

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 – 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 Examination 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.
- **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.
- To mark internally assessed components using the mark schemes provided by the awarding body. Submit marks to the awarding body when required. Teachers are expected to keep a record of the marks awarded.
- To retain candidates' work securely at all times.
- 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.
- To train invigilators in line with the latest JCQ information, following the guidance and training set out by Qualifications Wales.
- To ensure that Year Mentors take the register in the main examination room using the MIS seating plan with the details noted in the 'ICE' booklet. Invigilators in smaller examination rooms and the access arrangement room will complete attendance on the MIS seating plan and message the Exams Officer with any absentees. The Year Mentor and Exams Officer will contact any absent candidates.

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 examinations in subjects they have studied.
- If a pupil does not attend school without a justifiable reason requiring an application for special consideration by the Examinations Officer, 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' 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 Examination 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.
- **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.
- To mark internally assessed components using the mark schemes provided by the awarding body. Submit marks to the awarding body when required. Teachers are expected to keep a record of the marks awarded.
- To retain candidates' work securely at all times.
- 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 '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

- A parent / guardian should ensure that their child attends school for the examinations in subjects they have studied in KS4.
- If a pupil does not attend school without a justifiable reason requiring an application for special consideration by the Examinations Officer, the parent will be asked to pay the fee for that particular missed examination.

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.

ADDITIONAL COURSE SPECIFIC GUIDANCE:

1. BTEC

- Exams officer to liaise with Lead IV for each BTEC subject at the beginning of each academic year, Lead IV to provide course details and pupil names to be registered **before** any assessments.
- Exams officer to register all pupils for BTEC courses by the exam boards deadline in October via the school's MIS system using the exam board's base data.
- Teaching staff/Lead IV to update exams officer of any pupil withdrawals from courses, exams officer to withdraw pupils via Edexcel Online.
- Teaching staff/Lead IV to update exams officer of any new pupils to the school starting a BTEC course, exams officer to register new pupils within a month of them starting the course.
- Teaching staff/Lead IV and Exams Officer to claim awards at the end of BTEC course following registration and Certification Policy.
- Exams Officer to check certificates against claims before giving out to pupils.

2. BCS (ECDL qualification)

- Learner Appeal – In addition to the procedures set out in Appendix B of this policy, it is noted that students have the right to appeal directly to BCS within 20 days of the assessment. Full details can be found in the BCS 'Learner appeals' policy.
- Quality Assurance – The Centre Manager is responsible for ensuring that arrangements are in place for standardisation and quality assurance of assessment decisions. Invigilators are required to be observed by registered members of staff during their first live testing session and annually thereafter to ensure assessment regulations are being followed in line with the 'Operational Requirements Manual', section 13.
- Malpractice and Maladministration – Any cases of Malpractice or Maladministration, (suspected or otherwise) will be reported to BCS immediately by the examinations officer, in accordance with JCQ guidelines.

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 : 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.

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/carer) 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 and the Director of Learning/Assistant 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 (e.g. controlled assessments/portfolio/projects) you should see the Examinations Officer as soon as possible.

APPENDIX C : Risk Management Process – Ysgol Aberconwy

	Forward Planning	Action	Staff
Accommodation			
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
Downloading awarding body set tasks			
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
Absent Candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HoD

	Forward Planning	Action	Staff
Control Levels for task taking			
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
Supervision			
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
Task Setting			
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
Security of Materials			
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
Deadlines			
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
Authentication			
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
Marketing			
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:
GCSE	
Discussion	Focus Students

11. These stage 2 meetings for GCSEs, AS and A2 subjects were conducted between 11th May and 15th May 2020.
12. The same stage 2 meetings for Voc courses like BTEC were conducted on 29th 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.