



# **ST JULIAN'S SCHOOL**

## **Policy for Centre Determined Grades**

**Reviewed by: Governing Body**

**Approved: 17th March 2021**

**Revised: 14th April 2021**

## Roles and Responsibilities

Chair of Governors:	Deborah Davies
Head Teacher / Head of Centre:	Dean Curtis
DHT with Responsibility for Qualifications:	Sarah Hook
Exams Officer:	Jacqueline Bruce
ALNCo	Sarah Hook
ALNCO LRB	Carolyn Cook

Centre Name: St Julian's School	Centre Number: 68364
Policy adopted by Board of Governors on: 17th March 2021	Policy issued to staff on: 19th March 2021
Policy issued to students and parents on: 22nd March 2021	Member of staff responsible for the policy: Sarah Hook

## Statement of Intent

The purpose of this Centre Policy is:

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

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

## 1. Roles and responsibilities

- 1.1 The **Chair of Governors** will approve the Centre Policy.
- 1.2 The **Headteacher, as Head of Centre**, has overall responsibility for the qualifications offered at the school. The Headteacher is responsible for overseeing the planning and management of CDGs, in line with existing policies and practices, so that they are conducted efficiently and in the best interest of all students. The Headteacher will ensure that processes are followed by all staff. This includes internal QA at subject level and school level. The Headteacher will also ensure the accurate submission of CDGs to WJEC.
- 1.3 An identified **Deputy Headteacher** will work with the Headteacher to ensure that QA processes at school level are robustly followed. This includes internal moderation of evidence and recording outcomes in line with WJEC protocols. The DHT will also ensure all training and professional learning is shared and delivered to relevant members of staff.
- 1.4 The **Examinations Officer** is responsible for managing the administration of qualifications. This includes entries to the appropriate qualifications, as well as supporting Heads of Department (HoDs) and members of the Leadership Team (LT) to ensure agreed processes are followed.
- 1.5 The **ALN Team** (ALNCo, ALNCo (LDC) and Learning Support Coordinator) will ensure that all staff are aware of the necessary access arrangements in place for students, including reasonable adjustments for students who are entitled. In addition, the ALN Team will continue to coordinate additional support for students.
- 1.6 **Heads of Department** will be responsible for ensuring processes within the department they lead meet the requirements of the WJEC Qualification Assessment Framework; this includes partaking in professional learning opportunities offered to HoDs and their teams. This includes setting tasks from WJEC past-paper materials. HoDs will oversee the secure storage of submitted work. HoDs will also ensure that internal moderation of work is undertaken to ensure standardisation across subjects and accurate recording of internal processes. HoDs will also be responsible for managing the accurate completion of Learner Decision Records and associated decision making for each qualification. HoDs will liaise with the ALN Team so that access arrangements are in place. In the event of prolonged staff absence, the HoD, along with their LT Line Manager, will redeploy department members to ensure CDG classes are not negatively impacted.
- 1.7 **Teaching staff** will ensure that evidence is gathered within the 'Timeline for Centres' published by WJEC and that activities set follow the expectations set by HoD according to the WJEC Qualification Assessment Frameworks. Teachers must make students aware of the nature and criteria of the task set and ensure students understand when a task will contribute towards the determination of a grade. Teaching staff will collect and store submitted work securely according to the departmental process. They will ensure that reasonable adjustments for identified students are met. Teachers will mark submitted work within the agreed timeframes, set by the HoD.

## **2. Subject Assessment Plans**

2.1 For each qualification, WJEC has provided a Qualification Assessment Framework. HoD will access the WJEC Secure Site for these frameworks and other information which will provide the structure for them to develop individual assessment plans. These plans will clearly identify which specific pieces of evidence will be used for CDGs.

2.2 These plans will be standardised and shared with, and quality assured by the Head of Centre and DHT(s).

2.3 HoDs will share the approved plans with the subject teachers. They will provide assessment materials, mark schemes and an internal QA process to ensure consistency across all groups and teachers.

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

2.4.1 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. The adapted past-papers have been externally quality assured; are fully supported by clear mark schemes; and are familiar to both students and staff.

2.4.2 Non-Examination Assessment

Where NEA exists in a qualification this will be used as part of the evidence.

2.4.3 Other contributing evidence

(a) Previously completed, externally assessed examination modules and units

(b) Internal exams, assessments and classwork

(c) Work completed at home (as home learning or during distance learning) where the teacher is confident it is the learners own work

(d) work completed prior to the Nov. 20 announcement regarding CDGs as supporting evidence

## **3. Centre Devised Assessments**

3.1 The 'Guidance for teachers devising tasks to support centre determined grades' document has been shared with all HoDs. Where current WJEC past papers are not used in the production of evidence, HoDs will follow the guidance contained in this document to ensure that assessment tasks

i) meet the key principles of assessment: fairness & accessibility, validity, reliability

ii) are developed in line with WJEC's Qualifications Assessment Frameworks, and

iii) are developed with reference to the provided qualification grade descriptors and/or current specification assessment criteria/mark schemes.

3.2 Avoiding unconscious bias in task setting

The school is aware of its duty under The Equality Act (2010) in relation to students with protected characteristics and its Public Sector Equality Duty.

3.3 To assist with centre devised assessments, training (led by DHT) is provided for HoDs and staff via:

- i) online meetings (guidance shared)
- ii) dissemination of WJEC guidance documents and access to professional learning
- iii) dedicated department time (school calendar amended to facilitate sessions)

All training will be listed with departments' Subject Assessment Plans (SAP exemplar in appendices)

## **4. Assessment Delivery**

Assessment delivery will follow the following protocols

### 4.1 Modes of delivery

The mode of delivery is dependent on both the type of assessment and the year group attendance at school at the time of the assessment. The following methods will be used

- Face to face assessments
- School and home completed NEA tasks
- Assignments completed at home during distance learning (if there are future self isolation periods)

The length of each task will be dependent on the specific assessment requirements.

### 4.2 Supervision

The method of supervision will be the most appropriate for the method of delivery and will consider the environment in which the assessment is carried out in

4.2.1 Face-to-face delivery will take place in teaching rooms where supporting displays are covered. Supervision (in the manner of typical invigilation and access arrangements) will be carried out by class teachers with support from TAs and LT where appropriate

4.2.2 During distance learning, the class teacher, supported by a colleague, will supervise via Google Meet; all students will have cameras on: this approach facilitates online invigilation

4.2.3 Access arrangements will be overseen by the ALN Team and supported by TAs and specialist support staff: this will be in the manner of a typical exam season

4.2.4 Consistent instructions for invigilators and students will be provided

### 4.3 Authenticity and malpractice

Any suspected malpractice by students or staff will be dealt with as stipulated in the JCQ Guidance on Malpractice (also within Section 1 of School's Exam Policy).

### 4.4 Access arrangements

Delivery plans for students with ALN will follow their individual access arrangement

### 4.5 Storage & record keeping

When the students have completed each assessment, they will be stored securely according to each department's secure storage process: this is detailed within SAPs

#### 4.6 Feedback to Learners

Learners will not be informed of the grade attained within assessments, nor will their papers be returned. Assessment papers will be stored by the department in a designated area

#### 4.7 Conflict of Interest

All staff are instructed to declare a Conflict of Interest if a learner is known to them personally. This will be centrally recorded by the DHT. Any staff member declaring an interest will not be at all involved in the assessing and/or quality assurance of assessment and/or grading for the known learner.

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

5.1 Internal QA processes will be undertaken within subjects and departments, to ensure the grades determined are valid, reliable, equitable and fair, while seeking to avoid discrimination. The school will ensure that evidence is considered from a range of abilities, including those with protected characteristics. Departments may QA assessments throughout the period of time learners are in school (from the start of this policy until the end of teaching date) and then will moderate a sample prior to submitting provisional CDGs. Overall, it will be no easier or harder for a student to achieve a particular grade this year compared to previous years

5.2 As stated in 3.3, HoDs will receive training (WJEC Guidance) regarding assessments and quality assurance. Moderation and standardisation will be carried out in the expected practice of controlled assessments in a typical year (as stated above)

5.3 The school will apply the following approach (audit trail) to the assessment of evidence. At all stages, appropriate forms will be retained as evidence to support the final CDG

5.3.1 The teacher will assess students' work, exam boards' mark schemes to support the accurate award of marks

5.3.2 HoDs will manage the QA process, ensuring that scrutinised samples cover the full range of marks and all teachers who have assessed work. Where the HoD is the teacher, another member of the department will carry out the QA process for their students

5.3.3 HoDs will review any discrepancies and discuss with teachers

5.3.4 In the event of a subject area having a single teacher delivering assessments, QA processes will be carried out by a HoD / staff member of a similar subject or by a colleague within another Newport school

5.3.5 The Head of Centre, DHTs and AHTs will carry out a whole school internal QA process by an analysis of the grades achieved and discussions with HoDs in line management meetings

- 5.4 All completed and marked assessments will be stored securely in a designated area. This area will be detailed within each department's SAP
- 5.5 As stated in 4.7, any staff who have a conflict of interest, will need to be declared, and suitable mitigation in place to ensure the process is not compromised
- 5.6 All data will be stored and shared in compliance with the school's GDPR policy

## **6. Student and Parents/Carers Communication**

Students, parents and carers will be communicated with via email, text and the school website. Communications will include:

- 6.1 Official 'Letters to Learners' shared via WJEC, Qualifications Wales and other relevant bodies
- 6.2 Headteacher's Letter to Parents and Letter to Students
- 6.3 Information for Students presentation and assemblies
- 6.4 Relevant information for Post 16 Collaboration Students (shared via collaboration school's website)
- 6.5 Information on the overall approach to the CDGs and the information / evidence that will be considered by teachers when determining the grades (Subject Assessment Plans). Evidence will include assessments (largely adapted past papers), NEA, previous tests and assessments, classwork assignments
- 6.6 Dates, times and subject content of assessments (specific detail will not be shared, eg. date of past paper, to avoid students accessing online resources and having an unfair advantage)
- 6.7 Details of access arrangements and TA support
- 6.8 Decision making record(s): a rationale for overall CDGs
- 6.9 The recording of review requested by the students and the outcome of such reviews
- 6.10 Information about guidance and support.

## **7. Internal reviews and complaints**

- 7.1 The school has an internal complaints procedure in line with the JCQ General Regulations for Approved Centres (Section 5.8e)

- 7.2 The school will follow processes as agreed with all Newport Schools
- 7.3 The school will read and take into account the QW appeals guidance (updated March 4<sup>th</sup>) and update the complaints and internal appeals procedure accordingly
- 7.4 The school will read and take into account the WJEC appeals guidance (to be published w/c April 26<sup>th</sup>) and ensure all appeals are duly carried out in the manner expected
- 7.5 All other complaints would be dealt with via the school's Complaints Policy (available on the school's website)

**Appendices: Relevant Documents**

- [QW Guidance \(9th Feb. 21\)](#)
- [QW Guidance \(4th March 21\)](#)
- [QW Guidance \(23rd March 21\)](#)
- [Letter to Learners \(4th March 21\)](#)
- [Assessment Creation Guidance](#)
- [CDGs: Department Assessment Plans](#)
- [Centre Policy Guidance](#)
- [JCQ General Regulations for Approved Centres](#)
- [School's Exam Policy 2020 - 2021](#)

**Appendices: Acronyms**

ALN	Additional Learning Needs
ALNCo	Additional Learning Needs Coordinator
AHT	Assistant Headteacher
CDG	Centre Determined Grades
DHT	Deputy Headteacher
HoD	Head of Department
JCQ	Joint Council for Qualifications
LDC	Learning Development Centre

LT	Leadership Team
NEA	Non Examined Assessments
PCDG	Provisional Centre Determined Grades
QA	Quality Assurance
QW	Qualifications Wales
SAP	Subject Assessment Plan
TA	Teaching Assistant
WJEC	Welsh Joint Education Committee

### Key Information from Summer 2021 Assessment Guidance, 4th March 2021 - Version 2.0

#### a) Timeline – Key dates

Event	Date
WJEC provides information to centres on the assessment and IQA requirements	5 March
Centres submit their assessment and Internal QA policies to WJEC	Between 19 - 25 March
WJEC provides feedback to centres on their policies	12 April
Grading decisions made in centres and Internal QA undertaken. Grades are shared with learners and centre reviews undertaken. Centres internally review and sign off outcomes	By 2 July
Submission window for CDGs	Between 14 June – 2 July
WJEC QA learner decision making records and overall outcomes	Between 21 June – 12 July
WJEC discusses atypical results with centres and issues arising from review of evidence records	13-16 July
AS and A level Results	10 August
AS and A level appeals window	10 August – 7 September
GCSE Results	12 August
GCSE appeals window	24 August – 21 September*

(\*provisional date)

## b) WJEC Timeline: Publication of Guidance and Training Events

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

## c) Timeline – key dates for learners

Event	Date
Your school or college will tell you how you will be assessed and graded for your qualification	By Easter
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.	In June
Your school or college will submit the <b>provisional</b> Centre Determined Grades to WJEC.	By 2 July
AS and A level Results Day	10 August
You will have the opportunity to appeal your AS or/and A level result to WJEC	10 August – 7 September
GCSE Results Day	12 August
You will have the opportunity to appeal your GCSE result to WJEC	24 August – 21 September *
You will have the opportunity to appeal to Qualifications Wales for an Exam Procedures Review Service (EPRS)	Post results day

(\*provisional date)

Term used (in alphabetical order)	Definition of term in the context of the alternative arrangements for awarding centre determined grades (CDGs) in summer 2021
<b>Access arrangements</b>	<p>In normal years, awarding bodies ensure that a learner's entitlement to reasonable adjustments is met via access arrangements e.g. extra time in an exam is allowed for a dyslexic learner or a visually impaired learner has a paper modified with enlarged font size.</p> <p>In the absence of exams, centres are expected to ensure that arrangements are made for all eligible learners to access the assessment, as appropriate.</p>
<b>Adapted past papers</b>	WJEC question papers from previous exam series that have been adjusted in line with the adapted assessment requirements for each specification in summer 2021.
<b>Adapted specification content</b>	In July/August 2020, WJEC made adaptations to the assessment requirements of specification content for GCSE, AS and A level qualifications for summer 2021, as part of Qualification Wales' requirements to mitigate lost teaching and learning time. These adaptations still apply.
<b>Appeal</b>	<p>A learner who is not satisfied with their grade will be able to appeal their grade. The appeals process will have three stages:</p> <p>Stage 1 - a centre review of the provisional centre determined grade on the grounds of judgement and/or a procedural error has been made.</p> <p>Stage 2 – an appeal to WJEC on the grounds that the judgement that the centre has made is unreasonable and/or a procedural error has been made.</p> <p>Stage 3 – a request to Qualification Wales for an Exam Procedures Review Service (EPRS) to review whether WJEC has followed the required procedures.</p>
<b>Assessment weightings</b>	Weightings of content or skills are defined in the published specification. WJEC's Qualification Assessment Frameworks do not require these to be adhered to in summer 2021.
<b>Atypical centre profile</b>	Centres that submit unusually high or unusually low entry patterns or outcomes compared to previous years.
<b>Centre Determined Grades</b>	In the absence of an exam series, and ongoing disruption to teaching and learning, centres will be determining the GCSE, AS and A level qualification grades awarded to learners in summer 2021. Using assessment evidence produced by learners, teachers will make best-fit judgements to assign grades to learners. These grades are based on demonstrated attainment, rather than potential.

<b>Centre review of grade</b>	If a learner considers that an error has been made in determining their grade or the judgement is incorrect, they must be given the opportunity to request a centre review of their grade. This is stage 1 of the appeals processes.
<b>Centre roll</b>	Learners enrolled with a centre are on the centre roll, as opposed to private candidates who are not.
<b>Centre to centre discussions</b>	A mechanism for schools to hold supportive discussion with each other and share best practice.
<b>Compensatory (scheme of assessment)</b>	The assessment model used by GCSE, AS and A level qualifications, where strengths in performance in some areas may balance shortcomings elsewhere.
<b>Decision making record</b>	A record of the processes followed to produce each learner's grade for each qualification with a rationale to explain how evidence was used to support the judgement.
<b>Demonstrated attainment</b>	Learner attainment for which there is clear assessment evidence.
<b>Design Delivery Advisory Group (DDAG)</b>	The Design and Delivery Advisory Group (DDAG) was established to develop workable proposals which could deliver the Minister for Education's policy on qualifications in 2021. The group was retained to provide stakeholder support for WJEC and QW's work to develop the details of the approach from January 2021. <a href="https://gov.wales/terms-of-reference-design-and-delivery-advisory-group/">Terms of reference: Design and Delivery Advisory Group   GOV.WALES</a>
<b>Equitable assessments</b>	Assessments that have been designed to be fair for all learners, including those who share protected characteristics.
<b>Exam Procedures Review Service (EPRS)</b>	The Exam Procedures Review Service (EPRS) (Covid-19) is the final stage of the appeals process. Qualifications Wales checks whether the awarding body has complied with regulatory requirements and followed its own procedures.
<b>External centre quality assurance processes</b>	WJEC will implement a programme to quality assure each centre's processes. Once results are finally submitted to WJEC, grade profiles may be reviewed and any atypical profiles discussed with the centre.
<b>Grade descriptors</b>	Grade descriptors give a general indication of the standards of achievement likely to have been shown by learners awarded the following grades: GCSE – A, C, E and G AS – A, C, E A level – A, C, E Descriptors will require a best-fit judgement based on professional expertise and the attainment demonstrated.
<b>Head of Centre Declaration</b>	Heads of centre will need to submit a declaration to WJEC assuring WJEC that all the relevant processes have taken place in production of the centre's CDGs.
<b>Internal quality assurance processes</b>	WJEC will require centres to implement processes to ensure that centre determined grades are produced via suitable procedures to ensure they are as accurate and fair as possible prior to submission to WJEC. WJEC will provide guidance on what these processes must include.

<b>Objective judgement</b>	In the context of grading decisions, this means impartial decisions based on evidence of demonstrated attainment that are not influenced by factors that are irrelevant to grades.
<b>Performance standard</b>	The performance standard for summer 21 is the same as in previous years, though the volume of work completed by the learner may be lower. It should be no harder or easier for a learner to attain the relevant grade than in previous years.
<b>Private candidate</b>	A learner who is not enrolled at a centre and needs a centre to agree to enter them for a qualification, so that they can complete the necessary external assessments (in normal years this would be any NEA associated with the qualification and exams). The learner is not taught by staff at the centre as part of the centre's normal provision. <sup>6</sup>
<b>Public Sector Equality Duty (PSED)</b>	The public sector Equality Duty (PSED) requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. Review of public sector Equality Duty - GOV.UK ( <a href="http://www.gov.uk">www.gov.uk</a> )
<b>Qualification Assessment Frameworks</b>	WJEC documents that set out the subject specific assessment guidance for relevant qualifications in summer 2021.
<b>Reasonable adjustments</b>	Adjustments made to an exam or assessment to enable candidates with disabilities to demonstrate their knowledge, skills and understanding so that the disability does not put the candidate at a substantial disadvantage in comparison with a candidate who is not disabled. For summer 21, centres are required to facilitate reasonable adjustments for eligible learners where appropriate.
<b>Special considerations</b>	Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment. For summer 2021, teachers should take into account individual learner circumstances that affected the learner at the time of assessment when making their professional judgements and producing CDGs.
<b>Unconscious bias</b>	Unconscious biases are the views and opinions that we are unaware of. They affect our everyday behaviour and decision making. Our unconscious biases are influenced by our background, culture and personal experiences.

## Subject Assessment Plan Exemplar - History

<b>Subject</b>	History
<b>Head of Department</b>	Mr M Moruzzi
<b>TLR Holders</b>	
<b>LT Line Manager</b>	Mrs H Hopkins
<b>Head of Centre</b>	Mr D Curtis

<b>Details of Department's Professional Learning</b>	<ul style="list-style-type: none"> <li>• HoD: Meeting 23/2/21 - Approach to Qualifications (1)</li> <li>• Dept. Meeting: 2/3/21 - CDG planning</li> <li>• HoD: Meeting 9/3/21 - Approach to Qualifications (2)</li> <li>• Dept. Meeting: 9/3/21 - CDG planning</li> <li>• KS4/5 teachers meeting - 16/3/21 - CDG planning</li> <li>• Dept. members have read and understood school policy (26/3/21)</li> <li>• Series of meetings in summer 1 - this will cover planning for marking,</li> </ul>
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	<p>moderation and marking time - <a href="#">link</a></p>
<p><b>Department's Quality Assurance Processes</b></p>	<ul style="list-style-type: none"> <li>• Assessments in class to be undertaken in a controlled environment. It has been agreed how this will work for each assessment, whether this will be planned as a class, whether students will have notes, or whether it will be revision based. Assessments for each exam group will cover the three approaches.</li> <li>• In the event of distance learning (year group self isolating), there is the option to drop one assessment per year group. Each year group is doing at least one extra assessment compared to what is suggested by the exam board.</li> <li>• If the distance learning period covers more than one assessment, assessments can be carried out at home at a set time, using a shared document with cameras on to mitigate against malpractice</li> <li>• Assignments at home will have an in class follow up activity to verify learners' own work.</li> <li>• Exam board resources will be used for the assessments in all cases.</li> <li>• WJEC training resources for marking will be utilised by both teachers during marking/moderation, for consistency.</li> <li>• Internal moderation will follow two assessments per year group (as detailed below). There will also be discussion of best approaches to marking during the moderation, which will always be conducted jointly.</li> <li>• All staff will follow processes as stipulated by WJEC and adhere to their guidance.</li> </ul>
<p><b>Department's List of Evidence</b></p>	<ul style="list-style-type: none"> <li>• Non Examined Assessments - Year 11 and 13</li> <li>• Scheduled completed assessments (as detailed below)</li> <li>• Online work completed during distance learning periods deemed to be learner's own work</li> <li>• Previously completed work, exams and assessments as supportive evidence (previous past papers for Year 11, essay questions for year 12 and 13)</li> <li>• Moderated work and / or evidence of the moderation process</li> </ul>
<p><b>Department's Storage of Evidence and Collation of Marks</b> (Decision Making Record)</p>	<ul style="list-style-type: none"> <li>• Completed assessments during CDG period (paper based) stored securely in W24</li> <li>• Google work stored in Google Classroom (editing history will detail any changes after submission, but editing rights will be removed so the student cannot edit this)</li> <li>• Dept members to record marks on a central department tracking document.</li> </ul>
<p><b>Departments Approach to ensuring Equality</b></p>	<ul style="list-style-type: none"> <li>• HoD will liaise with LS Coordinators to ensure all Access Arrangements are adhered to for entitled students</li> <li>• Moderation samples will include students from across the school's contextual profile</li> </ul>
<p><b>Linked Documents</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">History CDG policy</a></li> <li>• <a href="#">Moderation and departmental meeting plan</a></li> <li>• <a href="#">KS4 CDG preparation folder</a></li> <li>• <a href="#">KS4 CDG teaching folder</a></li> <li>• <a href="#">KS5 CDG preparation folder</a></li> </ul>
<p><b>Year 11</b></p>	
<p><b>Qualification</b></p>	<p>GCSE History</p>

<b>Exam Board</b>	WJEC		
<b>Adapted Specification</b> (with percentage weighting where available. NB: CDGs will be a holistic award)	Original: <ul style="list-style-type: none"> <li>• Exam (80%)</li> <li>• NEA (20%)</li> </ul> Revised: <ul style="list-style-type: none"> <li>• Exam (75%)</li> <li>• NEA (25%)</li> </ul>		
<b>Scheduled Assessments</b>			
<b>Date of Assessment</b>	<b>Unit / Topic</b>		<b>Date of Moderation</b>
w/b 22 Mar	DWR 1 (part 1)		w/b 26th April
w/b 19th April	DWR 1 (part 2)		w/b 26th April
w/b 26th April	DWR 2		N/A
w/b 10th May	Nazi Germany (part 1)		w/b 24th May
w/b 24th May	Nazi Germany (part 2)		w/b 24th May
<b>Year 12</b>			
<b>Qualification</b>	AS History		
<b>Exam Board</b>	WJEC		
<b>Adapted Specification</b> (with percentage weighting)	<ul style="list-style-type: none"> <li>• Exam (100%)</li> </ul>		
<b>Scheduled Assessments</b>			
<b>Date of Assessment</b>	<b>Unit / Topic</b>	<b>Resources</b>	<b>Date of Moderation</b>
w/b 12th April	Unit 2 Assessment 1	See linked documents above	w/b 19th April
w/b 19th April	Unit 1: Assessment 1		w/b 26th April
w/b 26th April	Unit 2 Assessment 2		w/b 3rd May
w/b 3rd May	Unit 1: Assessment 2		w/b 10th May
w/b 17th May	Unit 1: Assessment 3		N/A
w/b 24th May	Unit 1: Assessment 4 Unit 2 Assessment 3		N/A
<b>Year 13</b>			
<b>Qualification</b>	A Level History		

<b>Exam Board</b>	WJEC		
<b>Adapted Specification</b> (with percentage weighting)	<ul style="list-style-type: none"> <li>• Exam (66%)</li> <li>• NEA (33%)</li> </ul>		
<b>Scheduled Assessments</b>			
<b>Date of Assessment</b>	<b>Unit / Topic</b>	<b>Resources</b>	<b>Date of Moderation</b>
w/b 12th April	Unit 4 assessments 1 and 2	See linked documents above	w/b 19th April (assessment 1 only)
w/b 26th April	Unit 3 Assessment 1		w/b 3rd May
w/b 3rd May	Unit 3 Assessment 2		w/b 10th May
w/b 10th May	Unit 4 assessment 3		w/b 17th May
w/b 17th May	Unit 3 Assessment 3 Unit 4 assessment 4		N/A
w/b 24th may	Unit 3 Assessment 4		N/A
<b>Name</b>	<b>Role</b>	<b>Signature</b>	<b>Date</b>
Mr M Moruzzi	Head of Department	<i>Marc Moruzzi</i>	24/3/2021
Mrs H Hopkins	LT Line Manager	<i>HHopkins</i>	12/4/21
Mr D Curtis	Head of Centre	<i>D Curtis</i>	14/4/12