

Bishop Vaughan Catholic School

Centre Determined Grades Policy

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The work of Bishop Vaughan Catholic School is rooted in Gospel values. We believe that every child is created *imago Dei*, in God's perfect image and likeness. We recognise that every child has unique God given talents and abilities.

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 approach only applies to those qualifications GCSE, AS and A level, which are regulated in Wales. For the 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 our approach, the school is seeking to offer clarity and confidence to students, staff and families, as well as wider stakeholders of the school.

The purpose of this Centre Policy is:

- To hold central our Catholic Christian ethos in the design of this policy recognising that every child is created in God's perfect image and likeness and has their own unique God given talents and abilities
- To ensure that the processes leading to the formation of Centre Determined Grades (CDG) are conducted fairly, consistently, free from bias and effectively within and across departments
- 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 Centre Determined Grades
- To ensure the centre meets its obligations in relation to equality and disability

legislation

- To ensure the Centre meets all requirements set out in the Special Regulatory Conditions, and the Joint Council for Qualifications and Awarding Organisation instructions for Summer 2021 qualifications

Before finalising this policy a full staff meeting has been held to share our approach and rationale. It will be the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand, and implement this policy.

1. Roles and Responsibilities

The specific roles and responsibilities of staff, at a range of levels, in terms of 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

1.1 The Chair of Governors will review and seek approval of this policy from the full Governing Body, and incorporate it into the policy documentation of the school.

1.2 The Headteacher, as Head of Centre, has overall responsibility for the qualifications offered at the school, as well as ensuring due care and regard is taken to account for the school's legislative and regulatory duties, as an examination centre. The Headteacher is responsible for ensuring that there are clearly defined and separate roles and responsibilities within the structure for awarding CDGs. The Headteacher will ensure that the planning for and implementation and management of the process for awarding CDG is conducted efficiently, in line with this policy, and in the best interests of all pupils.

1.3 The Deputy Headteacher will work closely with teaching staff, to ensure that the processes are understood, quality assurance processes at school level are robustly followed and that staff training about this process is accessed and utilised. This includes ensuring that each qualification has successfully completed internal moderation of evidence, while all decisions are recorded in line with WJEC protocols. This also includes supporting the Headteacher in quality assuring and internally 'signing off' Subject Assessment Plans, and provisional CDGs. The Deputy Headteacher will also liaise with the CDG Senior Lead in our sixth form partnership school to ensure the effective management of this process, a shared common approach and effective communication with pupils who study a subject across two examination centres.

1.4 The Senior Leadership Team (SLT), in its line-management function with specified middle leaders have an important role in advising on Subject Assessment Plans, adherence to policy and the review of CDGs. Deputy and Assistant Headteachers will play a key role in providing support for staff involved in the CDG

process and in ensuring that there is a consistent approach to the implementation of this policy across all relevant qualifications.

1.5 The ALNCo/ Assistant Headteacher will ensure that all staff are aware of the necessary access arrangements in place for students, including details of any reasonable adjustments for students 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.

1.6 Subject Leaders will be responsible for the robust implementation of this policy within the curriculum area they lead. They will ensure that the approach to awarding CDGs meets the requirements of the given Qualification Assessment Framework set down by the WJEC; this includes selecting and setting tasks from within the range offered by the WJEC in the form of adapted past paper materials, in order to enable all pupils within the cohort equal opportunity to demonstrate what they know, understand and can do; this way, all pupils will have the best chance to achieve the highest possible grade. Subject Leaders are responsible for the drawing-up and implementation of the Subject Assessment Plan and will also ensure that internal standardisation and moderation of assessment processes and evidence is undertaken rigorously, in order to secure fairness and unbiased outcomes across the qualification. Subject Leaders will oversee and manage the recording of outcomes and associated decision-making for each qualification. They will also be responsible for ensuring that pupils entitled to access arrangements have these in place for the qualifications for which they are responsible. Working closely with the Deputy Headteacher, Subject Leaders will ensure that colleagues within the team are supported to access relevant training opportunities. Subject Leaders will ensure that final grades are uploaded to the WJEC platform by the deadline.

1.7 Teachers will engage fully with all relevant professional learning provided to support the implementation of this policy. Teachers will ensure that assessment tasks are set, administered and assessed in line with the requirements of the given Subject Assessment Plan; and that assessment evidence is gathered in line with the agreed timetable. Teachers must make pupils aware of the topics for assessment tasks, and of the scope and criteria for the set tasks; teachers must ensure that pupils understand when an activity will contribute to the establishment of the CDG. Teachers will ensure that access arrangements/reasonable adjustments for identified pupils are in place, as appropriate. They will collect in and securely store assessment work completed by pupils. Teachers will mark submitted work to timescales agreed with Subject Leaders. Teachers will not provide pupils with an opportunity to redraft or improve their work once it has been submitted. In line with relevant school policies teachers will provide CDGs for pupils which are a fair, valid and reliable reflection of the assessed evidence available; working closely with the Subject Leader, they will complete the Learner Decision Making Record.

1.8 The Data Manager and Data Protection Officer is responsible for the design of all internal digital data handling systems to capture and store pupil data for the CDG process in line with General Data Protection Regulations. The Data Manager will also be responsible for the drawing together of the provisional CDG pupil data into a data set for internal item by item analysis and data from previous cohort for trend analysis. The Deputy Data Manager will support this process.

1.9 The Examinations Officer is responsible for managing the administration of qualifications. This includes ensuring accurate and timely entries to the examination boards, the prompt sharing of all relevant information from the examination boards to relevant staff, and assisting the Headteacher, Senior Leadership Team and Subject Leaders to fulfil their responsibilities around GCSE assessment 2021, as appropriate. The Examination Officer will liaise with the Examination Officer in our sixth form partnership school to ensure smooth communication and timely submission of CDGs.

2. Subject Assessment Plans

For each qualification, Subject Leaders, in consultation with their team of staff, will develop Subject Assessment Plans that are aligned with the relevant Qualification Assessment Framework provided by the WJEC.

Subject Assessment Plans will reference the following:

- The rationale for shaping CDGs and the Assessment Objectives from the relevant Qualification Teaching Specification
- Sources of evidence which will be used to inform CDG judgements and the rationale for their inclusion in this process
- Relevant specification adaptations
- Reference to the WJEC published Grade descriptors
- How the assessment activities will be delivered, including reference to mode of delivery (remotely/face-to-face), and how the assessments will be incorporated into sequences of lessons
- Delivery of assessment tasks and the timeframe within which this will take place
- Marking procedures and moderation of marking procedures
- Storage of assessment evidence and information
- Recording procedures
- Considerations of potential challenges e.g pupil absence
- Any identified conflicts of interest
- Overview of how pupils with Additional Learning Needs will be supported should they have specific access arrangements in place and require reasonable adjustments.

- Quality assurance measures which will be undertaken to ensure consistency and accuracy of assessment and grading across all pupils/teachers

Once the Subject Assessment Plan has been drawn up by the Subject Leader in collaboration with his/her team, the Subject Leader will consult with the Deputy Headteacher to undertake the required quality assurance of the plan. Any necessary changes will be agreed with and effected by the Subject Leader before the finalised plan is confirmed with the Deputy Headteacher and being ratified by the Headteacher as Head of Centre. Ongoing monitoring of the implementation of the Subject Assessment Plan across the curriculum area will be undertaken as part of the usual schedule for regular link meetings (Subject Leader with SLT link). Should circumstances arise that require changes to be made to the plan, these should be discussed and agreed in the link meeting and submitted to the Deputy Headteacher for approval. The SLT link will attend curriculum area meetings, as appropriate, to participate in discussions and activities that evaluate and promote the consistency of the implementation of the plan across the team.

3. Centre Devised Assessments

Teachers at Bishop Vaughan Catholic School will be delivering the WJEC-devised assessments to provide evidence of pupil attainment. If the situation arises that a WJEC past paper covers almost all the taught content, with some minor omissions, the teacher can remove the questions that assess the content. The teacher will need to adapt the mark scheme and account for the removal of the content in relation to the notional grade provided by the WJEC for that paper. Any adaptations to the past paper will be quality assured in line with the WJEC Assessment Creation Guide published on the summer 2021 section of our secure website.

4. Assessment Delivery

Assessment activity will be embedded, as far as possible, into lesson planning in order to reduce additional burdens on teachers and pupils, and to support pupil progression. Teachers will conduct 'mini assessments' across a sequence of lessons. These assessments are not intended to be delivered under exam conditions, they will be delivered in classrooms with subject teachers present. Pupils will produce work within a specified timeframe that is commensurate with the volume of work required. Assessment work will be completed independently by pupils, with levels of 'control' that are akin to existing arrangements for NEA tasks that are supervised by teachers; this will be so as to ensure that evidence produced is the pupil's own. Wherever possible, assessment activity will be undertaken by pupils in class.

Where this is not possible owing to external factors, such as lockdown or self-isolation, then work will need to be completed by pupils at home. However, where this is the case, the school will introduce mechanisms to support confirmation of the authenticity of the pupil's work; this could include ensuring the pupil's camera is switched on during a live session; the pupil showing the teacher his/her immediate work space to confirm there are no materials available that are not authorised for the given task; the pupil submitting the work immediately at the end of the timeframe for the given live session. In addition, where the standard of the work produced in these remote circumstances is divergent from that usually produced by the pupil, the school will consider the work submitted against that which has been previously assessed in more controlled conditions so as to verify authenticity. Teachers will ensure that pupils entitled to access arrangements/reasonable adjustments are appropriately provided for when undertaking specified assessments.

It is expected that pupils will undertake the assessment tasks for a given qualification at the timetabled point, unless there are special circumstances which would allow for an extension to be considered. If after a reasonable subsequent opportunity to undertake a missed assessment a pupil does not complete it and depending on the body of evidence that we hold, discussions will take place with that pupil and parent/carer regarding the implications of this.

Teachers will mark submitted work to timescales agreed with Subject Leaders. Teachers will not provide pupils with an opportunity to redraft or improve their work once it has been submitted. Marking will be summative, with no required for diagnostic feedback for pupils. Teachers will not provide pupils with assessment outcomes at this stage.

No teacher will be solely responsible for assessing the work and determining the final grade for a pupil with whom they have a close personal relationship, such as a family member. Any potential conflicts of interest will be declared by staff and recorded by the school so that reasonable steps may be taken to mitigate against this, such as the work being assessed by another teacher. The school will retain these records, notifying the WJEC where specified circumstances prevail.

Once the assessment work has been completed by pupils, teachers will collect this in and store it securely in a designated secure space, as noted in the Subject Assessment Plan.

Any possible instances of malpractice will be referred to the Assistant Headteacher, Mr Walker who will follow the JCQ guidance. The Assistant Headteacher will liaise with the Examinations Officer in following the relevant JCQ guidance. Further guidance on malpractice to students and staff can be found in Appendix 1.

In addressing the specific issue of malpractice the following responsibilities apply:

Head of Centre/ SLT

- Understand the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Share the JCQ guidance and Centre guidance with staff
- Ensure that malpractice guidance is shared with students by teachers

Heads of Department and Teachers

- Are aware of the JCQ guidance
- Have read and understand the Centre Guidance
- Ensure candidates understand the Centre malpractice guidance

Exams Officer

- Signposts the JCQ guidance to the head of centre
- Signposts the JCQ guidance to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the head of centre in investigating and reporting incidents of suspected malpractice

For partnership sixth form students, the examination centre which holds the entry will be responsible for adhering to malpractice guidelines in the event of malpractice.

5. Quality assurance and grading decisions

A Centre Determined Grade (CDG) is the final grade awarded by the awarding body on the basis of attainment that has been demonstrated in the areas of the qualification content that a pupil has covered.

For each qualification, teachers will make use of WJEC Qualification Assessment Frameworks, which include descriptors for key grades to support the accurate allocation of grades. Each grade awarded by the school must be underpinned by robust evidence to demonstrate a pupil's attainment across key themes and skills. These will vary per qualification, as determined by the requirements of each WJEC Qualification Assessment Framework.

CDGs will not be used by teachers/the school to indicate a pupil's potential in a subject since, after such disruption to learning, this would be entirely subjective and difficult to evidence. Teachers will be required to apply their professional judgement and decide whether the knowledge, understanding and skills demonstrated by the pupil meet the usual standard for a given grade.

In determining grades, the school will be required to make 'best-fit' judgements. This means that pupils are not required to demonstrate all aspects of a grade descriptor to be awarded the grade; pupils should be awarded a grade which supports evidence of attainment across sufficient breadth of content, within the specified qualification, as determined by the WJEC. Pupils may achieve the same grades by demonstrating different combinations of knowledge, skills and understanding. This ensures that strengths in some areas counterbalance shortcomings in others. As a result, the provisional 'best-fit' grade may be awarded.

Where there is insufficient evidence of demonstrated attainment, or where evidence suggests attainment is below that required of the lowest grade for a qualification (i.e. G grade at GCSE), then a pupil will be awarded a provisional Centre Determined Grade of U. While the standard expected for any particular grade will not be lowered in 2021, the use of CDGs acknowledges that the volume of work completed by a pupil will be less than in previous years, owing to the ongoing impact of the pandemic. Therefore, the use of CDGs seeks to ensure pupils are not unfairly disadvantaged by external factors. At the same time, they are designed to enable all pupils to progress to their next stage of learning and/or employment.

The school will shape *provisional* CDGs for pupils using the defined evidence in the Subject Assessment Plan and submit these to the WJEC. Following due process, the final Grades will be awarded to pupils in August 2021.

5.1 Evidence to be used when setting the Centre Determined Grade

In determining a grade, the following types of evidence will be used (where it exists) in each type of qualification:

5.2.1 Adapted past-paper questions

The school will make use of WJEC adapted past papers when setting tasks to help determine a grade for each qualification. There are recognised benefits of using these materials: the adapted past papers have already been externally quality assured, they are fully supported by clear, tried-and-tested mark schemes, and they are familiar in format to both pupils and staff. Teachers will ensure these past papers, which will form a key part of the evidence where possible, will be incorporated within their delivery of teaching and learning, in replacement of other activities undertaken in lessons.

5.2.2 Non-examination Assessment

Non-examination assessment (NEA) exists in many qualifications. In a 'normal' year, the weighting towards the overall grade is, in most cases, lower than for unseen elements. Where NEA remains part of an adapted qualification, teachers will use the performance of pupils in this element as evidence that contributes to the determination of a grade where it is practically possible to do so and it will form part of the evidence base in shaping a CDG.

Subject Assessment Plans will specify whether and how any NEA evidence will contribute to the CDG.

5.2.3 Other contributing evidence

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

and

b) Assessments undertaken prior to the publication of the centre approach, such as end of-unit tests, may be used to help confirm a judgement. However, this evidence may not be used in isolation to determine grades since, at the time of completion, it is possible that pupils may not have been aware of the importance of these tasks in their overall grade award for the qualification. This is designed to ensure fairness and equity for all pupils. The other contributing evidence selected for use for assessment purposes in a given qualification will be specified within the relevant Subject Assessment Plan. The number of pieces of evidence required to determine a grade will vary per qualification. Teachers will ensure there is sufficient opportunity for pupils to provide clear evidence to demonstrate competence in relation to the key themes and skills, as specified in each WJEC Qualification Assessment Framework. It may be that relatively few pieces of clear evidence would be sufficient to demonstrate attainment across overarching key themes for many qualifications. Teachers will ensure that the generation of evidence does not create unnecessary duplication of work.

The school will implement processes around assessment and reach grading decisions that are in line with the WJEC Guidance on Assessment and Grading for Summer 2021.

5.3 Marking, standardisation and moderation

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. Internal moderation processes are designed to verify standards and seek to ensure fairness and equity for all pupils. The school will apply the following approach to the assessment of evidence:

- Where there are a number of teachers delivering the same assessments within the same qualification [e.g. core subject teachers], it will be important to undertake a standardisation meeting following completion of a given assessment by pupils, as a proactive approach to securing consistency across the team

- When marking a completed assessment task, the teacher will assess the pupils' work against the WJEC mark schemes; no diagnostic/formative feedback is required from the teacher, as this is summative assessment designed to support considerations around the CDG, although annotation that is helpful in facilitating grading decisions should be made using red pen
- Moderation activities will take place as soon as is reasonable and practicable, once the evidence has been submitted
- Subject Leaders will ensure that the representative sample of work to be moderated covers the full spectrum of grades, pupil groups and all teachers who have assessed work – the sample size will not be less than 25% of the total cohort
- 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 and any changes will be made and commented upon in purple pen
- At all stages, decision-making records will be retained as evidence to support the final determined grade

In departments where teachers are the sole deliverer of a given qualification the school will endeavour to provide an opportunity for evidence to be moderated through links with another centre if capacity does not exist within the subject department to do so.

All teachers who undertake assessment of pupil attainment evidence will have their work moderated as part of internal quality assurance procedures. 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 pupil profiles, including more able pupils, those with additional learning needs, and those with protected characteristics.

Any learners who are entitled to access arrangements will be identified by class teachers using the 'School Access Arrangement List' prior to the commencement of assessment. Teachers will liaise with the ALNCo to ensure appropriate provision is in place. Subject Leaders will also liaise with class teachers to support them in discharging their duty fully to ensure fair access to assessments.

Pupils who are in need of special consideration should adhere to the information shared with pupils in Appendix 2.

For partnership sixth form students, the examination centre in which the pupils sit their assessments and the centre which holds the entry will be responsible for ensuring appropriate access arrangements for learners. Furthermore, for these partnership students the centre which holds the entry will be responsible for processing special

consideration arrangements and liaising with teachers in a different centre who are responsible for shaping the CDG, in order to communicate the special consideration allowance.

5.4 Internal review of grade profiles

The Data Manager will provide Subject Leaders and the Senior Leadership Team with data sets that detail the following:

5.4.1 The progress of a given pupil across a given qualification, as tracked by his/her performance grades over the course of study and how that compares with the CDG that has been set by the teacher.

How a given cohort within a given qualification has performed throughout the course, and the indicative data generated through the performance grades reviews scheduled across the course of study of that qualification

5.4.2 Performance trends [by cohort and discrete group] for the given qualification since 2017. The above information will allow for comparative data to be considered and for professional discussions to be held both within and with curriculum areas as part of the school's quality assurance process. The Subject Leader should discuss any apparent anomalies emanating from the process in 5.2.1 with the particular teacher. Thorough consideration of all the evidence will be made by the Subject Leader and teacher. A record of the discussion will be made and retained by the Subject Leader, with a clear rationale for the final decision being documented, whether that is to uphold or amend the CDG. A copy of the record should be shared with the Deputy Headteacher at this next stage of internal quality assurance. The Deputy Headteacher will meet with the Subject Leader once the CDGs for that qualification have been drawn up. Due consideration will be given to the data provided in 5.2.2 and 5.2.3 when reviewing the overall CDG profile for the curriculum area. Divergent trends, where they may occur, will be explored, and the rationale explained, supported by evidence. A record of these discussions will be retained by the Subject Leader. The Headteacher and the Senior Leadership Team will fully review all CDGs before they are issued to pupils.

5.4.3 Recording decisions

The school will keep a record to document clearly the rationale for grade decisions. This will be couched in language that is jargon-free and easily accessible to pupils and their parents/carers.

Decision records will detail who assessed the evidence and when, the decision taken, identification of any reasonable adjustments or special considerations applied, and where the evidence is safely stored.

Records will also be kept from internal moderation activity. The school will document all information relating to grade reviews requested by pupils, and the outcome of these, along with reasons for the decision.

On submission of the final CDGs, the school and Headteacher as Head of Centre, will be required to make an overall declaration in relation to the processes carried out, via the online Candidate Assessment Record devised by the WJEC.

6. Pupil and parent communication

This policy will be made available to all pupils and their parents/carers, further to WJEC approval and approval by the Governing Body. A simplified summary of this policy will be made available to pupils and their parents or carers.

6.1 Information shared prior to the Easter holidays 2021

Pupils will receive initial information regarding the CDG process through a recorded assembly prior to the Easter holidays. Pupils will be given an opportunity to raise any questions that they may have following the initial assembly and throughout the process. This will be further supported by the sharing of accessible and clear documents to clarify the school's approach. Parents and Carers will receive a concise summary of our school arrangements.

6.2 Pupils who study across centres in a sixth form partnership arrangement

For pupils who study a subject or subjects at Bishop Vaughan Catholic School as part of a sixth form partnership with another school, specific arrangements will be made to share all relevant information about the school approach to CDGs with those pupils and to provide opportunities for questions to be addressed. A joint approach to information sharing will be developed with our partnership school for the relevant students in the spirit of openness and transparency.

6.3 Throughout the process

Key communications will be directly mailed to parents and carers and placed on our school website. The Headteacher and Senior Leadership Team will provide an opportunity for parents and carers to raise any questions that they have about the process at the start of the summer term and throughout the process. Information will be routinely shared with pupils across digital platforms either through recorded assemblies or presentations. Pupils will be encouraged to raise any questions that they have in the spirit of open dialogue.

6.4 Dialogue between pupils and teachers regarding Centre Determined Grades

Dialogue is encouraged between teachers and pupils through this process to support progression and to safeguard wellbeing. Pupils will be encouraged to discuss with teachers:

- General progress in the subject

- Any barriers to learning and ways in which they can be supported
- Subject performance data shared prior to the start of the CDG process, i.e grades that pupils have previously achieved through school monitoring activity
- The concept of a 'best fit' grade based on several pieces of valid evidence
- Published grade descriptors

Pupils will be aware that teachers cannot provide formative feedback on assessed work and there is not an opportunity to re-do an assessment. Teachers will not routinely discuss marks for assessments due to the timeline involved for standardisation of marking and the moderation process.

7. Internal reviews and complaints

In line with the requirements of the JCQ's General Regulations for Approved Centres (section 5.7f) the school will establish an internal appeals procedure relating to CDG decisions. The school will make details of this procedure available to pupils and their parents/carers. The school will also draw pupils' and parents'/carers' attention to our published Complaints Procedure, which will provide for general complaints regarding the school's delivery and/or administration of qualifications. The school is committed to the responsibilities placed upon us by the guidance and shared by the WJEC in relation to internal review and appeals around CDG.

A brief outline of the process is highlighted below:

Stage 1 review: A pupil may request an internal review of a provisional CDG prior to school submitting the grade to the WJEC. In most cases this review will be undertaken by the Deputy Headteacher, unless the Deputy Headteacher is the subject teacher of a pupil requesting the review and there is a conflict of interest. In this case the review will be undertaken by a designated member of the Senior Leadership Team. Following an internal review, grades can stay the same, go up or go down. If a pupil is unsatisfied with the outcome of a Stage 1 review, details of the school's Complaints Policy will be shared and due process will be followed.

Stage 2 review: Upon receipt of the final CDGs issued by the WJEC, pupils may appeal to WJEC through the school, if a judgement is felt to be unreasonable or erroneous. Following an appeal, grades can stay the same, go up or go down. The relevant timeline for appeals will be shared on results day.

Stage 3 review: If a pupil is unhappy with a Stage 2 outcome, pupils may request an Exam Procedures Review Service from Qualifications Wales to check whether WJEC has followed the required procedures.

8. Professional learning

Working with Welsh Government, Qualifications Wales and the WJEC, the school will ensure that appropriate training is provided to staff at all levels in order to ensure that the Subject Assessment Plan, and associated processes, are implemented effectively. In addition to providing training on the Subject Assessment Plan and associated actions for staff at all levels, the school will revise its existing training programme and repurpose the existing school calendar to help manage staff workload. Specific training on avoiding unconscious bias when assessing work will be provided for all staff involved in the marking of evidence. Identified staff will also attend specific training on equalities issues, including public sector duties; managing conscious and unconscious bias; data processing and data protection.

Date: April 2021

APPENDIX 1 – Guidance on Malpractice

Candidate Malpractice Information

'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

The decision to not go ahead with exams in Summer 2021 means that the causes and drivers for malpractice will be different to those in a normal examination series. However, malpractice can still occur through genuine error or intent, particularly around the determination of grades. There may be the possibility that a small minority of students might attempt to gain an unfair advantage.

Even though exams in Summer 2021 have been cancelled students will still need to be aware of the 'Information for Candidates' documents listed on both the JCQ and school website (A link to these documents is below).

<https://www.bishopvaughan.co.uk/examinations>

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. It is a form of cheating which is taken very seriously. Don't think you won't be caught; there are many ways to detect plagiarism, for example,

- Markers can spot changes in the style of writing and use of language. Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read the source you are using, or even marked the work you have copied from.
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

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Students might attempt to gain an unfair advantage during the centre's process by, for example, submitting fabricated evidence or plagiarised work. Such incidents would constitute malpractice and centres are asked to report these to the appropriate awarding organisation. Students, or individuals acting on behalf of a student, such as parents/carers, might also try to influence grade decisions by applying pressure to centres or their staff. In most cases this will be dealt with at centre level but if a student

continues to inappropriately attempt to pressure centre staff then the relevant awarding organisation will be informed.

In these instances, the school will follow the procedures set out in the document 'JCQ Suspected Malpractice Policies and Procedures 2020-21' (link below).

<https://www.jcq.org.uk/exams-office/malpractice/>

All candidates must remember:

- **Do not become involved in any unfair or dishonest practice during your assessments.**
- **If you try to cheat, or break the rules in any way, you could be disqualified from all of your subjects.**
- **Put away your phones and smart devices – you must not have access to them during an assessment.**
- **Do not take any written support material or guidance into the assessment with you.**
- **You should not communicate with any other pupil during your assessment.**

These are important measures to protect you.

¹Malpractice - Information for School Staff

JCQ defines 'Malpractice' as meaning any act, default or practice which is a breach of the Regulations or which:

- gives rise to prejudice to candidates; and/or
- compromises public confidence in qualifications; and/or
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre

²The decision to not go ahead with exams in Summer 2021 means that the causes and drivers for malpractice will be different to those in a normal examination series. However, malpractice can still occur through genuine error or intent, particularly around the determination of grades. A minority of centre staff may fail to appropriately adhere to the guidance in determining grades and some students might attempt to gain an unfair advantage.

To support centres in these challenging times JCQ have set out below some of the circumstances in which JCQ awarding organisations will investigate potential malpractice concerns. Please note that the list is not intended to be exhaustive and there may be other instances of potential malpractice which will require investigation.

Centres/ Centre staff

The awarding organisations will investigate credible allegations of malpractice or issues reported from our monitoring processes that raise concerns about a failure to follow the published requirements for determining grades. Examples include:

- Exam entries are created for students who had not studied the course of entry or had not intended to enter for June 2021
- Grades created for students who have not covered the appropriate Subject Qualification Assessment Objectives to provide the basis for that grade
- A teacher deliberately and inappropriately disregarding the centre's published policy when determining grades
- A teacher fabricating evidence of candidate performance to support an inflated grade
- A teacher deliberately providing inappropriate levels of support before or during an assessment, including deliberate disclosure of the mark schemes and assessment materials, to support an inflated grade
- A teacher intentionally submitting inflated grades
- A failure to retain evidence used in the determination of grades in accordance with the JCQ Grading guidance
- A systemic failure to follow the centre's policy in relation to the application of Access Arrangements or Special Consideration arrangements for students in relation to assessments used to determine grades
- A failure to take reasonable steps to authenticate student work
- A failure to appropriately manage Conflicts of Interest (COIs) within a centre
- A Head of Centre's failure to submit the required declaration when submitting their grades.
- Grades being released to students (or their parents/carers) before the issue of provisional CDG results prior to submission to the CDG
- Failure to cooperate with an awarding body's quality assurance, appeal or investigation processes
- Failure to conduct a centre review or submit an appeal when requested to do so by a student. Centres which identify such incidents should report them to the appropriate awarding organisation as normal, using the JCQ M2 form

Further guidance around JCQ guidance on Malpractice can be found at <https://www.jcq.org.uk/exams-office/malpractice/>

APPENDIX 2 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 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.

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

Pupils' requests for special consideration may be made to the relevant Head of Year, Mr Walker, Assistant Headteacher or Mr Slater, Examinations Officer.

Special consideration should be implemented by the centre at assessment level through applying an allowance of additional marks to each assessment affected. The size of the allowance depends on the timing, nature and extent of the illness or other circumstance. The maximum allowance given will be 5% of the total raw marks available in the assessment. The severity of the circumstances and the date of the assessment in relation to the circumstances should be considered. Centres must be satisfied that the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to demonstrate his or her normal level of attainment in an assessment. Special consideration cannot be applied in a cumulative fashion. For example, because of a recent trauma at the time of the assessment and the candidate suffering from a viral illness. Special consideration should only be applied for the most serious indisposition.

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

- **5% This is the maximum allowance and will be reserved for the most exceptional cases, such as:**
 - terminal illness of the candidate
 - terminal illness of a parent/carer
 - death of a member of the immediate family within two months of the assessment
 - very serious and disruptive crisis/incident at or near the time of the assessment

- **4% Very serious problems such as:**
 - life-threatening illness of candidate or member of immediate family
 - major surgery at or near the time of the assessment
 - severe disease
 - very recent death of member of extended family
 - severe or permanent bodily injury occurring at the time of the examination
 - serious crisis/incident at the time of the assessment.
 - NB 'Very recent' is defined as within one month of the assessment(s) taking place

- **3% A more common category (more cases will fall into this category), including:**
 - recent traumatic experience such as death of a close friend or distant relative 11
 - 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
 - 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