

Welshpool High School Centre Assessment Policy 2021

When submitting their policy as outlined in WJEC requirements and guidance booklet, centres must ensure that the seven areas identified are included in their submission. Centres do not have to structure their policy using the WJEC headings for each of the seven areas. The only requirement is that the seven areas are covered within the policy. However, some centres may wish to complete this Word template, but they are not obliged to do so.

Centre Name: Welshpool High School	Centre Number: 68677
Policy adopted by Board of Governors on: 17th March 2021	Policy issued to staff on: 18th March 2021
Member of staff responsible for the policy: Jim Toal	Josh Kinsey (Acting Head of Centre)

Statement of Intent

The purpose of this Centre Policy is to:

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

It will be the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand, and implement the policy.¹²

¹ Please note that this policy is supported by appendixes.

² Reference to the WJEC within the policy reflects the fact that this is the exam board for nearly all qualifications delivered at the school.

1. Roles and Responsibilities

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

The Headteacher (or Acting Head of Centre where there is a conflict of interest³) and members of the Senior Leadership Team will ensure the proper conduct of all CDG assessments and the associated processes. This will include: the formulation of this Centre Policy; allocating roles and responsibilities; the process by which assessments will take place; the appropriate conduct of data collection and quality assurance (QA) processes; ensuring the best interests of the learners remain central to the process; keeping parents and learners informed throughout; signing the Head of Centre declaration form; quality assuring assessment plans and final CDG decisions; and providing any necessary training for staff.

The Additional learning Needs Coordinator (ALNCo) will ensure that all staff are aware of the necessary access arrangements, and reasonable adjustments for learners who are entitled to these (*see Appendix 1*). The ALNCo will also coordinate the provision of additional support as they would do in normal circumstances.

Heads of Department and/or subject leaders: Subject leaders will work closely with their Head of Department (HOD) and/or Senior Leadership Team Line Manager and the ALNCo to ensure the appropriate conduct of assessments (including the provision of access arrangements). For example, they will oversee the preparation of learners, the collection and recording of marks, the secure storage of assessments and following the QA process as described in this document. The HOD /subject leader will produce a subject assessment plan (*Appendix 2*)

HODs/subject leads in conjunction with class teachers will identify any conflicts of interest and how they will be managed in collaboration with the Acting Head of Centre and guidance from WJEC.

HODs/subject leads will identify and meet any training needs for the staff involved in assessments to allow them to correctly run and administer the assessments.

Teaching staff will work under the direction of their HOD/subject leader and ensure that they follow this policy and subject assessment plan in the preparation of learners, the conduct of the assessments, including identifying those learners who are entitled to access arrangements and reasonable adjustments receive their entitlement, marking and quality assurance within the given time scale.

Teachers will retain all evidence on which a learner's grade is based, including originals or copies of the learner work and any marking records, which will be held securely. Such evidence will be needed to support both the quality assurance and appeals process.

Teachers will not provide students with an opportunity to improve their work once final centre submissions are made.

The Examinations officer is responsible for managing the accurate administration of qualifications within requisite timescales, including coordinating the collation of entries of learners to the appropriate qualifications, as well as supporting teaching staff and the

³ See appendix 3

school's leadership team.

The Exam Officer will provide teaching staff with information on the provision of special consideration which does not occur in the same way this year as usual. Special consideration (*Appendix 1*) will be awarded by selecting work that has been completed when the learner was unaffected by the special circumstance.

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

2. Subject Assessment Plans

Each subject will generate a plan that outlines how grades will be awarded. This will include the evidence to be used, the way that grades will be awarded, the date of proposed assessments, the assessment mechanisms including level of control and what quality assurance arrangements will be in place to ensure consistency and rigour.

Each subject plan will also outline how access arrangements and matters relating to equality will be addressed. Training requirements will also be indicated in the subject plan (*Appendix 2*)

Subject assessment plans will be quality assured by the relevant line manager in the Leadership Team and then by the Acting Head of Centre, Josh Kinsey.

For each qualification, teachers will make use of WJEC assessment frameworks which include descriptors for key grades. Each grade awarded by the school must be underpinned by robust evidence.

In determining a grade, the following types of evidence can be used in each qualification:

Adapted past paper questions.

The school will make use of WJEC adapted past papers when setting tasks to help determine a grade for each qualification. Adapted past papers have already been externally quality assured; are fully supported by mark schemes; are familiar to both learners and staff. Teachers will ensure that these past papers are incorporated into normal teaching and learning in replacement of other activities undertaken in lessons.

Non-examination Assessment

NEA exists in many qualifications. Teachers will use the performance of learners in this element to help contribute towards the determination of a grade. However, teachers will need to consider the weighting of this element to ensure that the grade awarded accurately reflects the overall standard.

Other contributing evidence

- a) Teachers may use evidence from previously completed WJEC past papers which have been externally quality assured and published with an approved mark scheme and completed under appropriately controlled conditions.
- b) Assessments undertaken prior to the publication of the agreed WJEC approach e.g. mock examinations. This type of evidence may be used to confirm a judgement but not necessarily to determine a judgement. The reason for this is that at the time of completion, learners would not have been aware that this piece of work would be required for determining their grade. This is designed to ensure fairness and equity for all learners.

The number of pieces of evidence required to determine a grade will vary between qualifications. Teachers will ensure that there is sufficient opportunity for learners to provide clear evidence to demonstrate competency against the key themes of a qualification; such key themes are documented in the WJEC subject frameworks.

Staff are guided to use the standardised assessment materials (SAMs). However, if subject areas decide to create their own assessment, they **MUST** consult with their line manager in the first instance, having read the Centre Assessment Creation Guide. Subject staff will also need to evidence that online training has been completed.

The evidence generated will not be completed in the form of an examination i.e. in the hall with external invigilators.

Within the subject assessment plan, HOD/subject leader will specify which assessments they will use, and how the outcomes will be quality assured. Quality assurance will take place at departmental and leadership level and is referenced below in further detail.

3. Centre Devised Assessments

Staff are guided to use the WJEC devised materials where appropriate.

If a subject area decides to use a centre devised assessment they should first discuss the implications of doing so and outline their plans to their line manager. Activities **MUST** meet all of the assessment criteria and make careful reference to the WJECs Centre Assessment Creation Guide.

Teaching staff should also indicate their attendance at WJEC training sessions.

4. Assessment Delivery

Assessments will be carried out under a level of control that satisfies the Centre that the learners work is their own. Subject areas will document the assessment mechanisms in their subject assessment plans:

- Location of assessment
- Level of control
- Nature and duration of assessment
- Access arrangements

In the case of NEAs, if it is the case that levels of control are altered part way through the process and that work may be completed without the usual level of supervision, consideration needs to be made as to how comparisons can be made to work that has been supervised, with that already completed without supervision.

Work will be completed independently by learners, under similar levels of control that teachers use for existing arrangements such as NEAs. This is to ensure that the evidence produced is a learner's own. Wherever possible, work will be completed in class and in place of usual classroom activities. It may be that there are occasions where work needs to be completed at home e.g. in the event of national lockdown or self-isolation. In these circumstances, the school will consider what steps need to be taken to ensure that, as far as possible, they have confidence that a learner's work is their own.

The school will also consider work that has been produced by the learner against previously assessed work to verify authenticity; this is particularly relevant where evidence submitted is not typical of the usual standard demonstrated by the learner. Staff may

undertake further activities with learners in order to ascertain that work is a learner's own, for example, a question and answer session with the learner or an additional assessment activity.

Assessments will as far as possible, be completed at the same time within a subject.

As with any assessment, how feedback is given to the learner needs to be considered and recorded prior to making the final grading.

Decisions relating to the awarded grade will not be communicated to students and/or parents by individual staff within the subject, until the given date in June.

Conflicts of interest will be referred directly to the Acting Head of Centre for resolution and WJEC notification where required.

In line with existing policies in relation to Public Examinations and Controlled Assessment, the school will ensure that it is compliant with its Public Sector Equality Duty. The school will ensure that it is compliant with data protection and data processing regulations.

Assessments will be stored securely in locked cupboards and physical copies of evidence will be retained and stored securely in a locked room or cupboard particularly if assessments span a few days/lessons.

5. Quality Assurance of Assessment and Grading Decisions

Assessing work will be the responsibility of each teacher who teaches the subject. They will assess the work of the students in their class using the appropriate WJEC mark schemes to support the accurate awarding of grades. The subject teacher will record the mark and grade awarded. Physical copies of evidence will be retained and stored securely in a locked room or cupboard particularly if assessments span a few days/lessons.

Overall Grading Decisions

Grades will be decided on a holistic approach, but grades must be underpinned by evidence of attainment in areas a learner has covered.

It will not be permitted for subject teachers to issue a Centre Determined Grade based on professional prediction or the potential of a learner in a given subject. Teachers will be required to apply professional judgement and decide whether the knowledge and skills that have been demonstrated by a learner meets the usual standard for a specified grade.

The standard expected for any particular grade is no lower than previous years, but the volume of work completed in the specification will be inevitably lower.

The school will be required to make use of 'best fit' judgements when determining a grade.

Learners are not required to demonstrate all aspects of a grade descriptor in order to be awarded the grade. Learners should be awarded a grade supported by evidence across sufficient breadth of content as determined by WJEC. The same grade may be achieved by demonstrating different combinations of knowledge, skills and understanding.

Where there is insufficient evidence, or where evidence is below that required for the lowest awarding grade of a qualification then a U grade will be awarded. Grading decisions will apply WJEC subject/course grade descriptors.

The school will document all decisions through the **learner decision making record**. This document will outline all evidence used to determine a grade and offers a rationale for the grade awarded.

On this form a clear explanation will be given to help parents and learners understand the reason for the grade that has been awarded. This may form the basis of any review/appeal.

Quality Assurance

The purpose of internal standardisation and quality assurance is to:

- Provide teachers with confidence in the Centre Determined Grades they have assigned,
- Ensure fairness and objectivity of decisions, and
- Ensure consistency in the application of assessment criteria and standards.
- Resolve any teachers' differences of opinion over awarded grades.

Where possible, internal standardisation will also ensure learners of different protected characteristics are included in the sampling and cross checked (to conform with Equality and Disability legislation).

Internal standardisation will involve all those involved in teaching the subject, cross checking the marking across the full range of marks and include learners from each class.

Each subject area will determine the size of the internal moderation sample and identify any conflicts of interest e.g. staff colleagues with their child in the year group/subject area or class. The exception to this is where a cohort size is less than 10; in this case the whole class cohort will be moderated.

The Head of Department/Head of Subject will ensure that the sample of work to be moderated covers the full spectrum of grades and work from all teachers who have prepared learners and assessed work.

In subjects where there is more than one teacher and/or class in the department it is a requirement to carry out Internal Standardisation.

All work sampled will be marked anonymously to mitigate the risk of conscious/unconscious bias

Heads of Department/Subject leads will also need to consider whether any conflict of interest⁴ exists in relation to teachers assessing the work of their family or close friends.

Subject staff will undertake moderation activities (to establish a consistency in approach towards assessments) as soon as is reasonable and practicable, once the evidence has been submitted.

Where a piece of evidence is moderated, additional comments by a separate member of staff will be made where necessary. The Head of Department/Subject lead will review any discrepancies, making further comments as necessary.

Learner assessment data (i.e. the pupil's previous performance in that subject) will form the basis of discussions around the decisions made.

⁴ See Appendix 3

As a result of internal moderation, it may be necessary to adjust a teacher's decision to:

- Match the standards as established and understood in the guidance provided.
- Bring judgements in line with those of other teachers in the department.
- Satisfy requirements in relation to Equality and Disability legislation

Heads of Department/Subject leads will check whether the CDGs are in line with the subject's performance in recent years and provide a rationale for any significant variation.

Any variances, adjustments etc. as a result of the internal standardisation process, will be recorded.

Heads of Department/Subject leads will also consider in-school variance of results using relevant data from Fischer Family Trust, ALPS and SMID.

A further QA process will be undertaken by the SLT to ascertain whether the grades awarded are broadly in line with those from previous external examination series. The SLT will consider CDGs in relation to contextual data and performance information for each year group. This will include use of data such as: previous examination outcomes, national test performance and tracking data. This information will provide a useful context for evaluating the performance data and, where appropriate, prompt further internal review where outcomes are atypical.

To ensure effective quality assurance teachers will undertake all WJEC training modules, including foundations and creation of assessment; Centre Policy; centre approach to assessment and quality assurance of grading decisions; appeals; unconscious and conscious bias; and making final judgements.

The school will engage in centre to centre discussions in order to review its processes of determining grades with leaders in other centres. This will take place at key milestones of the process from planning to implementation to the review of outcomes. The intention of this process is to further ensure that the awarding of grades is done in a valid, reliable and fair manner.

6. Learner and parents/carers communication

A clear and transparent communications plan will help instil confidence in the approach used by the school.

A parent and learner communication plan will be implemented to provide information on the key areas.

Prior to Easter, learners and parents will receive a letter with the following information:

- An overview of the CDG process
- An approximation of when subject assessments will be completed
- What information will be considered by subject teachers when determining their CDGs
- The approximate weighting of each evidence set per subject where appropriate.

In addition, all Qualification Wales letters for learners will be shared with learners and parents.

Once quality assurance of the Centre Assessment Plan by the WJEC has taken place, parents and learners will be provided with a copy. In addition to the points above, this will

also set out:

- How specific and relevant access arrangements and special considerations will be met
- The recording of evidence contributing to the determination of the final qualification grade
- The internal moderation processes that will be undertaken by the school
- The recording of reviews requested by the learners and the outcome of such reviews

After Easter, by letter, assemblies, and by subject teaching and learning, learners and parents will be informed of:

- Their approximate subject assessment dates
- The topics that will be covered in each assessment. Please note that learners will not be provided with the assessment to view in advance.
- The need to ensure that all work completed in assessment activities is their own and that if this is not the case then this would be considered malpractice.
- Their right to their usual 'access arrangements' if appropriate.

Pupils will be informed of their Centre Determined Grade in June 2021

7. Internal reviews and complaints

All learners will be informed of their right to request a review of their grade once provisional grades are issued in June.

Stage 1: A learner may ask for a provisional grade to be reviewed before submission to WJEC. This may lead to a grade being raised or lowered. The member of staff that undertakes this review process will be an objective member of staff and not the relevant subject teacher.

Stage 2: Once final results have been issued on results days, learners may appeal to WJEC through the school if a judgement is felt to be unreasonable or erroneous. WJEC may lower or raise the grade following this process.

Stage 3: Learners may request an Exam Procedures Review Service from Qualifications Wales to check whether WJEC has followed the required procedures.

The Acting Head of Centre will read the WJEC guidance on internal review and appeals due to be published during the week commencing 26 April and update the complaints and internal appeals policy accordingly.

The school complaints procedure can be found here: http://www.welshpool-hs.powys.sch.uk/pages/Documents/PoliciesJuly2020/Complaints%20policy_6Jul20.pdf

APPENDIX 1 Access arrangements and reasonable adjustments for summer 2021

Introduction

The purpose of this guidance is to provide advice to centre staff when making decisions on centre determined grades.

The guidance covers the following Qualification Wales approved qualifications:

- Qualifications Wales approved GCSE, AS and A level
- Skills Challenge Certificates
- Level 2 and Level 3 Health and Social Care: Principles and Contexts
- Level 2 Children's Care, Play, Learning and Development (Unit 216)

Special consideration

The process of centres submitting special consideration applications to awarding bodies will not apply this summer.

As the evidence is flexible and can be tailored to an individual candidate according to the coverage of the specification, instances of special consideration should be limited. Centres should be able to select work completed by candidates where they are unaffected by adverse circumstances.

Where this is not possible and a temporary illness, injury or other event outside of a candidate's control may have affected their performance in assessments which will be used to determine a grade, teachers should take this into account.

The event must relate to the candidate's performance(s) at the time of taking relevant assessments which contribute to the centre determined grade and due to events outside of their control. These include:

- Temporary illness or accident/injury
- Bereavement
- Domestic crisis
- The centre not implementing previously approved access arrangements.

Candidates will not be eligible for special consideration if preparation for, or performance in their assessments is affected by:

- Long term illness, disability, or other difficulties unless the illness or circumstances manifest themselves at the time of an assessment
- Bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment or there are on-going implications such as an inquest or court case
- Consequences of disobeying the centre's internal regulations.

Special consideration is never applied due to lost teaching and learning time. Lost teaching and learning is being addressed this summer via the assessment methods and the flexibility afforded to the centre in the content that will be assessed, as outlined in the qualification assessment, frameworks provided by WJEC. Additional information will be provided in the WJEC guidance on grading. Centre determined grades are based on the evidence produced by the candidate and not their potential.

How to apply for special consideration

Special consideration should be implemented by the centre at assessment level through applying an allowance of additional marks to each assessment affected. The size of the allowance depends on the timing, nature and extent of the illness or other circumstance. The maximum allowance given will be 5% of the total raw marks available in the assessment.

The severity of the circumstances and the date of the assessment in relation to the circumstances should be considered.

Centres must be satisfied that the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to demonstrate his or her normal level of attainment in an assessment.

Special consideration cannot be applied in a cumulative fashion. For example, because of a recent trauma at the time of the assessment and the candidate suffering from a viral illness. Special consideration should only be applied for the most serious indisposition.

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

5% This is the maximum allowance and will be reserved for the most exceptional cases, such as:

- terminal illness of the candidate
- terminal illness of a parent/carer
- death of a member of the immediate family within two months of the assessment
- very serious and disruptive crisis/incident at or near the time of the assessment.

4% Very serious problems such as:

- life-threatening illness of candidate or member of immediate family
- major surgery at or near the time of the assessment
- severe disease • very recent death of member of extended family
- severe or permanent bodily injury occurring at the time of the examination
- serious crisis/incident at the time of the assessment.

NB 'Very recent' is defined as within one month of the assessment(s) taking place.

3% A more common category (more cases will fall into this category), including:

- recent traumatic experience such as death of a close friend or distant relative
- recent illness of a more serious nature
- flare-up of a severe congenital/medical condition or a psychological condition
- broken limbs
- organ disease
- physical assault trauma before an assessment
- recent crisis/incident
- witnessing a distressing event on the day of the assessment. NB 'Recent' is defined as up to four months prior to the examination(s) taking place.

2% The most common category of allowance – most cases will fall within this category:

- illness at the time of the assessment
- broken limb on the mend
- concussion

- effects of pregnancy (not pregnancy per se)
- extreme distress on the day of an assessment (not simply assessment related stress).

1% Reserved for more minor problems:

- illness of another candidate which leads to disruption in the assessment
- stress or anxiety for which medication has been prescribed
- hay fever on the day of an assessment
- minor upset arising from administrative problems

Appeals

As in other series, appeals may be submitted on the grounds of the application of special consideration.

Appendix 2 Centre Determined Grades – Subject Assessment Plan

Curriculum Area:

Subject:

GCSE/AS/A2/Other:

No. entries:

Have you read the Centre Assessment and QA Policy? Yes / No

<p>Please tick one to indicate the nature of the assessment you are using</p> <ul style="list-style-type: none"> • Standardised Assessment Material (SAMs)? • A combination of SAMs and a Centre Devise Assessments (CDA)? • A Centre Devise Assessment (an assessment you have created) <p>Briefly outline why you have reached this decision (including how your assessment evidence meets WJEC Qualification Assessment Frameworks):</p> <p>Is any training required? Y N</p>	<p>If you intend to use assessment materials you have created yourself please confirm that you have read and understood:</p> <ul style="list-style-type: none"> - That you are guided to use the standardised assessment materials (SAMs) - You have discussed the implications of your plans with your line manager - The WJECs Centre Assessment Creation Guide - Your assessment meets all of the assessment criteria - The need for staff to complete the online training that can be found on the WJEC secure website <p>Initialed by</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 15%; background-color: #cccccc;">HOD</td> <td style="width: 30%;"></td> <td style="width: 15%; background-color: #cccccc;">Subject Lead</td> <td style="width: 30%;"></td> <td style="width: 10%; background-color: #cccccc;">Senior link</td> <td style="width: 10%;"></td> </tr> </table>	HOD		Subject Lead		Senior link															
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<p>Choice of Assessments</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Assessment activity</th> <th style="width: 10%;">SAM or CDA</th> <th style="width: 25%;">Assessment Activity eg 2018 Paper 1</th> <th style="width: 10%;">Tiered paper</th> <th style="width: 40%;">Date/s of assessment</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Assessment activity	SAM or CDA	Assessment Activity eg 2018 Paper 1	Tiered paper	Date/s of assessment	1					2					3					<p>Is it a requirement that the NEA is completed, even in a modified form? Y N (please circle)</p> <p>Has the NEA been completed as yet? Y N (please circle)</p> <p>How will you undertake the NEA?</p> <p>Proposed date of NEA completion:</p> <p>Approx. what proportion of the final awarded grade comes from the NEA _____ %</p>
Assessment activity	SAM or CDA	Assessment Activity eg 2018 Paper 1	Tiered paper	Date/s of assessment																	
1																					
2																					
3																					
<p>Which topics/AOs need to be delivered/retaught?</p> <p>How will these be delivered prior to the assessment?</p>																					

How will pupils be prepared for assessment? e.g. Knowledge/skills delivery retrieval practice; past paper questions & mark schemes.

How will the assessment be undertaken? Please state nature of venue, duration, supervision by whom, level of control, adaptations made in the event of school closure or pupils self-isolating, provision for digitally excluded pupils if appropriate.

How will class teachers keep pupils informed of information relating to the assessments?

Please attach the names of any students who require:

- a special consideration because of adverse circumstances (this list should be compiled through liaison with the appropriate pastoral lead). Please provide details of what the arrangements are beside each name.

Please confirm that access arrangements have been applied for all students as directed by the ALNCo

Outline your procedures for marking, feedback, measures for ensuring consistency across assessors for the same qualification, and quality assurance (e.g. Who is responsible for: ensuring all pupils complete the assessments and following up on those who haven't; marking tasks; conducting internal moderation? For QA purposes, what is your sample size and how was it determined? Are learner groups appropriately represented?)

How will pupil completion of assessment tasks (and catch up where necessary) be monitored?	Arrangements post assessment if learner evidence is not secure because of absence or other adverse circumstances:

Signed HOD

Signed Subject Lead

Signed Line Manager

Appendix 3: Guidance on conflict of interest

The JCQ General Regulations for Approved Centres require that centres record conflicts of interest and steps taken to mitigate their effects. In addition, in certain circumstances, centres are required to notify the awarding bodies of the conflict of interest.

The way in which grades are being awarded this year means that there are different risks and requirements relating to conflicts of interest. Heads of Centre are responsible for managing any potential conflicts of interest in relation to the submission of Centre Determined Grades.

The requirements for this series are:

- The Head of Centre must ensure that records of a potential conflict of interest, and steps taken to mitigate it, are retained.

In the following instances, WJEC must be notified of the conflict of interest:

- The potential conflict of interest involves the Head of Centre;
- A member of staff has been entered as a candidate;
- A member of staff is involved in determining a grade for a member of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)

Notification must involve details of the candidate involved and the steps taken to mitigate the conflict.

Conflicts of interest must be notified to the WJEC using their online form for which the link will be made available in due course.

Appendix 4: Process for those learners studying courses delivered through e-sgol and other partnership courses

- 1) Where there is no member of staff in the class with the pupils, assessment should take place, where possible, on camera and timed. Guidance can be provided here, if required.
- 2) Where there is concern about the legitimacy of the work completed by learners, a Viva Voce should be completed.
- 3) The appeals process is the responsibility of the teaching school. However, learners should make an application for appeal through their own school.
- 4) Throughout the process, the teaching school should share their assessment portfolio and evidence with senior management teams from the learners' schools.
- 5) Communication shared by the teacher school, with learners, should be shared with all learners studying e-sgol subjects.
- 6) For good practice, e-sgol teaching schools should share their assessment timetable with all schools feeding into the provision.
- 7) Learners' schools should communicate with the teaching school where access arrangements of special considerations need to be processed. This will be the responsibility of the learners' school.