



**Porth Community School Centre Policy on Assessment and Quality Assurance Processes  
for the Summer 2021 Alternative Arrangements**

<b>Centre Name: Porth Community School</b>	<b>Centre Number: 6745501</b>
<b>Policy adopted by Board of Governors on: 22<sup>nd</sup> March 2021</b>	<b>Policy issued to staff on: 23<sup>rd</sup> March 2021</b>
<b>Member of staff responsible for the policy: Rhodri Thomas</b>	

## **1. Statement of Intent**

1.1 The purpose of this centre policy is to:

- Ensure that Centre Determined Grades (CDGs) are conducted fairly, consistently, free from bias, effectively within and across departments, with rigour and integrity 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 that all requirements set out in the Special Regulatory Conditions, Joint Council for Qualifications and Awarding Organisation instructions for Summer 2021 qualifications are met.

1.2 This policy only applies to GCSE qualifications regulated in Wales. It will be the responsibility of everyone involved in the generation of CDGs to read, understand and implement the policy.

1.3 By sharing its approach via this high level centre policy, the school is seeking to offer clarity and confidence to pupils, staff and families. Furthermore, the school provides an overview on the decisions that teachers will make, how teachers will make these decisions and identify the evidence that teachers will be utilising to support the decision-making process.

## **2. Roles and Responsibilities**

2.1 The specific roles and responsibilities of staff, at a range of levels, in terms of qualifications remain largely unchanged from other examination series. However, for awards in 2021, the following roles and responsibilities apply in terms of the determination of grades.

2.1.1 The Governing Body will:

- Review and ratify the policy.

2.1.2 The Headteacher / Head of Centre will:

- Ensure that due care and regard is taken into account for the school's legislative and regulatory duties as an examination centre.
- Assume overall responsibility for the school as an examinations centre and ensure clarity in the roles and responsibilities of staff.
- Ensure that publicised processes are followed by all staff, including internal quality assurance processes at individual pupil level, subject level and whole school level.
- Sign the Head of Centre declaration.

2.1.3 The Deputy Headteacher will:

- Provide training and support for staff.
- Quality assure Qualification Assessment Plans and final decisions the awarding of CDGs.
- Provide a clear centre policy on how records and evidence are stored securely achieving a consistent approach across departments.

- Ensure that the internal quality assurance process has been completed effectively and in line with this policy.
- Oversee internal processes when a concern is raised by staff regarding the authenticity of pupils' work provided and/or when a pupil wishes to review a CDG.
- Ensure the accurate submission of CDGs to WJEC.

2.1.4 The Senior Leadership Team / Directors of Schools of Learning will:

- Support Heads of Department in decisions on Qualification Assessment Plans.
- Ensure consistency in decisions within their school of learning.
- Support the Head of Centre and Deputy Headteacher in the internal quality assurance of final CDGs.
- Ensure that each qualification in their school of learning has successfully completed internal moderation of evidence and that decisions are recorded in line with WJEC protocols.
- Countersign a declaration for each qualification in their school of learning to confirm the accuracy of the CDGs through valid, reliable and fair assessment for all pupils, that has been quality assured and moderated.

2.1.5 The Senior Leader for Inclusion and Deputy ALNCo will:

- Apply for access arrangements and ensure that reasonable adjustments are made for pupils with specific needs.
- Ensure that all staff are aware of the necessary access arrangements in place for pupils.

2.1.6 Heads of Department will:

- Ensure that processes within the department they lead meet the requirements of the publicised WJEC Qualification Assessments Frameworks. This includes setting tasks for pupils from WJEC adapted past-papers to enable all pupils to demonstrate what they know and understand.
- Provide a Qualification Assessment Plan for each qualification in their department, which includes training teachers on the consistent use of assessments and mark schemes.
- Ensure that moderation of work is undertaken to secure standardisation across the department they lead, which includes accurate records of internal processes.
- Ensure consistency in decisions within their department, including how agreed adjustments are made.
- Manage teachers' storage of evidence and Learner Decision Making Records.
- Ensure that pupils entitled to access arrangements have these in place for the qualifications that they are responsible for.
- Sign a declaration for each qualification in their curriculum area to confirm the accuracy of the CDGs through valid, reliable and fair assessment for all pupils, that has been quality assured and moderated.

2.1.7 Teachers will:

- Ensure assessments are completed under the centre's appropriate level of control and have sufficient evidence in line with the centre policy to provide CDGs for each pupil which are a fair, valid and reliable reflection of the assessed evidence available for each pupil.
- Ensure that evidence is gathered within the published schedule and that activities set follow the expectations of the Head of Department and relevant WJEC Qualification Assessment Frameworks.
- Ensure that pupils are aware of the nature and criteria of the task set and ensure pupils understand when an activity will contribute towards the determination of a grade.
- Ensure that reasonable adjustments and access arrangements are in place for identified pupils.

- Ensure that each pupils' work is collected and stored securely.
- Mark submitted work within agreed timeframes set by Heads of Department.
- **Not** provide pupils with an opportunity to improve their work once submitted.
- Complete Learner Decision Making Records.
- Ensure that each pupil's work can be retrieved to support internal reviews and/or appeals.

2.1.8 The Examinations Officer will:

- Ensure accurate and timely entries of pupils to the appropriate qualifications.
- Share all information from WJEC promptly with all relevant staff.
- Work with the Senior Leader for Inclusion and Deputy ALNCo to arrange access arrangements as permitted by the WJEC.
- Support Heads of Department in assessment arrangements such as resourcing and logistics.
- Support the Deputy Headteacher in key duties such as making applications for appeals.
- Support the Deputy Headteacher in the accurate submission of CDGs to WJEC.

2.1.9 Pupils will:

- Be punctual to lessons and perform to the best of their ability at all times.
- Engage in adapted past-paper assessments according to regulations and not partake in any form of malpractice, including plagiarism.
- Not become involved in dishonest practice or break the rules in any way during adapted past-paper assessments e.g. copying, allowing copying, sharing assessment questions or tasks with other pupils etc.
- Behave according to the school's code of conduct at all times.
- Write in black ink during adapted past-paper assessments. Coloured pencils or inks may only be used for diagrams, charts etc unless pupils are instructed otherwise.
- Not be in possession of unauthorised technological/web enabled sources of information adapted past-paper assessments e.g. iPods, mobile phones, MP3/4 players and smartwatches must be switched off and placed in pupils' bags if pupils bring them to school.
- Be withdrawn from assessments following malpractice or misconduct which may result in a fixed term exclusion.

2.2.0 Parents / Carers will:

- Encourage their child / children to engage positively in all teaching and assessment opportunities.
- Support their child / children to prepare for and participate in past-paper assessments to the best of their ability.
- Meet a member of the Senior Leadership Team following an incident where their child conducts malpractice or misconduct.

### **3. Awarding Centre Determined Grades and Qualification Assessment Plans**

3.1 A CDG is the grade awarded by the school, as an examination centre, based on evidence of attainment which has been demonstrated in the areas of the qualification content that a pupil has covered, according to adapted specification content. It will not be possible or permitted for teachers, or the school, to attempt to issue a CDG based on professional prediction or a pupil's potential. All CDGs awarded will be evidence based.

3.2 In determining grades, the school must make 'best-fit' judgements against a sufficient breadth of content as determined by WJEC and pupils may achieve grades by demonstrating different combinations of knowledge, skills and understanding. Where there is insufficient

evidence, or where evidence suggests attainment below that required of the lowest grade for a qualification, the pupil will be awarded a CDG of U.

3.3 While the standard expected for any particular grade will not be lowered in 2021, the use of CDGs acknowledges that the volume of work completed by a pupil will be less than in previous years, due to the circumstances of the pandemic. Therefore, the use of CDGs seeks to ensure that pupils are not unfairly disadvantaged by the process and is designed to support all pupils to progress to the next stage of learning and/or employment.

3.4 Heads of Department will develop individual Qualification Assessment Plans in keeping with the WJEC Qualification Assessment Frameworks, which set out the requirements to support the evidence to inform CDGs, including grade descriptors to support the accurate distribution of awards. Qualification Assessment Plans will be approved by the Deputy Headteacher.

3.5 The Qualification Assessment Plans will identify:

- How evidence will be used against adapted past-paper questions, Non-Examination Assessment, centre-devised assessment and other contributing evidence.
- The quality assurance measures undertaken to authenticate the work of pupils.
- Measures to ensure any and all appropriate needs are met.

3.6 The WJEC Qualification Assessment Frameworks provide a degree of flexibility to support the school's context. However, the frameworks will ensure that there is consistency to maintain public confidence in the qualification system and the approach taken in Wales in 2021.

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

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

3.8 The school will ensure that it meets data protection and processing regulations, which may result in modifications to existing policies and practices.

3.9 The evidence gathered by the school to support the determination of grades will make use of standardised materials produced by WJEC. These materials have already been through a robust process of equality impact assessment, as part of WJEC's own processes of quality assurance. Qualification Assessment Plans will also ensure that those pupils entitled to concessions are met.

3.10 In awarding a CDG, the following types of evidence will be used in each qualification:

#### 3.10.1 Adapted past-paper questions

The school will make use of WJEC adapted past-papers when setting tasks to help determine a grade for each qualification. There are recognised benefits of using these materials. The adapted past-papers have already been externally quality assured; are fully supported by

clear mark schemes; and are familiar to both pupils and staff. Teachers will ensure that these past-papers, which will form a key part of the evidence, will be incorporated within their delivery of teaching and learning, in replacement of other activities undertaken in lessons.

### 3.10.2 Non-Examination Assessment

Non-Examination Assessment exists in many qualifications. The weighting towards the overall grade is, in most cases, much lower than unseen elements. Where Non-Examination Assessment remains part of an adapted qualification, teachers will use the performance of pupils in this element to help contribute towards the determination of a grade. However, teachers will need to consider the weighting element, in light of the qualifications as a whole, to ensure that the grade awarded accurately reflects the overall standard. For example, in a qualification where the weighting on Non-Examination Assessment is equivalent to 20% of the overall grade, teachers will take this into account against the other evidence provided when determining the grade.

### 3.10.3 Other contributing evidence

- a) Teachers may use evidence from previously completed WJEC past-paper questions, which have been externally quality assured, with a published mark scheme and where they have been completed under controlled conditions; and
- b) Assessments undertaken prior to the publication of the centre approach e.g. mock examinations (also known as pre-public examinations) and/or other assessed work may only be used to help confirm a judgement. However, this evidence may not be used in isolation to determine grades since, at the time of completion, it is possible that pupils would not have been aware of the importance of these tasks. This is designed to ensure fairness and equity to all pupils.

### 3.10.4 Centre-devised assessment

For a very few qualifications delivered by the school, pupils will be unable to meet qualification assessment objectives from the WJEC adapted past-papers due to a lack of content coverage owing to the ongoing impact of the global health crisis. In these very rare and exceptional identified circumstances, Heads of Department in full agreement and consultation with the Deputy Headteacher, will make minor amendments to WJEC adapted past-papers by replacing tasks or questions with other WJEC assessment materials that are not identified in the WJEC Assessment Frameworks, to ensure that pupils are not unfairly disadvantaged. In these instances, alternative WJEC past paper mark schemes will be utilised to ensure the accuracy of assessment. Any plans to amend WJEC adapted past-papers will be referenced in detail in the relevant Qualification Assessment Plan. The assessments will be quality assured by the member of Senior Leadership Team responsible for that school of learning and the assessments will be fully moderated. Staff in these very few departments will be fully trained to ensure that the principles of fairness, accessibility, validity and reliability will be upheld. In addition to internal training, identified staff will undertake WJEC online training on assessment foundations and assessment creation.

- 3.11 Teachers will ensure that there is sufficient opportunity for pupils to provide clear evidence to demonstrate competency against key themes and skills, as specified in each WJEC Qualification Assessment Frameworks. It may be that relatively few pieces of clear evidence would be sufficient to demonstrate attainment across overarching key themes for many qualifications. Teachers will ensure that the generation of evidence does not create unnecessary duplication of work. It is the quality of evidence used to underpin judgements that is more important than the quantity of evidence.

- 3.12 The evidence generated will not be completed in the form of an examination. However, pupils will produce work within a specified timeframe to reflect the volume of work. It is anticipated that the time to produce evidence would not exceed the length of the unseen examination in the qualification. However, unlike an unseen examination, evidence would need to be produced over a series of no more than three lessons.
- 3.13 Appropriate provision will be made for pupils with approved access arrangements, which will be adapted proportionally to account for the alternative arrangements. The school will apply the WJEC published special considerations document to those pupils who meet the specified criteria and may require evidence to demonstrate that the pupil meets the criteria.
- 3.14 Work will be completed independently by pupils, under similar “control levels” to existing arrangements, for Non-Examination Assessment which is supervised by teachers. This is to ensure that the evidence produced is the pupil’s own. Whenever possible, this work will be completed in class in place of standard work, which is then assessed. Where external factors prevent this from happening, such as national lockdowns etc, then work will need to be completed at home. However, where this is the case, the school will introduce mechanisms to support authenticity of pupil’s work by ensuring the pupil’s camera is switched on during the live lesson and work is immediately submitted at the end of the set timeframe. In addition, the school will consider work produced against previously assessed work to verify authenticity, where the evidence submitted is atypical of the usual standard by the pupil.
- 3.15 The school will publish a schedule that indicates when the production of evidence will take place, to ensure that pupils understand how grades are determined and which work will be used as evidence. This will also ensure that the production of work is evenly distributed over the set timescale. See appendix 1.
- 3.16 Occasionally, the school has a very small number of candidates who sit examinations as private candidates or as pupils in Education Other Than At School (EOTAS). These individuals attend unseen examinations, which are assessed by the examination board. Staff at the school will not be able to authenticate the work of private candidates or pupils in EOTAS and the school will therefore be unable to accept these candidates for the 2021 summer series.

#### **4. Quality Assurance of Assessment and Grading Decisions**

- 4.1 WJEC require internal processes to be undertaken to ensure consistency, however, WJEC do not require external moderation of CDGs. The school will undertake quality assurance processes within subjects and across subjects to ensure that all pupils are awarded grades that are valid, reliable, equitable and fair, whilst seeking to avoid discrimination. Grades submitted to WJEC may be reviewed and investigated where the performance profiles are atypical. The school will undertake some collaborative moderation approaches when required, as described in 4.4.
- 4.2 The school will ensure that training is provided as required to all staff.
- Department meetings will be held for every qualification to standardise marking procedures and ensure teacher understanding of mark schemes prior to assessment.
  - Training will be provided to staff at all levels to ensure that the policy and associated processes are fully implemented.

- Specific training on avoiding unconscious bias when assessing work will be provided for all staff in the marking of evidence.
  - Identified staff will attend specific training on equalities issues, including public sector duties; managing conscious and unconscious bias; data processing and data protection, with particular reference to fair processing notices.
- 4.3 Internal moderation processes are designed to verify standards and seek to ensure fairness and equity for all pupils. The school will apply the following approach to the assessment of evidence:
- The teacher will assess the pupils' work in **purple pen**, using WJEC mark schemes to support the accurate awarding of grades. Moderation activities to establish standardised approaches will take place as soon as is reasonable and practicable, once evidence has been submitted.
  - Moderation activities may involve a number of teachers. Therefore, additional comments of moderated work made by a separate member of staff will be written in **green pen**.
  - Heads of Department will ensure that the sample of work to be moderated covers the full spectrum of grades and all teachers who have assessed work.
  - Directors of Schools of Learning will lead final quality assurance moderation sessions to review any discrepancies, with comments made **red pen**.
  - At all stages, appropriate forms will be retained as evidence to support the final CDG.
- 4.4 No one member of staff will both assess and verify the evidence of a pupil. Teachers who work in isolation will work with another centre or approved moderator to moderate evidence. Similarly, staff who have a conflict of interest (e.g. teacher who is a relative or known to a pupil), will need to be declared and suitable mitigation must be in place to ensure that the process is not compromised (e.g. teacher not involved in assessment of verification work).
- 4.5 The work of all staff who assess evidence will be moderated as part of internal quality assurance processes. 5 pupils' assessed work per class for every qualification will be moderated. All of the work submitted as evidence for an assessment by each identified child to be sampled will be moderated.
- 4.6 The school will ensure that evidence is considered from a range of pupil profiles, from more-able pupils to those with additional learning needs and those pupils with protected characteristics. This is to enable the school to ensure that its approach contributes to the equality of opportunity. All sampled work will be marked anonymously to mitigate the risk of conscious or subconscious bias.
- 4.7 The school will keep a record to clearly document the rationale for grade decisions as per Learner Decision Making Record templates made available to schools by WJEC. Decision records will include a clarity of explanation which pupils and their families will understand.
- 4.8 Decision records will detail who assessed the evidence and when; the decision taken; identification of any reasonable adjustments or special considerations applied and where the evidence is safely stored. Records will also be kept from internal moderations to standardise work and verify performance, as described earlier in this section of the policy.

## **5. Internal Reviews of Centre Determined Grades and Appeals**

- 5.1 On submission of a CDG, the school will make an overall declaration in relation to the implemented processes. The school will also submit an explanation to describe the consistency in the school's pattern of results as a centre and overall outcome profile.
- 5.2 Staff will record information regarding their grading decision on a Learner Decision Making Record. The record must be made available to pupil's as part of the school's internal quality assurance process.
- 5.3 There are three stages to the centre review and appeals process in summer 2021.

5.3.1 Stage 1 (pre-results) centre review stage

The school will share provisional CDGs with pupils by 25<sup>th</sup> June. Pupils will be given the opportunity to ask the school to review their provisional grades and check for any errors before the grades are submitted to WJEC by 2<sup>nd</sup> July. A review may be requested on the grounds of judgement and/or an error having been made, by clearly outlining the grounds for their request for a centre review via a template form provided by WJEC. The Deputy Headteacher will investigate and provide the pupil with a response, including the reason to uphold or not to uphold the pupil's case. Any errors identified will be corrected and recorded prior to the submission of grades to WJEC. The identification of an error may not necessarily lead to a change in grade. The school will record the reviews requested by pupils and the outcomes of these, along with reasons for the decision. CDGs are provisional until qualification grades are issued by WJEC on 12<sup>th</sup> August 2021.

5.3.2 Stage 2 (post results) appeal to WJEC

After results day in August, a pupil can ask the school to submit an appeal to WJEC on the grounds that the grade judgement that their centre has made is unreasonable and/or an error has been made. The pupil must clearly outline the grounds for their appeal. WJEC will conduct a review of the centre's decision and if an error is found will correct the error. The correction of an error may not necessarily lead to a change in grade.

5.3.3 Stage 3 (post results) appeal to Qualifications Wales

Following completion of the Stage 2 appeal, a request for an Exam Procedures Review Service review can be made to Qualifications Wales to check whether WJEC has followed its procedures correctly.

## Appendix 1: Adapted Past-Paper Evidence Schedule

The following schedule is designed to indicate when the evidence from past-paper tasks will be generated, which will then be used to support the determination of CDGs, in relation to 3.10.1 and 3.10.4. However, evidence to form the basis of 3.10.2 and 3.10.3 may be generated earlier. In addition, pupils are not required to complete all units in some qualifications, as per WJEC adaptations to subject specifications for Summer 2021.

Given the nature of the evidence gathered to support CDGs, it is not possible to publish a detailed timetable. Furthermore, as pupils will not be sitting examinations, it is likely that pupils will be completing activities as different stages to peers within designated year groups. The use of a schedule is designed to ensure that the model is deliverable to both pupils and staff, ensuring that workload is managed as fairly as possible. However, there may be exceptional circumstances where it may not be possible for pupils within individual classes to undertake activities within the schedules window. Dates are subject to change owing to the uncertainty of the pandemic and national timescales.

Fortnight	Assessment
19 <sup>th</sup> April 2021 – 30 <sup>th</sup> April 2021	English Language Reading Unit 3 English Literature Unit 1 (Year 10) History Unit 3 Mathematics Unit 1 and Unit 2 Religious Studies Unit 2 Spanish Unit 2 and Unit 3 Welsh Unit 4
4 <sup>th</sup> May 2021 – 14 <sup>th</sup> May 2021	English Language Writing Unit 3 Hospitality and Catering (Year 10) Health and Social Care Unit 1 History Unit 1 ICT Unit 3 (Year 10 and Year 11) Physical Education Unit 1 Physical Education Short Course Unit 1 (Year 10) Science Double Applied Unit 3 Science Double Award Unit 5 Spanish Unit 4
17 <sup>th</sup> May 2021 – 28 <sup>th</sup> May 2021	Biology Unit 2 Chemistry Unit 2 Constructing the Built Environment Unit 1 (Year 10) Design Technology Engineering Unit 1 Design Technology Product Design Unit 1 English Language Writing Unit 2 Mathematics-Numeracy Unit 1 and Unit 2 (Year 10 and Year 11) Physics Unit 2 Religious Studies Unit 1 Science Double Award Unit 4 and Unit 6

## Appendix 2: Timeline – Deadlines, Guidance and Training Events

Activity	Date
Senior and middle leadership training on “Qualifications Wales Summer 2021: Guidance on alternative arrangements for approved GCSEs”, “WJEC Assessment Creation Guidance” and “WJEC GCSE Grade Descriptors Consultation Document”	1 <sup>st</sup> March*
Training: Foundations and creation of assessment	5 <sup>th</sup> March
Guidance on centre policy on assessment and quality assurance	5 <sup>th</sup> March
Training: Centre approach to assessment and QA of grading decisions	w/c 8 <sup>th</sup> March
Deputy Headteacher, Director of Learning and Head of Department assessment framework, moderation and exam entries quality assurance meetings	10 <sup>th</sup> March – 17 <sup>th</sup> March*
Training: Live Q&A	12 <sup>th</sup> March
High-level appeals process guide for centres	15 <sup>th</sup> March
Final Qualification Assessment Frameworks including grade descriptors	w/c 15 <sup>th</sup> March
Grading guide for centres	w/c 15 <sup>th</sup> March
Assessment materials for centres	w/c 15 <sup>th</sup> March
Middle leadership Centre Policy on Assessment and Quality Assurance Processes and Qualification Assessment Plan launch	18 <sup>th</sup> March*
Senior leadership Centre Policy on Assessment and Quality Assurance Processes review	19 <sup>th</sup> March*
Entries deadline	19 <sup>th</sup> March
Subject specific training materials	w/c 22 <sup>nd</sup> March
Centres submit assessment and internal quality assurance policies to WJEC	19 <sup>th</sup> – 25 <sup>th</sup> March
Training: Unconscious bias and objectivity	22 <sup>nd</sup> March
Department Qualification Assessment Plan review meetings to include training teachers on the consistent standardised use of assessments and mark schemes	25 <sup>th</sup> March*
Training: Live Q&A	25 <sup>th</sup> March
Heads of Department submit Qualification Assessment Plans	25 <sup>th</sup> March*
Staff training on the Centre Policy and standardisation of approaches to assessment	25 <sup>th</sup> March*
WJEC provides feedback to centres on their policies	12 <sup>th</sup> April
Deputy Headteacher provides feedback to Heads of Department and finalise Qualification Assessment Plans	12 <sup>th</sup> April*
Training: Making final judgements	19 <sup>th</sup> April
Adapted past-paper assessments	19 <sup>th</sup> April – 28 <sup>th</sup> May
Entries amendment window deadline	22 <sup>nd</sup> April
Final appeals process guide for centres	w/c 26 <sup>th</sup> April
Training: Good practice in making final grading decisions and quality assurance	26 <sup>th</sup> April
Training: Live Q&A sessions	5 <sup>th</sup> May
Training: Submitting CDGs	17 <sup>th</sup> May
Final quality assurance of marking and moderation	11 <sup>th</sup> June*
Teachers enter CDGs on database	15 <sup>th</sup> June*
Deputy Headteacher final quality assurance of CDGs at individual, department and whole school levels; subsequent meetings with Heads of Department and Senior Leadership Team	16 <sup>th</sup> June – 22 <sup>nd</sup> June*
Pupils receive CDGs for review (5.3.1)	25 <sup>th</sup> June*
Submission of CDGs	2 <sup>nd</sup> July
WJEC quality assurance of learner decision records and overall outcomes	21 <sup>st</sup> June – 12 <sup>th</sup> July
GCSE results day	12 <sup>th</sup> August
Pupils have the opportunity to appeal GCSE results to WJEC and they will have the opportunity to appeal to Qualifications Wales for an Exam Procedures Review Service	24 <sup>th</sup> August – 21 <sup>st</sup> September**

\*Internal Porth Community School dates

\*\*Provisional date set by Qualifications Wales

### Appendix 3: Timeline – Key Dates for Pupils

Activity	Date
Your school will tell you how you will be assessed and graded for your qualification	26 <sup>th</sup> March
Teaching and assessment period for work submitted as evidence to support the awarding of Centre Determined Grades	19 <sup>th</sup> April – 28 <sup>th</sup> May
You will receive your provisional Centre Determined Grades and you will have the opportunity to ask for your grades to be reviewed; your school or college will explain the process they will use and tell you the outcome of any review	25 <sup>th</sup> June
Your school will submit the provisional Centre Determined Grades to WJEC	2 <sup>nd</sup> July
GCSE Results Day	12 <sup>th</sup> August
You will have the opportunity to appeal your GCSE result to WJEC and you will have the opportunity to appeal to Qualifications Wales for an Exam Procedures Review Service	24 <sup>th</sup> August – 21 <sup>st</sup> September*

*\*Provisional date set by Qualifications Wales*