



Pontypridd High School

**Assessment and quality
assurance processes for
the awarding of Centre
Determined Grades
Summer 2021**

Policy document

March, 2021

'Learning and achieving together'
'Dysgu a chyflawni gyda'n gilydd'



Assessment and quality assurance processes for the summer 2021 alternative arrangements

Centre Name: Pontypridd High School	Centre Number: 68566
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Member of staff responsible for the policy: Mrs Kayleigh Oliver, Deputy Headteacher	GB Committee responsible: Standards

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1. Statement of Intent

The purpose of this Centre Policy is:

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

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

2. Aim and Rationale

In November 2020, the Education minister announced there would be no summer examination series for Summer 2021, including GCSE's, AS Levels and A Levels. In January 2021, it was confirmed that learners would receive a 'centre determined grade' (CDG) which will be decided by individual schools.

This policy outlines the approach adopted by Pontypridd High School to ensure all learners are awarded grades which are based on learner's knowledge, understanding and skills.

3. Roles and Responsibilities

Governing Body – to ensure consistency, equity and fairness in the awarding of centre determined grades across the centre. Approving the centre determined grades policy.

Headteacher – to ensure consistency and equity across the organisation and to complete the centre declaration form.

Senior Leadership Team – to provide a clear and central policy on how records and evidence are generated and stored securely. To provide training and support for all staff involved in the CDG process and ensure quality assurance procedures are in place across the school. In addition, to have regular and consistent contact with students, parents and carers so that information is shared in a coherent and timely manner.

Examinations Officer – to complete and check the accuracy of entries and the procedures for generating results, ensuring all information from examination boards such as the WJEC and other awarding bodies is shared promptly and accurately with relevant staff. To lead and manage the appeals process with senior colleagues and be responsible for the submission of CDGs with the Headteacher.

ALNCo – to ensure access arrangements and statutory processes are adhered to throughout the CDG process. Ensure all ALN students are supported academically and with their emotional wellbeing throughout the process.

Heads of Faculty – to ensure faculty / subject plans are robust and allow for accurate and fair data collection using a range of evidence to award the CDGs. Lead and manage quality assurance processes within each subject area and ensure accurate submission of CDGs. Disseminate accurate information about CDGs with all staff within faculty / subject areas.

Teachers – to ensure assessments are completed under the appropriate level of control, in line with our school policy. To support the process which ensures enough evidence is available to ensure CDGs for each learner are a fair, valid and reliable reflection and reflect consistently high quality teaching and learning experiences. Complete learner decision records as appropriate so that the work produced as evidence by each learner is stored securely and can be retrieved to support any internal reviews/appeals.

4. Faculty / subject assessment plans:

Faculty / subject leaders will develop individual assessment plans for the qualifications they are responsible for.

Within these plans and to award a CDG, each Head of Faculty / subject leader will:

- state the rationale for combining assessment evidence from three categories of evidence.
- provide details of the strategies used to maximise opportunities for balanced coverage of assessment objectives for each student.
- ensure each assessment is delivered in accordance with existing school assessment policies.
- use mark schemes and a standardisation process aligned with WJEC protocols
- ensure staff responsible for awarding CDGs attend meetings and training through which a common understanding of assessment criteria and standards can be confirmed and consistently applied
- provide safe and secure storage of evidence based, teacher CDG judgements.

The format for these Faculty / subject plans is included as Appendix 1. These will be shared and approved by the senior leadership team (SLT).

5. Centre Determined Grades:

Centre Determined Grades will be generated using evidence of work completed by a student based around the adapted specifications. In determining a grade, staff will use a range of evidence and make 'best-fit' judgements following the WJEC model.

This means that learners are not required to demonstrate all aspects of a grade descriptor to be awarded the grade. They will be awarded a grade which supports evidence of attainment across sufficient breadth of content, within the specified qualification. As such they 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 and such an approach compliments the idea of awarding a 'best-fit' grade.

For each qualification, the CDG evidence will be collated from the following three areas:

5.1 : Adapted past-paper questions

Staff will make use of WJEC adapted past-papers when setting tasks to support in the evidence for determining a grade for each qualification. These adapted past-papers have been externally quality assured, are fully supported by published mark schemes and familiar to both students and staff.

5.2 : Non-examination Assessment

Teachers will make use of WJEC NEA where it remains part of an adapted qualification, has been externally quality assured and assessed with a published mark scheme.

5.3 : Other contributing evidence to support the CDG:

- 5.3.1. Faculty Heads / subject leaders will be guided to use pre-approved WJEC assessment materials as a source of any 'Centre devised evidence'. These will have been externally quality assured, with a published mark scheme and completed under the appropriate level of control.
- 5.3.2. Faculty Heads / subject Leaders devising assessments or amendments will need to take particular attention to fairness and accessibility, validity, and reliability of the created task. Assessments will need to be free of unconscious bias so that tasks do not disadvantage one group of learners and favour another. SLT quality assurance will confirm compliance.
- 5.3.3. Assessments undertaken prior to the Minister's announcement of CDGs may be used if they are a valid and reliable assessment which is an accurate reflection of the standard at which they are working, prior to the January enforced school closure. Such pieces of work should only be used to confirm the Centre Determined Grade which is evident from other tasks and not the basis of an entirely different grade. This position will reduce the risk of unfair grades being awarded when learners were unaware of the contribution towards their final grade.
- 5.3.4. Where applicable teachers can use evidence from oral examination with a published mark scheme and completed under the appropriate level of control.

In all of the categories above:

- Heads of Faculty will undertake a process of moderation to ensure standards are correct and consistent across all staff contributing to the assessment of such work.

This standard will be further quality assured through the final CDG sampling procedure of evidence for selected candidates. This is included as Appendix 5.

- Teachers will ensure this type of assessment(s) evidence, completed under the appropriate level of control will be incorporated within the provision for teaching and learning.

The full calendar for all aspects of the CDG process is included as Appendix 2.

Pontypridd High School will not issue a CDG based on professional prediction or the potential of a learner. Instead, teachers will be required to apply their professional judgement and decide whether the knowledge and skills demonstrated meets the usual standard for a specified grade.

Where there is insufficient evidence, or where evidence suggest attainment is below that required of the lowest grade for a qualification (ie. G grade at GCSE; E grade at AS/A level) then a learner will be awarded a Centre Determined Grade of U.

6 Assessment delivery

The evidence generated will not be completed in the form of an examination. However, learners will produce work within a specified time frame that gives consideration for the total volume of work / evidence they are required to complete and submit. It is anticipated that the time to produce evidence would not exceed the length of the unseen examination in the qualification. However, unlike an unseen examination, evidence would be produced over a series of not more than three lessons.

Work will be completed independently by learners under similar 'control levels' to existing arrangements. This work will be supervised by teachers to ensure evidence produced is the learner's own work. Wherever possible work will be completed in classes as part of the expected timetabled lessons.

Where external factors prevent this from happening, such as national lockdowns and periods of self-isolation, work will need to be completed at home. Where this is the case the school will introduce mechanisms to support the authenticity of learner's work. This includes considering work produced against that previously assessed, in particular where there may be a situation where the evidence submitted is atypical of the usual standard by the learner.

Staff suspecting issues surrounding the authenticity of learner work must report the matter to the Head of Faculty / subject leader with the relevant evidence that has led to that conclusion. Further discussion may then take place to ascertain that work is a student's own. Where there is still uncertainty this will be referred to SLT for further investigation. As appropriate, and in conjunction with the examinations officer, SLT will then apply the school malpractice policy and inform the exam awarding body.

In relation to specific subject based assessments such as those which are based around 'adapted' examination papers from previous years, Pontypridd High has a robust and fair assessment schedule (Appendix 3). This ensures all learners are informed in advance when assessments takes place and avoids unnecessary congestion which can impact on wellbeing and outcomes.

For learners with access arrangements in place we will ensure all statutory guidance is followed and adhered to.

Quality assurance processes will mitigate any conflicts of interests. We will ensure that all conflict of interests are declared using the WJEC online form.

7 Special considerations

Special consideration applications as they have done in previous years will not apply this summer. Since evidence is flexible and can be tailored to an individual learner according to the coverage of the specification, instances of special consideration should be limited.

We may be able to select work completed by learners where they have been unaffected by adverse circumstances. Where this is not possible and learners have been affected by an event that is beyond their control and which has affected their performance in assessments, teachers will take special consideration into account.

Special consideration must relate to learner performance at the time of taking relevant assessments which contribute to the CDG and due to events outside of their control. These include:

- Temporary illness or accident/injury but not long term illness, disability or other difficulties unless they manifest themselves during assessment times.
- Bereavement but not if bereavement occurred more than 6 months before the assessment, unless an anniversary has been reached at the time of the assessment or if there are on-going implications e.g. inquest, court case.
- Domestic crisis.
- Where previously approved access arrangements have not been implemented.

Special consideration will not be awarded for consequences where internal regulations have been disobeyed and has never been applied for. Special consideration requests will be applied before the final CDGs are awarded.

8 Recording and storing decisions.

Pontypridd High School will keep a record of all data and information relating to CDGs. All information will be stored in locked cabinets or password protected for electronic copies. We will keep a record to document clearly the rationale for grade decisions and decision records will detail who assessed the evidence and when. On submission of a CDG we will make an overall declaration in relation to the processes carried out.

9 Quality assurance of assessment and grading decisions

We will adopt quality assurance processes to promote consistency. These processes will take place within and across each faculty / subject, ensuring that the CDGs awarded are valid, reliable, equitable and fair. In addition, processes will take place at governing body and senior leadership levels.

Pontypridd High School has rigorous and robust quality assurance procedures in place which include:

- All teachers are sufficiently qualified to ensure assessments are carried out appropriately
- Where a subject has a single teacher, professional networks have been established with a local school to enable a robust moderation process.
- Three data captures focusing on student progress take place throughout the academic year. Following each data capture there is a data response meeting between the Head of Faculty and a member of the Leadership Team. The aim of this meeting is to discuss the data provided, challenge the standards shown and provide support towards maintaining and improving outcomes for all students.
- Faculty includes sampling work after each data capture. This will contribute towards and strengthen the accuracy of CDGs.
- Reports with information on working towards grades. Fine grades and individual student 'attitudes to learning' are shared with parents and carers following each data capture.
- Weekly SLT meetings allow for regular communication regarding key performance indicators and student progress.
- Weekly meetings with Heads of Faculty and the Deputy / Assistant Head with responsibility for Standards allow for purposeful discussions around student progress and actions related to any concerns. These meetings also provide a focus for the sharing of good practice.
- Students have frequent opportunity to express their thoughts and opinions through a detailed programme of 'learner voice' sessions.

Heads of Faculty / subject leaders will ensure:

- internal moderation processes will verify standards and seek to ensure fairness and equity for all students.
- that the sample of work to be moderated covers the full spectrum of abilities and learner profiles from all teachers who have assessed work, paying particular attention to a range of abilities and those with additional learning needs and protected characteristics. Where possible, such samples should also be selected in line with WJEC guidelines. See Appendix 5.
- moderation activities led by the Head of Faculty /subject leader, will establish standardised approaches to assessments and will take place as soon as is reasonable and practicable, once the evidence has been submitted. Teachers will mark the students' work using WJEC mark schemes to support the accurate awarding of grades.
- quality assurance documents are retained as evidence to support the final CDG.
- no one member of staff will be able to both assess and verify the evidence of a student.

The school will share and review its processes of determining grades through AIB (Accelerated Improvement Board) meetings. These are attended by School governors, the school Challenge Adviser and LA Secondary school Improvement Officer

Quality assurance sampling procedures related to the awarding of CDGs at GCSE, AS and A level are included as Appendices 4 and 5.

10 Learner and parents/carers communication

Throughout the process of awarding CDGs, we have ensured there has been a regular, consistent and accurate sharing of information with all stakeholders.

Parent and carer meetings have enabled all relevant information to be shared and also for staff to report on the progress each individual student is making in examination classes. Reports are sent home to parents/carers following each data capture and these include details such as the 'working towards' grade, current fine grade and attitude to learning.

A timeline which includes key dates for the completion of this process up to the final awarding and presentation of grades is included as Appendix 6.

11 Staff training

To ensure fairness to learners, all staff have undertaken training in all aspects of the CDG process. This ensures that the assessment plan and associated processes are implemented fully, fairly and consistently.

As appropriate, staff have participated in the WJEC 'professional learning programme' and this training has informed the systems and procedures adopted alongside the nature of evidence collected. Details of this programme for staff are include as Appendix 7.

12 Review of centre determined grades and appeals

We will submit CDGs to the WJEC by July 2nd 2021. Prior to this submission all learners at GCSE, AS and A level will complete a 'student declaration form' which confirms the authenticity of their work and also that they have received all of the support and guidance they were entitled to (Appendix 8).

All learners will be informed of the CDG awarded in each subject at the appropriate qualification level. Where a learner is satisfied with the grades determined by the school there is no further action.

We will provide an opportunity for learners to request a review of the centre's judgement of their grade and/or correct any factual errors. This will follow a procedure similar to the internal moderation process.

Where a review has been requested, it will be considered by a member of the Senior Leadership Team who was not the original assessor. The Headteacher will also review that the school's processes have been followed. New or additional evidence will not be considered as part of the review process. Where a review has been upheld, the Centre Determined Grade will be amended. A record of the decision making process may need to be produced to show evidence of the awarding process. This is included as Appendix 9.

The WJEC will implement a process to permit learners to appeal a CDG on the grounds of procedural error only, where a review of grade has been unsuccessful. Similarly, Qualifications Wales will also implement an Examination Procedures Review Service. At each

stage of the review/appeal process learners will need to be aware that a CDG may be improved or be lowered.

13 Public Sector Equality Duty and Data Process

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

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

The school will ensure it meets data protection and processing regulations. This may result in modifications to existing policies and practices. However, it is anticipated that joint examination regulators may coordinate this to provide assurances that data is handled appropriately and for the intended purpose.

14 Appendices

Appendix 1: Faculty / Subject Assessment plan

Appendix 2 : The CDG awarding timeline

Appendix 3 : Adapted 'past paper' completion of evidence schedule

Appendix 4 : Quality assurance procedures for final awarding of CDGs

Appendix 5 : Faculty / Subject QA sampling record

Appendix 6 : Timeline of key dates

Appendix 7 : WJEC professional learning programme for staff

Appendix 8 : Student declaration

Appendix 9 : Student decision record

Appendix 1 : Faculty / Subject Assessment plan

Faculty / Subject	
Examination Level	
Total entries	
Head of Faculty	
Evidence	<p>Can include:</p> <p>Adapted past-paper questions Staff will make use of WJEC adapted past-papers when setting tasks to support in the evidence for determining a grade for each qualification. These adapted past-papers have been externally quality assured, are fully supported by published mark schemes and familiar to both students and staff.</p> <p>Non-examination Assessment Teachers will make use of WJEC NEA where it remains part of an adapted qualification, has been externally quality assured and assessed with a published mark scheme.</p> <p>Other contributing evidence to support the CDG:</p> <ul style="list-style-type: none"> - Faculty Heads / subject leaders will be guided to use pre-approved WJEC assessment materials as a source of any 'Centre devised evidence'. These will have been externally quality assured, with a published mark scheme and completed under the appropriate level of control. - Faculty Heads / subject Leaders devising assessments or amendments will need to take particular attention to fairness and accessibility, validity, and reliability of the created task. Assessments will need to be free of unconscious bias so that tasks do not disadvantage one group of learners and favour another. SLT quality assurance will confirm compliance. - Assessments undertaken prior to the Minister's announcement of CDGs may be used if they are a valid and reliable assessment which is an accurate reflection of the standard at which they are working, prior to the January enforced school closure. Such pieces of work should only be used to confirm the Centre Determined Grade which is evident from other tasks and not the basis of an entirely different grade. This position will reduce the risk of unfair grades being awarded when learners were unaware of the contribution towards their final grade. - Where applicable teachers can use evidence from oral examination with a published mark scheme and completed under the appropriate level of control.
Modified past-paper questions	

Non-Examination Assessment	
Other contributing evidence	
Evidence collection and supervision	
Quality assurance Process	

Appendix 2 : The CDG awarding timeline

Event	Date
WJEC provides information to centres on the assessment and IQA requirements.	5 th March
Shared area on Microsoft Teams available for staff to submit documentation and evidence relating to CDGs	5 th March
Guidance on centre policy on assessment and quality assurance available to Leadership	5 th March
Heads of Faculty meeting to discuss CDG plans and procedures. Timeline agreed, including 'data response' meetings take place.	10 th March
Parent / carer meeting via MT to inform of CDG processes and timeline	15 th March
HoF submit assessment plans and supporting documentation via MT	17 th March
SLT discuss assessment plans	18 th March
Governors Standards Committee meeting to discuss policy and outline plans and procedures	18 th March
GCSE, AS and A level entries deadline	19 th March
AIB meeting to present Policy to Challenge Advisor and LA representative.	24 th March
Full Governing Body meeting to consider and accept CDG Policy	24 th March
PHS submit CDG policy to WJEC.	25 th March
Exam Officer to ensure that all HoF have accessed WJEC guidance and related materials on their secure website.	26 th March
ALNCo to ensure that all staff are aware of individual access arrangements and reasonable adjustments.	26 th March
Standards managers and Examinations officer distribute lists of students that qualify for 'special consideration'.	26 th March
Assessment calendar created by Standards managers shared with parents / carers and students	26 th March
Easter Holidays	
WJEC provides feedback to PHS on policy submitted	12 th April
GCSE, AS and A Level entries amendment window deadline	22 nd April
Years 10, 11, 12 and 13 final data capture	30 th April
HoF data response meetings with SLT	WB 10 th May
Internal quality assurance process to check accuracy of individual students and whole school data	WB 10 th May
Last day for evidence collection which can contribute towards CDGs	28 th May
HALF TERM	
CDGs submitted internally by HoF	WB 7 th June
HoF data response meetings with SLT	WB 14 th June
Student grades quality assured by SLT	WB 14 th June
Provisional CDGs shared with students	WB 21 st June
Internal appeals process deadline	30 th June
HoF input grades to WJEC website	1 st July
Nominated senior staff to check final grades against internal data	1 st July
Headteacher to submit signed declaration to WJEC	2 nd July
WJEC QA learner decision making records and overall outcomes completed	21 st June - 12 th July
WJEC discusses 'atypical' results with centres and issues arising from review of evidence records.	13 th - 16 th July

AS and A level Results Day	10 th August
Student opportunity to appeal AS and / or A level results to WJEC.	10 th August - 7 th September
GCSE Results Day	12 th August
Students opportunity to appeal GCSE results to WJEC and also to Qualifications Wales for an Exam Procedures Review Service (EPRS).	24 th August - 21 st September * Post results day

Appendix 3 : Adapted 'past paper' completion of evidence schedule

Year 11 : GCSE Level

W/C 12 th April	W/C 19 th April	W/C 26 th April	W/C 3 rd May
	Maths (Numeracy)	Maths	English
	English	Science	Art Practical
	Option C	Option A	
	Welsh Orals	Option B	
	PA exam	Catering (practical)	
	Option A		
	Option B		

W/C 10 th May	W/C 17 th May	W/C 24 th May
Science	Maths (Numeracy)	Maths
Option C	Option A	English
Option B	Option B	Science
Art Practical	Option C	Option A

Year 12 : AS Level

W/C 12 th April	W/C 19 th April	W/C 26 th April	W/C 3 rd May
Sociology	Product Design (Year 12)	Mathematics	Sociology
Geography	PE		English Literature
			ICT

W/C 10 th May	W/C 17 th May	W/C 24 th May
	Mathematics	Mathematics
	English Literature	English Literature
	Chemistry	Biology
	Medical Science	Physics

Year 13 : A Level

W/C 12 th April	W/C 19 th April	W/C 26 th April	W/C 3 rd May
Sociology	Geography	Engineering	Sociology
PE		Mathematics	Mathematics

W/C 10 th May	W/C 17 th May	W/C 24 th May
English Literature	Mathematics	English Literature
	Chemistry	Biology
	Medical Science	Physics

Appendix 4 : Quality assurance procedures for final awarding of CDGs

Each faculty / Subject will sample work from different students in order to moderate and standardise grades before final awarding.

The Sample of students work

- The sample will be a minimum of 20% of the total number of students completing the qualification in that subject
- Where there are different teachers delivering the qualification, the sample must include students taught by each teacher that fairly represents their class size
- The total sample must be a minimum of 8 students where at all possible for GCSE and a minimum of 6 where at all possible at AS and A level.
- The sample should be balanced to include evidence from the spread of grades awarded and the number of grades at each level
- The SLT partner will ensure the sample is fair across the range of CDGs and also in relation to those selected on behalf of the Head of Faculty

Once the sample size has been confirmed and the students identified, the Head of Faculty and SLT partner will:

- List the names of all students and their CDG on the faculty / subject QA sampling record in descending order from the highest grade awarded (Appendix 5).
- request CDG evidence from all staff for each student, up to a maximum of 10 sources

The Moderation of students work

The Head of Faculty and SLT partner will view all evidence to ensure that academic standards are appropriate, that marking is in line with assessment objectives and criteria such as that in agreed / pre-determined mark schemes.

The Standardisation of students work

The Head of Faculty and SLT partner will study the standard of marking to ensure it is accurate and consistent across all staff and also in relation to national grade boundaries to ensure that standards are comparable to previous years.

Appendix 6 : Timeline of key dates

Event	Date
You will be informed of the process by which how you will be assessed and graded for your qualifications	By March 26 th
You will attend lessons in school and complete some additional assessments. (This is subject to any disruption caused by positive COVID cases in school)	15 th March – 28 th May
School policy and procedures for the awarding and quality assurance of CDGs available to students	By April 23 rd
You will receive your provisional Centre Determined Grades and you will have the opportunity to ask for your grades to be reviewed.	By 25 th June
We will submit your provisional Centre Determined Grades to WJEC.	14 th June- 2 nd July
AS and A level Results Day	10 th August
You will have the opportunity to appeal your AS and / or A level result to WJEC.	10 th August – 7 th September
GCSE results day	12 th August
You will have the opportunity to appeal your GCSE result to WJEC and to Qualifications Wales for an Exam Procedures Review Service (EPRS).	24 th August – 21 st September * Post results day

Appendix 7 : WJEC professional learning programme for staff

Date	Activity / Training event
5th March	Training: Foundations and creation of assessment
5th March	Guidance on Centre policy on assessment and QA
w/c 8th March	Training: Centre approach to assessment and QA of grading decisions
12th March	Training: Live Q&A
15th March	High-level appeals process
w/c 15th March	Final Qualification Assessment Frameworks including grade descriptors
w/c 15th March	Grading Guide for centres
w/c 15th March	Assessment materials for centres
19th March	Entries deadline
w/c 22nd March	Subject specific training materials
19th - 25th March	Centres submit Assessment and Internal QA policies to WJEC
22nd March	Training: Unconscious bias and objectivity
25th March	Training: Live Q&A
12th April	WJEC provides feedback to centres on their policies
19th April	Online Training: Making final judgements
22nd April	Entries amendment window deadline
w/c 26th April	Final appeals process
26th April	Training: Good practice in making final grading decisions and QA
5th May	Training: Live Q&A sessions
17th May	Training: Submitting CDGs
28th May	Final day of teaching for GCSE, AS and A level classes in relation to CDG process
14th June - 2nd July	Submission window for CDGs
21st June – 12th July	WJEC QA learner decision records and overall outcomes

Appendix 8 : Student declaration

Pontypridd High School



Student Declaration

This declaration is in relation to the work you have completed and submitted as part of your GCSE / AS / A Level studies and which have contributed towards 'Centre Determined Grades' for each of your subjects and qualifications.

School Centre number	68566
Student name	
Qualifications / Level studied	GCSE / AS / A Level
Student examination number	

Please read the 'notice' below and ensure you understand what it means

Notice to student

The work you submit for all assessments in each subject and qualification must be your own. If this is found **not to be** the case you may be disqualified from at least the subject concerned.

Your declaration

I have read and understood the 'Notice to Student' above. I can confirm that the assessments I have completed in all of my subjects and qualifications are my own work.

I can also confirm that I have received all of the additional correct support and time to complete such assessments where I have been allocated the right to do so.

Name of student (Print Name)	
Signature of student	
Date	

Appendix 9 : Student decision record

Pontypridd High School



Student CDG decision record

School Centre number	68566
Student name	
Qualifications / Level studied	GCSE / AS / A Level
Student examination number	

Evidence used	Assessment decision/outcome

Special consideration or access arrangements applied during the assessment process			
Qualification Grade Awarded			
Rationale for grade awarded (if applicable)			
Teacher/Assessor		Date	
Quality assurance (if sampled as part of school based QA process)		Date	

Declaration	Yes/No/N/A
The grade for the student has been determined using the 'best-fit' process based on evidence the student has produced.	
The student was informed of the assessment requirements and the evidence used to determine the centre determined grade ahead of the grading process.	
The grade awarded has been determined using only the evidence detailed in this Decision Record.	
Where applicable the student was given their approved access arrangements when producing the evidence contributing to the final grade and the access arrangements have been documented.	

Where applicable, special consideration was given to the student according to JCQ special consideration tariff if they were disadvantaged when producing their evidence to contribute to the final grade and this has been documented.	
The evidence used has been authenticated as being the student's own work.	
The standard of the evidence produced by the student is in keeping with the standards observed throughout the course of study and I consider this to be the student's authentic work.	
The student has been informed of the grade awarded and has been provided with an opportunity to appeal the grade.	

Head of Faculty (Print name)	
Head of Faculty / Subject (Signature)	
Leadership Team link (Print name)	
Leadership Team link (Signature)	
Date	