

# **Ysgol Aberconwy**



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## **Examinations, Non-Examined** **Assessment and Controlled** **Assessment Policy**

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**THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY**

**Signed:**

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## **YSGOL ABERCONWY – EXAM POLICY**

### **1. Introduction and aims**

The aim of this policy is to ensure:

- The planning and management of exams is conducted in the best interest of candidates
- Our system of exams administration is efficient and clear, and staff and students understand what is required and expected of them
- We comply with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies

### **Centre status:**

The centre must have:

- Clear signage outside the main building
- Reception where staff are available Monday to Thursday 8:00 to 4:00 and Fridays 8:00 to 3:30.
- Secure storage facility – located in the exam office. Four key holders for the secure room (head of centre, business manager, exam officer and data manager)
- Appropriate accommodation to support the size of cohorts being taught
- The centre is not in a shared building.

### **2. Roles and responsibilities**

#### **2.1 Centre staff**

Ysgol Aberconwy is committed to ensuring that the exams management and administration process is run effectively and efficiently and in compliance with the published JCQ regulations and awarding body requirements.

This exam policy will ensure that:

- all aspects of the centre's exam process is documented, supporting the exams contingency plan, and other relevant exams-related policies, procedures and plans are signposted to
- the workforce is well informed and supported
- all centre staff involved in the exams process clearly understand their roles and responsibilities
- all exams and assessments are conducted according to JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the exam/assessment system at all times
- exam candidates understand the exams process and what is expected of them

This policy is reviewed annually to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.

Everyone involved in our exam processes, including staff and students, must read, understand and implement this policy.

## 2.2 Head of centre

The head of centre:

- Has overall responsibility for the school as an exams centre, ensuring compliance with all JCQ and awarding bodies rules and regulations and to ensure the security and integrity of the examinations/assessments. The head of centre has the authority to deploy the necessary resources to ensure that the centre is always compliant in meeting those published JCQ regulations and awarding body requirements.
- Ensures that appropriate controls are in place which allow accurate data to be submitted to the awarding bodies, eg. Entries, internally assessed marks.
- The head of centre, Mr I Gerrard and the Deputy Head, Mrs G Murphy, have provided contact details to awarding bodies for the prompt handling of urgent issues outside of term time. The exam officer would be available for support so that no qualifications are put at risk
- Is responsible for ensuring that all suspected or actual incidents of malpractice are reported, in line with the JCQ guidance on suspected malpractice in examinations and assessments.
- Is responsible to the awarding bodies for making sure all examinations/assessments are conducted according to awarding body and JCQ instructions, and the qualification specifications issued by the awarding bodies (including appropriate accommodation, suitable staffing and confidentiality/security)
- Has responsibility for ensuring that all key staff (including Senior Leaders, the Exams Officer and ALNCo are appointed and fully trained to fulfil the requirements of the examinations process; and are familiar with the entire contents of the 'General Regulations booklet'. In particular, the head of centre will familiarize themselves with sections 5.1, 5.3 and 5.4.
- Is responsible for responding to the National Centre Number Register annual update by the end of October each year, confirming they are both aware of and adhering to the latest version of the JCQ regulations (a signed copy of the head of centre's declaration will be held on file for inspection purposes)
- Can confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities.
- Ensures that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service; and requests from awarding bodies relating to the administration and conducting of examinations/assessments.
- Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery such as a cyber-attack
- Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with addresses/email addresses of awarding body examining/assessment personnel or JCQ personnel.
- Ensures that the ALNCo has sufficient time to both manage the access arrangements process within the centre and familiarise themselves with the JCQ publication Access Arrangements and Reasonable Adjustments
- Ensures that the examinations officer is line managed and actively supported by a member of the

senior leadership team who has a good working knowledge of the examination system. The head of centre must also ensure that the exam officer has sufficient time to perform their role and familiarize themselves with the relevant awarding body and JCQ documentation.

- The headteacher may not appoint themselves as the exam officer; these are two distinct and separate roles.

## 2.3 External and internal governance arrangements

- The Contingency Policy states the process should the head of centre, or the SLT with the oversight of examination administration, be absent.
- The Deputy Head – Mrs G Murphy will provide effective support and supervision of the exam officer, who, also ensures the integrity and security of examinations and assessments is maintained throughout the series.
- Leaders across the school will be professionally challenged and supported by the Governing Board to provide the best education for all pupils.

## 2.4 Exams officer

The exams officer is responsible for the administration of exams.

They :

- understand the contents of annually updated JCQ publications including:
  - General Regulations for Approved Centres (GR)
  - Instructions for Conducting Exams (ICE)
  - Access Arrangements and Reasonable Adjustments (AA)
  - Suspected Malpractice - Policies and Procedures (SM)
  - Instructions for conducting non-examination assessments (NEA) (and the instructions for conducting coursework)
  - Post Result Services (PRS)
  - A Guide to the Special Consideration Process (SC)
- ensure the following policies are available for Inspection:
  - Child protection/safeguarding
  - Complaints policy
  - Conflict of interest
  - Data protection
  - Equalities
  - Contingency Plan
  - Internal appeals
  - Malpractice
  - Non-examination assessments
  - Whistleblowing
  - Word processors
- Manage the administration of all centre examinations (internal and external)
- Advise the senior leadership team (SLT), head of departments, subject staff, and other relevant

support staff on annual exams timetables and procedures as set by awarding bodies

- Oversee the production and distribution of calendars for all exams (internal and external) in which candidates will be involved, and communicate regularly with staff about imminent deadlines and events. This calendar must be provided to all staff and candidates
- Ensure that candidates and their parents are informed of, and understand, aspects of the exams timetable that will affect them
- Provide and confirm detailed data on estimated entries
- Maintain systems and processes to support the timely entry of candidates for their exams, observing each awarding body's terms, conditions and procedures for the entry and withdrawal of candidates
- Where entries are made for unitized GCSE specifications, the exam officer alongside the head of department ensures that a minimum of 40% of the total marks given are taken in the final exam series when cashing-in is applied for. The exception being WJEC GCSE Welsh second language, where at least 75% of the overall qualification must be taken in the final examination series.
- For WJEC levels 1 and 2 Vocational awards – the centre ensures that a minimum of 40% of the total marks are taken in the final examination series, which is satisfied by the external unit. Relevant specifications will be followed, in conjunction with the head of department.
- Enters a candidate for exams or re-sit exams, who has not received any tuition at the centre as a private candidate – this is only after gaining permission from the head of centre.
- Receive, check and securely store all exam papers and completed scripts, and ensure that scripts are dispatched as per the guidelines (maintaining the integrity and confidentiality of all exam materials)
- Administer access arrangements and make applications for special consideration following the regulations in the JCQ guidance on the special consideration process
- Identify and manage exam timetable clashes
- Account for income and expenditures relating to all exam costs/charges
- Line manage the invigilation team organising the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams. The training follows Qualifications Wales videos and documents alongside The Exam office Training online tests.
- Works with the ALNCo to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand their respective role
- Check with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- Ensure candidates' coursework/controlled assessment marks are submitted by HOD correctly and on schedule, along with any other material required by the awarding bodies.
- Track, dispatch and store returned coursework/controlled assessments.
- Arrange for dissemination of exam results and certificates to candidates, and forward, in consultation with the SLT, any post-results service requests. Accurate candidate contact information is kept to ensure the correct and secure dispatch of certificates.
- Report all suspected or actual incidents of malpractice, in line with the JCQ guidance on suspected malpractice in examinations and assessments
- Advise on appeals and review of marking (See Appendix B – Internal Appeals Procedure)

## 2.5 Heads of department

Heads of department are responsible for:

- Advising the exams officer of any changes to syllabus or assessment details for their subjects.
- Advising the exams officer of entries for their subjects, following awarding bodies guidelines regarding multiple entries of Art and Design and Design and Technology.
- Guidance and pastoral care for candidates who are unsure about exams entries or amendments to entries
- Accurately completing entry and mark sheets, and adhering to deadlines as set by the exams officer
- Accurately completing coursework/controlled assessment mark sheets and declaration sheets
- Decisions on post-results procedures

## 2.6 Teachers

Teachers are responsible for:

- Undertaking key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and ALNCo
- Keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Attend relevant awarding body training and update events

## 2.7 ALNCo

The ALNCo is responsible for:

- Identifying and liaising with the assessor testing candidates' requirements for access arrangements/reasonable adjustments and notifying the exams officer in good time so that they can put exam day arrangements in place
- Processing any necessary applications in order to gain approval (if required)
- Working with the exams officer to provide the access arrangements required by candidates in exam rooms

## 2.8 Invigilators

Invigilators are responsible for:

- Assisting the exams officer to run exams efficiently, according to JCQ regulations
- A teacher, teaching assistant/learning support assistant who has either taught or supported one or more candidates in the subject being examined must not be an invigilator. If this does become the case, then a separate invigilator will be present at all times.
- Collecting exam papers and other material from the exam office before the start of the exam

- Completing and carrying out all checks prior to the exam taking place and prior to question paper packets being opened – second pair of eyes check by reading out the information to the second person.
- Collecting all exam papers in the correct order at the end of the exam and ensuring they're returned to the exam office
- Attend/undertake training (on the current regulations), annual update and briefings.
- Sign training declarations and confirm whether they have any current maladministration/malpractice sanctions applied to them

## 2.9 Candidates

Candidates are responsible for:

- Confirming and checking exam statement of entries
- Understanding coursework/controlled assessment regulations, and signing a declaration that confirms the coursework to be their own
- Ensuring they conduct themselves in all exams according to the JCQ regulations

## 3. Qualifications offered

The head of centre decides the qualifications we offer.

- The subjects offered for qualifications in any school year may be found in our prospectus/options booklets.
- Decisions on whether a candidate should be entered for a particular subject or tier will be taken by the head of department in consultation with the SLT.

## 4. Agreement between centres and awarding bodies

The approval of a centre by an awarding body signals the start of a contractual relationship which is governed by the contract between the awarding body and the centre, these regulations and any other documents published by the JCQ, the awarding bodies or the regulators.

Where a third party is used by the centre to deliver any part of a qualification, the centre maintains the oversight of, and responsibility for, the delivery of the qualification.

Written agreement is in place with the third party.

Third part arrangements and exclusions:

- Teaching and learning conducted by third party - Consortium arrangements; teachers employed through an agency to cover staff absence
- Marking/grading and authenticating candidates' work – Consortium arrangements
- Support services – invigilators and those facilitating access arrangements
- Assessors for candidates with learning difficulties – an access arrangements assessor who ha been contracted directly by the centre.



## 5. Exam series

Internal exams (exams) and assessments are scheduled as appropriate throughout the academic year. Internal exams are held under external exam conditions.

The head of centre decides which exam series are used in the centre.

## 6. Exam timetables

Once confirmed, the exams officer will circulate the exam timetables for internal and/or external exams at a specified date before each series begins.

A statement of entry will be circulated to candidates prior to the amendment date for the summer exam series, so they can check their personal details and subject entries.

## 7. Entries (including entry details and late entries)

- Candidates or parents/carers cannot request subject entry, change of level or withdrawal.
- We do not act as an exam centre for other organisations.
- Entry deadlines are circulated to heads of department by the exams officer and must be strictly observed.
- Heads of department will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines.
- Entries and amendments made after an awarding organisation's deadline require authorisation, by the exams team SLT line manager or head of centre.

## 8. Exam fees

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies.

The exams officer will publish the deadline for actions well in advance of each exam series.

Candidates may be charged for the following:

- Re-sits for GCSE English Language and Mathematics if they wish to improve their grade if they have already achieved an A\* to C grade
- Re-sits for all second attempts at unit entries for all exam boards.
- Exams or re-sits the candidate has not been prepared for by the centre

- Where the candidate has failed to attend an exam that they have been prepared for without a valid reason  
(See Appendix A – Re-sit Policy)

## 9. Equalities

All our staff must ensure that they meet the requirements of any equality legislation (*see Strategic Equality Plan*)

We will comply with the legislation, including making reasonable adjustments to the service that we provide to candidates in accordance with the requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the head of centre and the ALNCo.

## 10. Access Arrangements and Reasonable Adjustments

The ALNCo will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.

A candidate's access arrangements/reasonable adjustments requirement is determined by the ALNCo.

Ensuring there is appropriate evidence for a candidate's access arrangement/reasonable adjustments is the responsibility of the ALNCo and teachers.

Room arrangements for candidates using access arrangements/reasonable adjustments will be organised with the exams officer

Invigilation and support for candidates using access arrangements/reasonable adjustments, as defined in the JCQ access arrangements and reasonable adjustments regulations, will be organised by the exams officer in consultation with the ALNCo.

## 11. Contingency planning and escalation process

Contingency planning for exams administration is the responsibility of the head of centre and exams officer.

Contingency plans are produced in line with the guidance provided by Ofqual, JCQ and awarding organisations (see Contingency Policy) This includes the escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration be absent.

## 12. Managing invigilators

External staff will be used to invigilate some examinations.

These invigilators will be used for internal exams and/or external exams as appropriate. Recruitment of invigilators is the responsibility of the exams officer and the SLT for Exams. Training will be provided by the exam officer to ensure all are fully aware of the regulations and any changes to centre-specific processes.

Internal invigilators will invigilate the candidates that sit in a separate exam room than the Hall or in ABCD

## 13. Malpractice

The head of centre, in consultation with the exams officer and SLT line manager are responsible for ensuring that suspected malpractice is thoroughly investigated.  
(see separate Malpractice Policy)

## 14. Exam days

The exams officer will:

- Book all exam rooms (after liaising with other relevant users)
- Make question papers, exam stationary and materials available for the invigilator

Sudexo staff are responsible for setting up the allocated rooms, and will be advised of in advance. The invigilators and the exams officer will start and finish all exams in accordance with JCQ guidelines. Subject staff may not be present at the start of the exam. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do. In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

The Guidance Mentor for each year group will complete the attendance register in the Hall; in smaller rooms the internal invigilator will identify and complete attendance registers.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to heads of department/faculty in accordance with JCQ's current recommendations and regulations and will be directed by the exam officer.

After an exam, the exams officer will liaise with the reception staff for the safe dispatch of completed exam scripts to awarding bodies

## **Arrangements for handling secure electronic materials**

### **Centre authorisation**

- Any electronic question paper materials must only be handled by members of staff authorised to do so by the head of centre. These are:  
Mrs G Murphy – Deputy Head.  
Mrs M Brookes – ALNCo  
Mrs W Baxter – Exam Officer
- The head of centre must ensure that authorised staff are familiar with the most recent instructions issued by the relevant awarding bodies.
- Other members of centre staff may assist with printing and collation provided they are under supervision.

### **Secure account management**

- Email accounts used for secure material access must belong to named individuals or be a group email account accessed solely by individuals authorised by the head of centre to handle secure materials. Where group email accounts are in place, regular checks must be conducted to ensure all authorised individuals in the group still require access.
- Files must only be accessed by the named individual(s) to whom they have been sent. Emails or links to secure materials must never be forwarded or shared.
- By accessing secure material, the individual is accepting personal responsibility for maintaining the security of the material.
- Accounts used to access secure material must be audited regularly. Any unused or unneeded accounts must be closed promptly, for example when a member of staff has left the centre or changed roles.
- Accounts must be reviewed by the head of centre ahead of each examination series to ensure that users have appropriate levels of access and all inactive accounts have been removed.
- Secure password management is critical. Passwords used to access secure material must be strong and changed regularly. Passwords must never be written down or shared.

### **Accessing and printing secure files**

- The integrity and security of the electronic question paper must be maintained during

the downloading, printing and collating process.

- The file must be accessed and downloaded only for the use of the candidate(s) who have been entered for the examination.
- The file must be stored locally only for the purposes of printing or transferring into the individual pupil's secure exam folder, that pupil's access to use with the Read & Write software; they are then deleted. The question paper is deleted from the individual secure folder at the end of the exam.
- Any emails or links associated with the secure file must also be immediately deleted and then deleted from the deleted items folder.
- Do not create any unnecessary hard copies of the file, and securely destroy any unneeded hard copies once printing has been completed.
- Secure files must be accessed and printed within a secure environment. Only authorised members of staff must be present in the room.
- Question papers printed must be sealed within a non-transparent envelope marked clearly with the exam details on the outside of the envelope. The envelope must be stored securely ready for transfer to the examination room at the appropriate time, in line with the requirements in section 3 of **JCQ Instructions for conducting examinations**.
- Where a question paper needs to be scanned or photocopied, the exam officer will take the question paper in a sealed non-transparent envelope to the printer/scanner; the papers are then returned to the secure room and placed in a question paper packet (re-sealed) or in an envelope if being used in an alternative room arrangement.

## **Reporting to an awarding body**

- Ysgol Aberconwy must report any deviation from these instructions to the awarding body using JCQ Form M2.
- Ysgol Aberconwy must report any concerns of a potential breach of security to the awarding body immediately.

## **15. Candidates**

The exams officer will provide information to all candidates in advance of each exam series, either written or electronically.

- Our published rules on acceptable dress and behaviour, apply at all times.

- Candidates' personal belongings remain their own responsibility and we accept no liability for their loss or damage.
- In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationary list, or the specification for that subject. This is particularly true of mobile phone, watches and other electronic devices with text or digital facilities.
- Any precluded items must not be taken into the exam room.
- Disruptive candidates are dealt with in accordance with JCQ guidelines.
- Candidates are expected to stay for the full exam time at the discretion of the exams officer.
- Water in clear plastic bottles are allowed in any exam room. No food is allowed unless for medical/health reasons.
- Candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.
- The exams officer is responsible for handling late or absent candidates on exam day.

## 15.1 Clash candidates

The exams officer will be responsible for arrangements for clash candidates, including: ·

- Supervising escorts
- Identifying a secure venue
- Arranging overnight stays where necessary
- Where a candidate has a timetable clash involving AS/A level Further Mathematics and Mathematics, the centre cannot move the examination to the morning session. They must always be sat at the published afternoon session.

## 16. Special consideration

If a candidate is unable to attend an exam because of illness, bereavement, or other trauma, or if a candidate becomes ill or otherwise disadvantaged during an exam, they are responsible for alerting the exams officer to that effect.

The candidate must support any special consideration claim with appropriate evidence within 7 days of the exam series finishing.

The exams officer will make a special consideration application to the relevant awarding body once satisfactory evidence has been received. Every special consideration application is supported by signed evidence from the SLT responsible for examinations.

## 17. Internal assessment

It is the duty of heads of department to ensure that all internal assessment is ready for dispatch at the correct time. Reception staff will assist by keeping a record of each dispatch, including the recipient

details and the date sent.

Marks for internally assessed work are provided by the heads of department and inputted on secure exam board sites by the head of department.

The exams officer will inform staff of the deadline date for appeals against internal assessments.

Any appeals will be dealt with in accordance with the internal appeals procedure.

## **18. Results and certificates**

Candidates will receive individual results slips on results days either in person at the centre, or electronically due to public health guidance.

The results slip will be in the form of a centre-produced document by SIMS.

Arrangements for the centre to be open on results days are made by the SLT for examinations and relevant Sudexo staff.

The provision of necessary staff on results days is the responsibility of the SLT for examinations and the head of centre.

Dates of results days each year will be publicised for all candidates through the centre's website and exam guidance documents provided to students.

### **18.1 Enquiries about results (EARs)**

EARs may be requested by centre staff or the candidate following the release of results. All requests should be submitted to the exams officer on the appropriate request form (available upon request).

A request for a re-mark or clerical check requires the written consent of the candidate.

A request for a re-moderation of internally assessed work may be submitted without the consent of a group of candidates.

The cost of EARs will be paid by the candidate as appropriate.

The cost of EARs will be communicated by the exams officer in line with the charges imposed by the awarding bodies for the particular service being used in each exam series.

All decisions about whether to make an application for an EAR will be made by the heads of department/faculty in conjunction with the head of centre.

If a candidate's request for an EAR is not supported, the candidate may appeal and we will respond by

following the process in the internal appeals procedure.

All processing of EARs will be the responsibility of the exams officer, following the JCQ guidance and awarding bodies procedures.

## **18.2 Access to scripts (ATS)**

After the release of results, candidates may ask subject staff to request the return of written exam papers within 14 days of the receipt of results.

Centre staff may also request scripts for investigation or for teaching purposes; these requests are made by the heads of department and on the 'post results head of department pack'.

Applications for EARs cannot be submitted once an original script has been returned.

The exams officer is responsible for processing requests for ATS.

The cost of ATS will be paid by the candidate unless this is specifically requested by teaching staff to use for teaching and learning purposes.

The cost of ATS will be communicated by the exams officer in line with the charges imposed by the awarding bodies for the particular service be used in each exam series.

Written consent of candidates must be obtained following them receiving their results for access to scripts and enquiries about results services.

## **19. Complaints and appeals**

Ysgol Aberconwy has a written policy for dealing with complains and appeals. Complaints from candidates and their parents/carers in relation to issues regarding the centre's delivery or administration of a qualification can be raised following this policy process.



## YSGOL ABERCONWY – NON-EXAMINATION ASSESSMENT POLICY

### Rationale

The following contents are designed to explain how Ysgol Aberconwy ensures procedures are in place and all parties understand their responsibilities for Non Examination Assessments. These procedures are based upon the 'Instructions for conducting non-examination assessments (new GCE & GCSE specifications) as outlined by the Joint Council for Qualifications.

### What is a Non Examination Assessment?

*The regulator's definition of an examination is very narrow and in effect any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA). 'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'.*

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- task setting;
- task taking;
- task marking.

Depending on the level of control defined within the specification, non examination assessments may take place:

- In a normal timetabled lesson or other defined sessions.
- Entirely in the centre under supervision with controlled access to resources.
- At any time during the course, but they must be appropriate to the year in which the assessment will be submitted to the awarding body.

### RESPONSIBILITIES OF STAFF

#### a) Senior Leadership Team

- To coordinate with HoD to schedule non examination assessments throughout the appropriate key stage years.
- To map out the dates/times (and resolve possible clashes or demands on rooms/resources) with Examinations Officer and subject staff (HoD).
- To ensure that all staff with subject responsibilities have access to this policy and more detailed advice from the booklet 'Instructions for conducting non-examination assessments (new GCE & GCSE specifications)' issued by JCQ (This to be photocopied and distributed to each HoD).
- To ensure that all staff are aware of the internal appeals policy for non examination assessments.

#### b) HoD

- To ensure that the exam officer is instructed regarding the awarding body/specification for courses.
- To standardise internally the marking of all teachers involved in assessing an internally assessed component.

- To ensure that all teachers understand their responsibilities with regard to non examination assessment, as well as the specification and subject specific instruction.
- To make requests to ALNCO regarding special arrangement for pupils.
- The HOD to input marks on the exam board secure sites and send off any samples as instructed by the exam board.
- To ensure that candidates are informed of their centre assessment marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.

### c) Subject Teachers

- To understand and comply with the general guidelines contained in the JCQ 'Instructions for conducting non-examination assessments (new GCE & GCSE specifications)'.
- To understand and comply with subject specific demands for non examination assessments, as outlined by HoD.
- To follow internal procedures regarding pupil entry for examination/assessments in the time period outlined by the Examinations Officer.
- To check with the Examinations Officer that pupils have the correct unit codes for non examination assessments.
- To ensure that all material used for non examination assessments are stored securely before, during and after the assessment(s).
- To supervise and support assessments as the specification allows.
- To ensure that all students and supervising teachers sign authentication forms on completion of an assessment. Electronic signatures are acceptable.
- If the teachers are unable to confirm that the work presented by a candidate is their own and has been completed under the required conditions, they must not accept the candidate's work for assessment and must record a mark of zero for internally assessed work. If teachers are concerned that malpractice may have occurred, they must inform the SLT.
- To mark internally assessed components using the mark schemes provided by the awarding body. Teachers are expected to keep a record of the marks awarded.
- To retain candidates' work securely at all times. Where work is submitted by post, the teacher will take the work to the Exam officer, who will ensure that the package in which the work is despatched is robust and securely fastened.
- To retain candidates' work securely until all enquiries and appeals have had results conveyed to the centre.

### d) Examinations Officer

- To ensure (in conjunction with SLT) that all HoD have copies of 'Non Examination Assessment Policy' and relevant documents from JCQ.
- To enter all students for relevant units/exams etc before the deadline for final entries. These are done through SIMS and in consultation with HoD.
- To enter students' cash-in' codes for the terminal exam series.
- To be responsible for receipt, safe storage/transmission of confidential materials.
- To download/distribute marksheets for teaching staff to use and collect/send marksheets to awarding bodies before deadlines.
- To organise suitable accommodation for non examination assessments if it cannot be conducted in the classroom. This should be done in consultation with SLT and relevant HoD.
- To ensure all candidates understand 'malpractice' and consequences. This is communicated by the subject teacher prior to beginning the controlled assessment.

## e) ALNCO

- To ensure that all access arrangements have been applied for.
- To work with teaching staff (HoD) to ensure that arrangements are understood and practical in each subject and for each pupil.
- To ensure that parents/guardians and pupils concerned are aware of the arrangements in place.
- To communicate with the Examinations Officer and HoD to ensure all arrangements run smoothly.

## f) Parent / Guardian

- A parent / guardian should ensure that their child attends school for the assessments/ examinations in subjects they have studied.
- Short term absence – the candidate should be given the opportunity to make up the missed time.
- Absence on the day of an external examiner visit – may be eligible for special consideration. Advice will be sought from the awarding body.
- Longer term absence when their peers took the assessment – the candidate should submit the assessment in a subsequent examination series if able. (not linear specifications)
- Longer term absence when work is being submitted in the certification series – may be eligible for special consideration provided the published criteria are met.
- If a pupil does not attend school without a justifiable reason, the parent will be asked to pay the fee for that particular missed examination.

## **RE-WORKING AND RE-SITTING NON-EXAMINED ASSESSMENTS**

Candidates who wish to re-do their submission of a non examination assessment before the marks have been sent to the awarding body may do so under the following conditions:

- Where the work has to be carried out under formal supervision, any candidate re-doing this work must undertake a different task. Candidates must not be allowed to make another attempt at the original task. However, candidates may re-use the research carried out for the original task.
- Where the work has to be carried out under informal supervision, candidates may make amendments to it in light of feedback from the teacher provided this feedback is in line with the requirements of the specification. Candidates must not be allowed to make amendments after the work has been submitted for final assessment by the teacher.
- Candidates who re-sit a non examination assessment may make another attempt at the task previously submitted, if that task is still appropriate to the year in which the assessment will be submitted. The work presented for assessment, whether under formal or informal supervision, must be entirely new. Candidates must not be allowed to amend the work which was submitted previously, although candidates may re-use research carried out previously.

## **YSGOL ABERCONWY - CONTROLLED ASSESSMENT POLICY**

### **Rationale**

The following contents are designed to explain how Ysgol Aberconwy ensures procedures are in place and all parties understand their responsibilities for Controlled Assessments. These procedures are based upon the 'Instructions for Conducting Controlled Assessments' (new GCE & GCSE specifications) as outlined by the Joint Council for Qualifications.

### **What is Controlled Assessment?**

Controlled assessment has replaced coursework in new GCSE specifications. Depending on the level of control defined within the specification, controlled assessments may take place:

- In a normal timetabled lesson or other defined session under supervised conditions.
- Entirely in the centre under supervision with controlled access to resources.
- At any time during the course, but they must be appropriate to the year in which the assessment will be submitted to the awarding body.

## **RESPONSIBILITIES OF STAFF**

### **a) Senior Leadership Team**

- To coordinate with HoD to schedule controlled assessments throughout the KS4 years.
- To map out the dates/times (and resolve possible clashes or demands on rooms/resources) with Examinations Officer and subject staff (HoD).
- To ensure that all staff with subject responsibilities have access to this policy and more detailed advice from the booklet 'Instructions for Conducting Controlled Assessment' issued by JCQ (This to be photocopied and distributed to each HoD).
- To ensure that all staff are aware of the internal appeals policy for controlled assessments.

### **b) HoD**

- To ensure that the exam officer is instructed regarding the awarding body/specification for courses.
- To ensure that at least 40% (where appropriate) of overall assessment is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification
- To standardise internally the marking of all teachers involved in assessing an internally assessed component.
- To ensure that all teachers understand their responsibilities with regard to controlled assessment, as well as the specification and subject specific instruction.
- To make requests to ALNCO regarding special arrangement for pupils.
- The HOD to input marks on the exam board secure sites and send off any samples as instructed by the exam board.
- To ensure that candidates are informed of their centre assessment marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.

### c) Subject Teachers

- To understand and comply with the general guidelines contained in the JCQ 'Instructions for Conducting Controlled Assessments'.
- To understand and comply with subject specific demands for controlled assessments, as outlined by HoD.
- To follow internal procedures regarding pupil entry for examination/assessments in the time period outlined by the Examinations Officer.
- To check with the Examinations Officer that pupils have the correct unit codes for controlled assessments.
- To ensure that all material used for controlled assessment are stored securely before, during and after the assessment(s).
- To supervise and support assessments as the specification allows.
- To ensure that all students and supervising teachers sign authentication forms on completion of an assessment. Electronic signatures are acceptable.
- To mark internally assessed components using the mark schemes provided by the awarding body. Teachers are expected to keep a record of the marks awarded.
- To retain candidates' work securely at all times.
- Where candidates produce coursework electronically, their work must be backed up regularly and stored securely on the centre's IT system. Security arrangements are in place which include protection against corruption and cyber-attack.
- To retain candidates' work securely until all enquiries and appeals have had results conveyed to the centre.
- Where work is submitted by post, the teacher will take the work to the Exam officer, who will ensure that the package in which the work is despatched is robust and securely fastened.

### d) Examinations Officer

- To ensure (in conjunction with SLT) that all HoD have copies of 'Controlled Assessment Policy' and relevant documents from JCQ.
- To enter all students for relevant units/exams etc before the deadline for final entries. These are done through SIMS and in consultation with HoD.
- To enter students' cash-in' codes for the terminal exam series.
- To be responsible for receipt, safe storage/transmission of confidential materials.
- To download/distribute marksheets for teaching staff to use and collect/send marksheets to awarding bodies before deadlines.
- To organise suitable accommodation for controlled assessments if it cannot be conducted in the classroom. This should be done in consultation with SLT and relevant HoD.
- To ensure all candidates understand 'malpractice' and consequences. This is communicated by the subject teacher prior to beginning the controlled assessment

### e) ALNCO

- To ensure that all access arrangements have been applied for.
- To work with teaching staff (HoD) to ensure that arrangements are understood and practical in each subject and for each pupil.
- To ensure that parents/guardians and pupils concerned are aware of the arrangements in place.
- To communicate with the Examinations Officer and HoD to ensure all arrangements run smoothly.

## **f) Parent / Guardian**

- Parents/carers should encourage their children to spend time on their coursework and to think about it as early as possible. Parents/carers can provide access to resource material; however, they must not give direct advice on what should or should not be included.
- A child who needs more specific help should be encouraged to speak to their teacher.

## **g) Special Consideration in respect of incomplete course**

- Candidates who have been fully prepared for the course but unable to finish the work, special consideration can be applied for provided if the published criteria are met.
- Candidates will not be eligible for special consideration if their preparation or performance in coursework components is affected because of joining the class part way through. They will need to make up the work which has been missed or accept there will be a gap in their coursework.
- Where a candidate has experienced a temporary illness or injury, or some other event outside of their control, that has had an affect on them able to take an assessment or demonstrate their level of attainment, it may be possible to accept a reduced quantity of coursework without penalty. However, the assessment objectives must have been covered at least once, and where several pieces are required.

## **RE-WORKING AND RE-SITTING CONTROLLED ASSESSMENTS**

Candidates who wish to re-do their submission of a controlled assessment before the marks have been sent to the awarding body may do so under the following conditions:

- Where the work has to be carried out under formal supervision, any candidate re-doing this work must undertake a different task. Candidates must not be allowed to make another attempt at the original task. However, candidates may re-use the research carried out for the original task.
- Where the work has to be carried out under informal supervision, candidates may make amendments to it in light of feedback from the teacher provided this feedback is in line with the requirements of the specification. Candidates must not be allowed to make amendments after the work has been submitted for final assessment by the teacher.
- Candidates who re-sit a controlled assessment may make another attempt at the task previously submitted, if that task is still appropriate to the year in which the assessment will be submitted. The work presented for assessment, whether under formal or informal supervision, must be entirely new. Candidates must not be allowed to amend the work which was submitted previously, although candidates may re-use research carried out previously.

### **Re-use of coursework marks by candidates.**

- In unitised specifications the result of a coursework unit is available, like the result of any other unit, for re-use after certification subject to the availability of the specification in a future examination series.
- Candidates who re-sit a unit may submit new, amended or enhanced coursework. Awarding bodies specifications will be checked.

## **AI USE IN ASSESSMENTS**

Students complete the majority of their exams and a large number of other assessments under close staff supervision with limited access to

According to JCQ while the potential for student artificial intelligence (AI) misuse is new, the methods of prevention of misuse and mitigations are not. Ysgol Aberconwy Malpractice policy already refers to well established measures that in place to ensure that students are aware of the importance of submitting their own work for assessment and for identifying malpractice.

In coursework/non-examined assessments/internal assessments the use of the internet is permitted in the preparation, research or production stages.

### **What is AI Use?**

AI use refers to the use of AI tools to obtain information and content which may be used in work produced for assessments identified above.

The range of AI tools and their capabilities have expanded greatly and are likely to expand even further in the future. Misuse of AI tools in assessment is malpractice.

According to JCQ's AI Use in Assessments: Protecting the Integrity of Qualifications publication AI chatbots are AI tools which produced text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) on which they have been trained. They generate responses which are statistically likely to be relevant and appropriate.

AI chatbots can complete tasks such as the following:

- Answering questions
- Analysing, improving and summarising text
- Authoring essays
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts or suggestions for a given topic or theme
- Generating text with specific attributes, such as, tone, sentiment or formality

AI chatbots currently available include:

- ChatGPT (<https://chat.openai.com>)
- Jenni AI (<https://jenni.ai>)
- Jasper AI (<https://jasper.ai>)
- Writesonic (<https://writesonic.com/chat/>)
- Bloomai (<http://huggingface.co/bigscience/bloom>)
- Google Bard

There are also AI tools which can be used to generate images, such as:

- Midjourney - <https://www.midjourney.com/showcase/top/>
- Stable Diffusion - <https://stablediffusionweb.com/>
- Dall-E 2 (Open AI) - <https://openai.com/product/dall-e-2>

According to JCQ the use of AI chatbots may pose significant risks if used by students completing qualification assessments. As they have been developed to produce responses based on the statistical likelihood of the language selected being an appropriate response the responses cannot be reliable.

AI chatbots produced answers which read convincingly but may contain incorrect or biased information. Some AI chatbots have been identified as providing dangerous and harmful answers to questions and can also produce fake references to books/articles by real or fake people.

The requirement that students must submit work for assessments which is their own means ensuring that the final produce is in their own words AND it isn't copied or paraphrased from another source such as an AI tool and that the content reflects their own independent work.

Any use of AI which means that students have not independently demonstrated their own attainment is likely to be considered malpractice. Therefore, it is important that students do not rely on tools such as AI in assessment.

All tools MUST only be used when the conditions of the assessment permit the use of the internet and the students are able to demonstrate that the final submission is their own independent work and thinking.

Examples of AI misuse include, but are not limited to the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the students' own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies

Essential reading for staff on the use of AI:

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



## **CONTINGENCY ARRANGEMENTS DURING A PANDEMIC**

Ysgol Aberconwy will follow the latest advice from Qualifications Wales, JCQ, 'Joint Contingency Plan' and 'Welsh Government Operational Guidance for Schools and Settings (version 3)'.

## **OPERATIONAL ADVICE**

- Prior to each exam series the Headteacher, Exams Officer and Senior Leadership Team member in charge of examinations will convene a meeting to ensure that all possible contingency arrangements are discussed prior to the actual exam season starting.
- For Winter series examinations if any candidates are unable to attend or miss some of their exams if they have met the 'minimum necessary assessments' for that subject the school can apply for 'special consideration.' However, if candidates miss an exam and take less than the minimum necessary assessments (and therefore cannot be awarded a grade in the Winter series) they will have the option to be awarded a grade in the Summer series.
- Contact information for candidates and invigilators will be kept by the Exams Officer and provided to the Headteacher so that this can be provided to Test, Trace, Protect if required. This is especially important for seating plans.
- Examination candidates need to be kept separate from other students when arriving for examinations, including those who arrive late.
- A plan / arrangements (prior to the exam series) will be produced by the Exams Officer, Senior Leadership Team member and Headteacher to cover all arrival and departures (including different times for exams) to the examination room and site. Such arrangements will be shared with staff, parents and pupils.
- The Health and Safety Officer will arrange with Sodexo and the Exams Officer for cleaning of examination rooms following latest guidance (Guidance for cleaning non-healthcare settings).
- Seating arrangements will follow JCQ's 'Instructions for conducting examinations' and the Exams Officer with Sodexo will ensure that this is adhered to.
- Pupils in different contact groups, but sitting in the same examination room must be seated 2 metres apart from each other.
- All rooms holding examinations will be ventilated following Government advice for schools.
- Invigilators can walk up and down the aisles, but will predominantly spend time in locations around the room where they are **at least** 2 metres away from the nearest desk and can see all the candidates in the room.
- Candidates do not need to wear face coverings while taking examinations, nor do invigilators. However, both can choose to do so if they wish.
- The Exams Officer will, in addition to training invigilators, brief them to minimise contact from pupils and staff. External invigilators will still follow procedures required for visitors.

- Invigilators do not need to wear gloves when collecting exam papers, but they should be encouraged to wash hands thoroughly and more frequently.
- Invigilators should be briefed by the Exams Officer to stand alongside candidates when interacting with them, rather than face to face.
- For prolonged encounters of over 15 minutes (scribes / readers) staff should still maintain a 2 metre distance.
- For pupils with specific needs the Exams Officer and ALNCO will brief staff following 'Guidance for supporting vulnerable and disadvantaged Learners'.
- Before any examination the candidates are screened in line with school procedures.
- If a candidate has symptoms or a member of the household is symptomatic they cannot take exams during the specified time of their isolation.
- If a candidate has a negative test they can attend an examination following advice in 'Coronavirus (Covid-19) test Result.'

## **Disruption to teaching time prior to exams**

- If centres are closed or candidates are unable to attend normal teaching it is the responsibility of schools to prepare students as usual.
- In the case of modular courses, centres may advise candidates to sit examinations in an alternative series.

## **Disruption to distribution of exam papers**

- The Exams Officer is to contact awarding organisations to ensure papers have been sent or there is electronic access via a secure external network in case of an emergency.
- If the latter, the Exams Officer should ensure copies are made and stored under secure conditions.

## **Destruction of completed exam scripts before marking**

- The Exams Officer will contact the awarding body to seek advice. It could involve:
  - a) Awarding organisation to generate candidate mark for affected assessments based on other appropriate evidence.
  - b) Retaking affected assessment in a subsequent exam series.

## **Appendices**

- A. Ysgol Aberconwy Resit Policy
- B. Ysgol Aberconwy Internal Appeals Procedure for Examination/Controlled Assessments.
- C. Ysgol Aberconwy Risk Assessment Process
- D. Ysgol Aberconwy Procedures for Producing Rank orders and CAGs.

## **Relevant documents available separately on request**

- Photocopy of 'Instructions for Conducting Controlled Assessments'.

## **APPENDIX A : Ysgol Aberconwy – Resit Policy**

### **Rationale**

Some subjects use modular examinations so it is important that the school has a clear policy and set of procedures. The following will specify specific responsibilities of staff and centre procedures.

### **Procedure**

1. The HoD and pupil(s) will review candidate performance.
2. All KS5 resits will not be paid for by the school. Sixth Formers need to see the Exams Officer in person and provide the money to cover the resit fee. Until the exam entry payment is received by the Exams Officer no entry will be made.
3.
  - a) At KS4 exam resits will be provided by the HoD to the Exams Officer. Before entries are made, authorisation from the Headteacher must be received (Exams Officer). Once this amount has been agreed entries to be made.
  - b) At KS4 if pupils attain a C grade or above and wish to improve upon this, their parents / guardians will pay for the resit (see Sixth Form process).
4. At KS5 the payment must be attached to the form requesting a resit, otherwise no entry will be made.
5. If the candidate is not a full time student at the school, permission must be sought from the Headteacher to enter as an external candidate. As such, all entry costs must be paid by the candidate (or their parent/guardian) prior to entry.
6. Year 12/13 students who have already attained a grade C or above in English / Maths must pay for a resit if they wish to improve the grade.
7. In terms of logistics, if there are difficulties for the school to provide enough accommodation for a particular module/examination then priority will be given to the following:
  - a) first time entry of candidates
  - b) first attempt to resit
  - c) external candidates (agreed by Headteacher)
  - d) second attempt to resit (paid by candidate/parent/guardian)
  - e) third attempt to resit (paid by candidate/parent/guardian).
8. Any pupil entered for an exam and who misses it, will be charged the examination fee (unless a medical certificate is provided).



**YSGOL ABERCONWY**

**SWYDDFA ARHOLIADAU / EXAMINATIONS OFFICE**

**Resit form : November / January / June (please circle relevant month)**

**STUDENT NAME:** \_\_\_\_\_ **FORM:** \_\_\_\_\_

Subject	Board	Unit Code

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please return to Exams Officer. Failure to return in sufficient time or without payment attached may result in not being entered for a resit.**

## **APPENDIX B : Ysgol Aberconwy – Internal Appeals Procedures for Examinations**

### **Enquiries after Results**

Pupils are provided with information with regards to applying for any Enquiries after Results when they are given their exam results. Should they wish to make an application they are to fill in all relevant documentation and return to the exams officer, with payment, by the relevant deadlines. The exams officer will apply for any Enquiries after Results and inform the pupil of the outcome once received.

### **Policy on Internal Assessments for Qualifications with British Awarding Bodies**

In accordance with the Code of Practice for the conduct of external qualifications produced by the QCA, Ysgol Aberconwy is committed to ensuring that:

- Staff have the appropriate knowledge, understanding and skills to conduct internal assessments.
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject.
- The consistency of internal assessment is assured through internal standardisation as set out by the Awarding Bodies.
- Staff responsible for internal standardisation and/or assessment, attend any compulsory training sessions.

#### **Coursework/Internally assessed units**

- The centre can request a review of moderation (service 3) to ensure the assessment criteria have been fairly, reliably and consistently applied. This service is not available if the centre's coursework marks have been accepted without change by an awarding body.

#### **Externally assessed units**

- Externally assessed coursework will be treated as examination scripts for the purpose of enquiries after results – review of marking (service 2) and priority review of marking (priority service 2) as appropriate to the level of the qualification.

### **Written Appeals Procedure**

Each Awarding Body publishes procedures for appeals against its decisions and the Examinations Officer will be able to advise pupils and parents of these procedures.

The Awarding Body may make appeals to the school regarding the procedures used in internal assessments, but not the actual marks or grades submitted by the school for moderation.

A pupil or parent wishing to appeal against the procedure used in internal assessments should contact the Examinations Officer as soon as possible to discuss the appeal. The school must receive a written appeal *at least two weeks before the date of the last external exam in the subject.*

A candidate (or his/her/parent/carers) may make a complaint about **Access arrangements and special consideration** on the grounds below (this is not an exhaustive list):

- Candidate not assessed by the centre's appointed assessor

- Candidate not involved in decisions made regarding his/her access arrangements
- Candidate did not consent to record their personal data online (by the non-acquisition of a completed candidate personal data consent form)
- Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- Exam information not appropriately adapted for a disabled candidate to access it
- Adapted equipment/assistive technology put in place failed during exam/assessment
- Approved access arrangement(s) not put in place at the time of an exam/assessment
- Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment
- Candidate unhappy with centre decision relating to access arrangements or special consideration (complainant to refer via the exams officer (WB) to the centre's *internal appeals procedure*)
- Centre fails to adhere to its *internal appeals procedure*

On receipt of a written appeal, the Examinations Officer, Head of Department and Deputy Head will conduct an enquiry into the internal assessment. This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirements of the Awarding Body.

The appellant will be informed in writing of the outcome of the appeal, including details of any relevant communication with the Awarding Body and of any steps taken to further protect the interests of the candidates.

### **Statement for Pupils:**

'If at any stage during your exam courses you have concerns about procedures used in assessing your internally marked work for your public exams (eg. Controlled assessments/portfolio/projects) you should see the examination Officer as soon as possible.'

## **APPENDIX C : Risk Management Process – Ysgol Aberconwy**

	Forward Planning	Action	Staff
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once the size of cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Subject teacher to alert HoD and use multiple seating where necessary	Subject staff, HoD
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms	Subject teacher to alert HoD and use multiple seating where necessary	Subject staff, HoD
<b>Downloading awarding body set tasks</b>			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	HoD
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	HoD, EO
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	HoD
Validity of assessment	Check task validity date	Make sure task is still valid for the year of entry of the unit	HoD
<b>Absent Candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HoD



	Forward Planning	Action	Staff
<b>Control Levels for task taking</b>			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	HoD, subject staff
<b>Supervision</b>			
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments	HoD to discuss in team meetings	HoD
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		HoD, EO
<b>Task Setting</b>			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification	Seek guidance from the awarding body	HoD, EO
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HoD, EO
<b>Security of Materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security. EO to check	Contact the awarding body to request/obtain different assessment tasks	HoD, EO

	Forward Planning	Action	Staff
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	HoD, EO
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	HoD
<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	HoD, subject staff
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	EO to seek guidance from awarding body. HoD to clarify ahead of deadlines with subject staff	HoD, EO
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	HoD
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	HoD

	Forward Planning	Action	Staff
<b>Marketing</b>			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking EO to consult the awarding body's specification for appropriate procedures	HoD, EO
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	EO to check with the awarding body whether a later standardisation event can be arranged. HoD to plan together and share with team. HoD to ensure that regular standardisation takes place by meeting and checking with HoD	HoD, EO

## **APPENDIX D : Information relating to specifically to the Procedures for Grade and Rank Order awards for GCSE, AS, A2 and Vocational Courses at Ysgol Aberconwy in 2020**

### **Resources**

1. All resources from OfQual, WJEC, City and Guilds, OCR, BTEC and Qualifications Wales were shared with all staff on the school intranet.
2. A simplified Guidance sheet for Heads of Department was provided to explain the Calculated grade process and ranking at GCSE, AS and A level.
3. All findings from consultations and WJEC subject circulars were shared between March and June as they were released.
4. Advice on Access Arrangements was shared and allowance built in to the review process.
5. BTEC additional supporting information to assist staff:
  - a) Process for Preparing Centre Assessment Grading and Rank order.
  - b) On line training materials from QN training shared with LIVs and EO.
  - c) BTEC Assessment Guidance.
  - d) Various infographics from Pearson.
  - e) Deciding on Centre Assessment grades
  - f) Key Dates and Deadlines.
6. GCSEs, AS and A2 additional supporting information to assist staff:
  - a) WJEC Subject specific teacher guidance sent to schools as circulars to help in the process of ranking and calculated grades.
  - b) Infographic – Process of Awarding GCSE, AS and A2 grades.
  - c) Infographic – Approach to AS and A2 in Wales 2020.
  - d) QIW – Centre Assessed grades – Frequently Asked Questions.
  - e) QIW – Summer 2020 Grades for GCSEs, AS and A2 (SCC).
  - f) OfQual videos on Centre Assessed grades.
  - g) Supplementary information on validation of evidence by centres.
  - h) WJEC- April update for summer 2020 series.
7. Vocational courses additional supporting information to support staff:
  - a) Centre Guidance – Technicals – Summer 2020.
  - b) City and Guilds 2020 summer results timeline.
  - c) Pearson – Submitting CAG and Rank order system.
  - d) Technical Qualifications – Covid 19 (update)
  - e) Final VQ communications Wales.
  - f) Assessment Mitigation Guidance for VRQ and NVQ.
  - g) BTEC Calculated Grades Process at Ysgol Aberconwy.
  - h) Centre Assessed Grades Guidance – City and Guilds.
  - i) Pearson – Deciding on a Centre Assessed Grade.
  - j) Exceptional arrangements for Voc and Tech Qualifications.
  - k) Assessment Mitigation Centre Guidance.

## Process

1. Heads of Department received a Guide to producing Centre Assessed Grades and lists of pupils in their subject in Years 10-13. These lists contained all interim predicted grades from Autumn A, Autumn B and Spring A. Departments then used internal marks, mock exam results, completed unit grades etc and followed the advice from exam boards.
2. Departments met (virtually or socially distanced) and followed the advice available to arrive at an initial calculated grade and ranking order for pupils in their subject. These were returned to the Assistant Head (Data) by 24.4.20 in order to allow QA time prior to submission.
3. After completing this process (and following the National advice), the data was sent back to the Assistant Headteacher (Data) and stage 1 checking procedure was initiated. All the data was put into 4Matrix and a pupil level, subject level and school level analysis was conducted.
4. ALPS analysis of final grades v interims was also conducted post 16 and both pre and post 16 courses were viewed against the previous year's performance.
5. This stage 1 process provided Leadership with year on year data across KPI and subjects as well as a residual comparison year on year.
6. Statistical data from previous year groups' performance in a subject was readied for the next stage in the Quality Assurance Process.
7. Individual pupil performance in each subject was analysed by looking at the final CAG v Interim tracking and then looking at the position in the overall subject rank order.
8. Stage 2 involved the HoD, Line manager, Headteacher and Assistant Headteacher (KS4 Standards) conducting a series of virtual meetings to analyse subject and individual pupil level data prepared in stage 1.
9. Each review meeting involved HoD explaining their own internal process conducted with their team and the evidence they used to arrive at these predicted calculated grades. They also involved 'interrogating' this data at pupil level and comparing to ranking outcomes across a subject cohort. The comparison of performance of previous year results in a subject and 'projected' performance was also explored.
10. The Headteacher used a consistent approach to every meeting and completed a grid like the one below for all subjects and all levels, retaining responses as evidence :

## Departmental Exam Predictions Review

Department : \_\_\_\_\_.

Data Used:	Process Followed:
<b>GCSE</b>	
Discussion	Focus Students

11. These stage 2 meetings for GCSEs, AS and A2 subjects were conducted between 11<sup>th</sup> May and 15<sup>th</sup> May 2020.
12. The same stage 2 meetings for Voc courses like BTEC were conducted on 29<sup>th</sup> May 2020.
13. The stage 2 meetings for Voc course (like BTEC) followed exactly the same process as GCSE, AS and A2 except that the ranking and grading process was different.
14. Stage 3 involved HoD going back to their teams and looking again at the evidence base behind their grading and ranking decisions. After discussions with department staff either the grading and ranking stood or it was amended and returned to the Assistant Headteacher (Data).
15. Stage 4 involved the Headteacher, Assistant Head (Data) and Assistant Head (KS4 Standards) reviewing all the stage 3 returns once more. The data was analysed again as in stage 1 (4Matrix etc).
16. Stage 5 involved EO and Assistant Headteacher putting data in on WJEC system on 1.6.20 but not submitting this until a further check was conducted.
17. Stage 6 involved HoD looking again at this entry (in a print out) to further check for mistakes. This was then submitted prior to 12.6.20 and signed off following WJEC guidelines.
18. Vocational courses followed the same overall system, but with different internal and external deadlines.
19. The LIVs after their review meetings and reflections put in CAGs on 4.6.20 and these were checked by the EO prior to submission on 5.6.20.
20. Completed units had been claimed by 20.4.20.
21. Rank orders for Voc courses were then put in by LIVs prior to 17.6.20 but after CAGs on 5.6.20.
22. Rank orders for Voc courses were then checked by the EO and submitted on 19.6.20.