ Date: _____
 Authorisation

Appendix 5



Proforma: Evaluation and Justification of Data 2021

Subject:

Level:

Staff Member:

	<u>2016/2017</u>	<u>2017/2018</u>	<u>2018/2019</u>	<u>2019/2020</u>	<u>2020/2021</u>
<u>A*-A</u>	43	37	43	66.7	
<u>A*-C</u>	86	84	87	100	
<u>A*-E</u>	100	100	96	100	

Looking at the trends in your data can you justify any differences (higher or lower) percentage to the average pass rate.

What evidence have you got to support your data?

Looking at individuals in your data set are there any anomalies. Please justify with evidence how you have come to this judgement.

