



Assessment and Quality Assurance Policy for Alternative Arrangements – Summer 2021

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Declaration of intent

The purpose of this Centre Policy is as follows:

- to ensure fair and consistent Centre Awarded Grades, without prejudice, and effective within and across departments, and maintained throughout the process
- so that the processes are implemented effectively with clear guidance and support for the staff
- to ensure that every member of staff involved with the processes understands their role and responsibilities
- to support teachers in making evidence-based decisions in accordance with the requirements of Qualifications Wales
- to achieve a high standard of internal quality assurance in the allocation of grades awarded by the centre
- to ensure the centre meets its' obligations in accordance with equalities and disabilities legislation
- to ensure we meet all requirements noted in the Special Regulatory Conditions and the instructions of the Joint Council for Qualifications and Awarding Bodies for Summer 2021 qualifications.

Background

- This Policy outlines how the school, as an examination centre, will use 'Guidance on Alternative Arrangements for Approved GCSEs, AS and A Levels' provided by Qualifications Wales, the examinations regulator, when deciding on grades in 2021.
- This is relevant to GCSE, AS and A Level qualifications regulated in Wales. For the very few qualifications falling outside of this remit, regulated by Ofqual, the school will use the relevant guidelines for those subjects, Levels 1-3 usually.
- In November 2020, the Education Minister announced that there would be no summer examinations for learners undertaking GCSE, AS and A Level courses in 2021. On January 20th 2021, it was confirmed that these qualifications would be awarded using Centre Awarded Grades. This means that individual examination centres, such as schools and colleges, would set the real grades awarded for every qualification.
- In sharing its' method, the school is seeking to provide students, staff and families with clarity and confidence. Additionally, it is providing an overview of decisions made by teachers; how teachers will make these decisions; and noting the evidence used by teachers in supporting the decision process.

1. Roles and Responsibilities

The specific roles and responsibilities of staff on a range of levels in terms of qualifications remain unchanged to a large extent in relation to other examination series. However, for awards in 2021, the following roles and responsibilities are relevant in relation to the awarding of grades:

Governing Body and Chair of Governors

- Discuss and approve this policy and other related policies.

Head:

- Act as centre Head, ensuring clear roles and responsibilities for the implementation of the policy. Confirm the credibility of the process of awarding centre grades and signing the Head of centre statement.

Deputy Head and Assistant Heads:

- The Deputy Head will be responsible for producing the Centre's Policy and will investigate any appeals against grades in the first instance.
- Attend relevant training sessions held by the examination boards providing appropriate support for the departments in their care (Each member of the SMT is responsible for specific departments).
- Provide staff with training on the process for producing subject assessment frameworks

- Provide guidance on the process for awarding grades and ensure clear and consistent communication. Include the awarding of grades as an agenda item for every Management Team, Middle Managers and Departmental meeting, ensuring detailed records are kept of discussions. Middle managers will share minutes of meetings with line managers in the

Management Team to record discussions, decisions and ensure clear communication throughout the process for awarding grades.

- Share and discuss the contents of the centre policy on 'Assessment and quality assurance processes for summer 2021 alternative arrangements' with every member of staff to ensure clarity and consistency across the centre.
- Quality assurance of departmental assessment plans.
- Provide staff with appropriate training on the recording and safe-keeping of evidence, including the 'Learner Decision Record'.
- The Deputy Head will develop a central system on SIMS to store 'Learner Decision Records'. Manage records from the assessments and record commentary when awarding grades.
- Analyse data relating to centre awarded grades.

ALNCo

- In implementing the arrangements, full consideration will be given to the following guidance:
 - Access Arrangements and Reasonable Adjustments Book September 1st 2020 to August 31st 2021.
 - Notification for Centres – Special Educational Needs Coordinators and assessors – June 2021
 - Important supplementary information in the WJEC document 'Policy guidance for centres'
- Administer arrangements for access and reasonable adjustments.
- Communicate access arrangements to teaching staff and maintain an overview of the performance of ALN pupils.
- Work and communicate with staff to ensure arrangements are in place and are being implemented.

Examinations Officer

- The Examinations Officer will ensure detailed and correct registrations in accordance with the requirements of examination boards
- Sharing information received from WJEC, OCR, PEARSON and Qualifications Wales promptly with all relevant members of staff.
- Facilitate the administrative process and contact the examination board as needed.
- Present appeal applications, undertaking the related administrative work.
- Correctly present the Centre awarded grades to WJEC in accordance with the timetable.

Heads of Department / Subject Leaders

- Heads of Department / Subject Leaders will have responsibility for setting a direction of travel for the department in terms of the type of evidence to be considered, ensuring

consistency when grading by undertaking departmental moderation activities against the Assessment Objectives, completing the appropriate paper trail. Manage the process of safe-keeping of evidence, including Learner Decision Records. Teaching staff will ensure that evidence is collected within the published timetable.

- Attend regular meetings with the Contact Manager to discuss the grade awarding process in accordance with school policy.
- Attend any training provided by the examination board
- Hold departmental meetings to decide on a departmental assessment plan, ensuring that there is sufficient evidence available.
- Hold regular departmental meetings and ensure detailed records of discussions are kept.
- Ensure learners' work is stored securely and can be accessed to support any internal reviews / appeals.
- Sample 'Learner Decision Records' within the subject under the quality assurance process.

Teaching Staff

- Follow departmental guidance, acting in accordance with the Subject Assessment Plan to ensure consistency.
- Ensure the grades awarded provide a fair, valid and reliable reflection of the evidence.
- Complete 'Learner Decision Records'
- Keep safely any evidence used as a basis for any decision made in accordance with the school's guidance and GDPR regulations.
- Teachers must make learners aware of the nature and criteria for the set task, ensuring learners understand when an activity will contribute to the awarding of grades.
- Teachers will mark work presented within the agreed timetables, set by subject leaders.
- Teachers will work with relevant subject leaders to ensure that learners who are entitled to access arrangements receive them. Teachers will ensure that reasonable adjustments are made for identified learners.
- Teachers will not provide students with an opportunity to improve their work after it is presented.

2. Subject assessment plans

- 2.1 Heads of Department and Subject Leaders will develop assessment plans for their subject areas based on the WJEC Final Qualifications Assessment Frameworks. In preparing the assessment plans, teachers will use the **"Assessment Strategy for CAG (Centre awarded Grades) – Summer 2021"** produced by the centre to ensure the

assessments meet the criteria set by WJEC and Qualifications Wales. The draft version will be presented to the Management Team by Friday March 19th, 2021, forming part of the quality assurance process.

- 2.2 Under the quality assurance process, meetings will be held between the Heads of Department and the Management Team to discuss the plans before sharing these with learners and their parents / guardians (26.3.21).
- 2.3 The assessment methodology for Summer 2021 is based on **core assessments** and **Supplementary Evidence**. Together, the supplementary and core assessments provide a fair and consistent basis for the presentation of evidence of learner attainment by teachers, whilst also providing the flexibility to ensure parity for all learners. This methodology will be implemented for WJEC GCSEs, AS and A Levels for Summer 2021.

Core Assessments: The core assessments will be administered during the period between March 15th and May 27th and will be based on suitable WJEC past papers and / or any NEAs (Non-examination Assessments). A series of suitable past papers and related marking plans will be published by WJEC on March 15th, 2021. In cases where past papers cannot be used, teachers may produce assessments following the instructions given in section 3 of this policy, “Ysgol y Preseli assessment and quality assurance Policy for alternative arrangements summer 2021”.

: The Supplementary Evidence will include other assessments administered during the course study period and providing additional evidence which the teachers may use to award a best-fit grade for pupils.

The evidence of the core assessments and the Supplementary Evidence will be used to award the final best-fit grade for pupils for their qualification.

- 2.4 Before completing the subject assessment frameworks, Heads of Department and subject teachers must ensure that they are familiar with the WJEC Qualifications Assessment Frameworks for their subject and that they have read and understood the **Assessment Strategy for CAG (Centre awarded Grades) – Summer 2021** document produced by the centre.
- 2.5 Subject teachers must ensure that the core assessments meet the assessment objectives noted in the adapted specifications and the Final Qualifications Assessment Frameworks by WJEC, and they must only assess subjects provided to the learners.
- 2.6 In deciding the core assessments, teachers should base their assessments on suitable past papers published by WJEC and also any non-examination Assessments. If there are insufficient adapted past papers available, subjects may create their own assessments using the WJEC Guidance for Producing Assessments and referring to section 3 of this policy. These assessments must be relevant to the subject assessment objectives and

they will need to be quality assured by the Head of Department or a member of the Management Team before being administered.

- 2.7 In deciding on Supplementary Evidence, subject teachers should consider the range of other assessments administered during the course subject period. The range should allow flexibility for learners to display evidence of the quality of their work across a range of assessment objectives, but not necessarily every assessment objective. Consideration will need to be given to whether these assessments were administered fairly and equally. If this cannot be confirmed, other assessments should be used if possible. If this is not possible, this will need to be recorded when noting commentary for the final CAG.
- 2.8 Every teacher will need to complete WJEC training on avoidance of bias and unintentional bias to meet the “**Public Sector Equality Duty**”. After doing so, they will need to check the assessment plans to ensure their compliance, making any appropriate changes as required.
[Professional Learning Programme:1 \(office.com\)](#)
- 2.9 The Leadership Team will quality assure the subject assessment plans, suggesting any changes as required.
- 2.10 All qualification Assessment Plans will be shared with learners by 26.3.21 in accordance with the learner timeline in the Qualifications Wales document (Version 2.0).

3. Centre devised assessments

- 3.1 If departments produce assessments providing evidence for the awarding of grades, these will follow the WJEC Guidance on Preparing Assessments (February 2021) to ensure that assessment tasks achieve the following:
 - i) meet the key principles of assessment: fairness and accessibility, validity, reliability
 - ii) developed in accordance with WJEC Qualifications Assessment Frameworks,
 - iii) developed making reference to the grade descriptors for the qualification provided and/or assessment criteria/current specification marking plans.
- 3.2 Departments producing assessments will complete WJEC on-line training on the foundations of assessments and producing assessments by **Friday, March 26th 2021**.
- 3.3 Departments will ensure the use of assessments to ensure consistency across the qualification for all candidates.

- 3.4 Good practice in ensuring consistency in the use of WJEC material and their marking schemes to ensure fairness and consistency.
- 3.5 Every teacher teaching GCSE, AS and A Level qualifications will also complete WJEC on-line training by **Friday, March 26th, 2021**.
- 3.6 Any core assessments produced by the centre will be checked by the Head of Department and a member of the Leadership Team before they may be used. Occasionally, the school will use other leaders from within the school and outside of the school to check these assessments as required.

4. Providing Assessments

- 4.1 The core assessments aren't examinations and they should be incorporated in the teaching and learning. To ensure fairness in the process of administering core assessments, the following principles must be followed.
 - 4.1.1 The core assessments completed during the period between March 15th and May 28th will be completed in the classroom, under the supervision of the subject teacher, under similar conditions to "controlled assessments".
 - 4.1.2 There must be a set time limit for the assessment, guided by the timing of formal examination papers.
 - 4.1.3 When sitting the core assessments, pupils will not note their name on these. Instead, they will record their examination number clearly. This is to avoid unintentional bias when marking.
 - 4.1.4 The assessments will not have been used previously and will be "closed book" assessments, except in situations where this would be the usual way of working for assessing a particular unit. However, learners will be made aware of the assessment subject beforehand.
 - 4.1.5 Teachers will ensure equal notice is given to every learner of the assessment date and subject to ensure fairness across classes. The date will be recorded in a dedicated calendar on Teams, enabling the Management Team to monitor learner workload.
 - 4.1.6 Time must be allowed for learners to prepare for the assessment, including time to revise during the days before the assessment.
 - 4.1.7 Appropriate access arrangements must be ensured for the assessments, as defined in the "guidance on access arrangements and reasonable adjustments Summer 2021" document
 - 4.1.8 Heads of Department and teachers responsible for teaching and assessing specific subjects will need to present draft departmental assessment plans by Friday, March 19th. The plans will be checked by a member of the Leadership Team before being validated. A copy of every department's assessment plan will be shared with the pupils and their parents/guardians by Friday, March 26th, 2021.

- 4.2 Learners will not be provided with any formative feedback following the core assessments. However, any summative element of the assessment (mark only) will be shared with the learner and the learner will sign their acceptance that the assessment was completed under appropriate conditions and that they accept that the mark is correct. **This will not prevent any pupil from appealing against the final summative grade awarded by the centre.**
- 4.3 If a learner is absent due to illness, the teacher must ensure that the learner has an opportunity to complete the assessment on their return. The school will ensure the conditions for achieving this under the supervision of a staff member.
- 4.4 If a learner is self-isolating, the teacher must ensure that the learner is given an opportunity to complete the assessment on their return or provides an opportunity for the learner to complete the assessment at home under virtual supervision.
- 4.5 If assessments are undertaken at home (e.g. because of self-isolation), learners must complete the assessment within a defined period under virtual supervision, and they must return the paper electronically at the end of this period. Learners must sign a statement confirming that they have not received any assistance during this assessment. After receiving this work, teachers must compare this with other work completed by the learner, ensuring no considerable variation in terms of quality. If there are any concerns, the teacher should discuss this with their line manager and maybe hold a question and answer session with the learner regarding the assessment, which will be noted in the commentary.
- 4.6 Teachers should be vigilant when assessing learners' work and should immediately raise any concerns regarding plagiarism with their line manager.
- 4.7 The School has specific policies on the undertaking of non-examination assessments, controlled assessments and coursework procedures. Staff are aware of the content of these policies. However, it must be remembered that lockdown necessitates some flexibility in terms of these arrangements. In principle, every teacher should feel confident that the work completed is a reflection of the learner's work, rather than work undertaken by others. In any cases of concern, teaching staff should refer the matter to a member of the Management Team for further investigation. Any investigation will follow **JCQ 'Suspected Malpractice-Policies and Procedures 1 September 2020 to 31 August 2021'** guidance.
- 4.8 The school has a policy for preventing misconduct by centre staff and candidates. Staff, pupils and their parents will be informed of the content of this policy before assessments are undertaken.
- 4.9 Training will be provided for all staff teaching GCSEs, AS and A Levels on the following:

- prevention of misconduct / maladministration
 - provision of access arrangements and reasonable adjustments
 - keeping records / storing of evidence
- 4.10 The school maintains a record of possible conflicts of interest and action will be taken to mitigate the effects.
- 4.11 The ALNCo will be aware of the assessment timetable and will plan to ensure that appropriate arrangements are in place to support learners with approved access arrangements
- 4.12 Teachers will be aware of any access arrangements to be considered for individual learners, and they will administer these arrangements in class. The teacher will record this in their assessment records. The school will use the guidance document “**Guidance on access arrangements and reasonable adjustments – Summer 2021**” in meeting our responsibilities as a centre.

5. Awarding Centre Grades and Recording Decisions

- 5.1 Every grade must be an objective decision based on evidence of the knowledge, understanding, skills and abilities of learners in relation to the subject. **This is not a prediction of a learner’s potential.**
- 5.2 It will not be possible or allowed for teachers, or the school, to try and publish a grade awarded by the Centre based on a learner’s potential. Teachers will be required to apply their professional opinion and decide whether the information and the skills displayed meet the usual standard for a particular grade. Grades should reflect what pupils are able to do, not what they haven’t been able to achieve as a result of the pandemic. This was a principle applied in 2020, leading to fair and consistent results with very few appeals. The suggestion made by WJEC in terms of ideal evidence and the examples given by WJEC in the context of various pathways to show understanding of the Assessment Objectives must be remembered.
- 5.3 Before awarding the grades, teachers must ensure that the individual assessments have been moderated, with a mark and/or grade recorded in the specified spreadsheet. In some cases, moderation will possibly need to be conducted with another centre if practical (where only 1 teacher is responsible for teaching an entire qualification on their own).
- 5.4 The teacher must consider the range of evidence available (relevant core and supplementary assessments), deciding on the assessments selected which best display pupil performance across the specification. For most learners, these assessments will be the same. However, there could be circumstances for individuals or groups of pupils

where the teacher may select a different assessment. Learners may achieve the same grade by showing different combinations of knowledge, skills and understanding across various assessments. These decisions must be agreed with the Head of Department and recorded in the commentary. The range of evidence must encompass the range of assessment objectives.

- 5.5 In looking at the evidence available for every learner, the teacher must consider whether access arrangements were in place for relevant pupils. If not, other assessments should be used if possible. If this is not possible, this must be considered when deciding on the final grade.
- 5.6 The teacher must be familiar with the WJEC grade descriptions and the best fit grade must be decided upon for every learner, based on the available evidence. Teachers must consider the different weighting assigned to the assessment objectives in the specification.
- 5.7 Where there is insufficient evidence or the evidence suggests that the attainment does not meet the minimum grade required for the qualification (i.e. grade G at GCSE; grade E at AS / A Level), learners will be awarded a U Grade by the Centre.
- 5.8 In making decisions, teachers must give due consideration to the Public Sector Equality Duty PSED, ensuring their opinion is fair, valid and accurate, and free from prejudice and unintentional prejudice.
- 5.9 In deciding on the CAG, teachers should consider whether there are special considerations in any particular case. The subject assessment plan should be flexible enough to allow for the selection of evidence not affected by adverse circumstances. However, there may be circumstances which could have affected learner performance when undertaking the relevant assessment, which may be considered. Any requests for special consideration must be presented and agreed upon by the Examinations Officer in accordance with the guidance document on Special Consideration. There are some circumstances which do not qualify learners for special consideration. Special consideration should not be given for the time lost due to missing education and learning as the whole school assessment method allows for this.
- 5.10 The school will be aware of cases involving conflicts of interest and will take appropriate steps to deal with this in accordance with the JCQ guidelines in the guidance document on conflicts of interest.
- 5.11 Records will be kept in appropriate assessment records prepared for every subject. The assessment record will note the following:

5.11.1 **Assessment frameworks:** a record of the assessments used, how they meet the assessment objectives, which units of work are assessed by these, the administration conditions of the assessment, any special access arrangements and any steps taken to moderate the assessment.

5.11.2 **Assessment record:** a record of the grade or mark awarded for every assessment and a record of the final draft summative grade.

5.11.3 **Commentary:** a record of the grade, commentary on the decisions made in awarding the summative grade and a record of any special considerations given to the process of awarding the draft grade.

5.11.4 **Analysis:** a statistical analysis of the grades awarded for the subject. This is used to ensure a pattern for the grades awarded.

5.12 Teachers will be responsible for maintaining subject assessment evidence for every learner in a folder. Each learner will have a plastic wallet for every subject to keep evidence of core assessments. There will be a pupil statement form at the front of every plastic wallet for the pupil to record the mark awarded for the core assessment and a record of their signature confirming their acceptance of the accuracy of the mark and the conditions of the assessment in accordance with point 4.2 of this policy.

6. Quality assurance of assessment and grading decisions

6.1 Robust quality assurance processes will provide the foundation for ensuring fairness, accuracy, reliability and consistency in awarding grades for each pupil in every qualification.

6.2 Various levels of scrutiny of plans and assessments will be undertaken by subject teachers, Heads of Department, the Management Team and the Governing Body. Considering the core assessments and the Supplementary Evidence, the subject teacher will form an opinion on the grade to be awarded to every individual pupil based on the information of the candidate. The role of the Head of Department will be to validate the standard and suitability of the evidence presented, in addition to the assessment standards for every individual subject. This will include the validation of any assessments prepared internally to ensure reliability and fairness.

6.3 The Centre Head, the deputy Head and Assistant Heads will quality assure any assessments prepared by the centre and subject assessment frameworks. They will also sample subject assessment records across teachers and across learners for consistency.

6.4 Heads of Department will validate the grades awarded by individual subjects as follows:

6.4.1 Implement techniques to ensure marking is free from prejudice where possible (e.g. blind marking, sharing marking with different teachers)

- 6.4.2 Ensure all assessments adapted by WJEC are moderated across the department to ensure marking consistency by each and every teacher. There will be collaboration with other centres in one teacher subjects to ensure a consistent professional opinion on decisions. This will be arranged in cooperation with members of the Management Team and such requests for support should be made early. Any changes made to individual grades must be noted and clear reasons given.
 - 6.4.3 The Centre collaborates with neighbouring Welsh-medium schools in the process of awarding series grades for summer 2021. This will be beneficial for those departments with only 1 teacher providing the specific qualification.
 - 6.4.4 Ensure that Supplementary Evidence is moderated or that sampling of marking work by teachers is undertaken.
 - 6.4.5 Scrutiny of decision-making records for learners, ensuring that learners with protected characteristics and /or access arrangements are considered equitably. Any queries must be discussed with the teacher and any changes made to any grades must be recorded, along with clear evidence and reasoning.
 - 6.4.6 Identify any learners receiving any requests for special consideration and scrutinise their decision-making record.
 - 6.4.7 Analyse the performance of groups of learners in their subject, including those with protected characteristics, making comparisons with historical trends in their subject. Any queries must be discussed with the teacher and any changes made to grades must be noted, with clear evidence and reasoning given.
 - 6.4.8 Write a report giving an overview of their grades and noting the reasons for any significant deviation from historical trends.
- 6.5 Heads of Department will quality assure the assessment decisions for every individual pupil in the relevant subjects. Consideration will be given to access arrangements in scrutinising assessment decisions to ensure parity between learners.
- 6.6 Throughout the assessment and validation process, every member of staff will consider the Public Sector Equality Duty.
<https://www.equalityhumanrights.com/cy/deall-dyletswydd-cydraddoldeb-y-sector-cyhoeddu-ar-gyfer-y-trydydd-sector-yng-nghymru>
- 6.7 The Leadership Team will quality assure the final grades through analysis and assessment:
- 6.7.1 Whole-school indicators with a focus on historical trends and the historical performance data of the cohort.
 - 6.7.2 The performance of individual subjects, making comparisons with historical trends.
 - 6.7.3 The performance of individual pupils across the range of subjects studied by them.
 - 6.7.4 Subject Assessment Records including decision-making records.

- 6.8 Every member of staff involved with the centre awarded grades process will fully undertake a supplementary assessment Professional Learning Programme for Summer 2021.
- 6.9 The school will fulfil its' obligations as data controller by working with the Data Officer, Mr J Lewis, in undertaking a data protection assessment and impact review, and if required, it will update the privacy notices.

7. Communication with learners and parents/carers

- 7.1 The school will communicate with learners and parents/carers in an open and transparent manner in relation to the general assessment procedures and method, to instil confidence in the processes.
- 7.2 The school will communicate important information on relevant steps throughout the process with learners and parents/carers, including:
- 7.2.1 Whole-school strategy for assessment
 - 7.2.2 High Level Subject Assessment Frameworks
 - 7.2.3 Key dates for assessments and sharing of information
 - 7.2.4 The grades awarded for core assessments where relevant
 - 7.2.5 Any other relevant information at the request of learners/parents **except** the provisional summative grade.
- 7.3 The information will be shared by several means including Parentmail, class/year Teams Channels. We will also provide pupils and parent with a designated e-mail graddau21@ysgolypreseli.com in order to respond to any questions regarding the process.

8. Internal complaints and reviews

- 8.1 Provisional Centre awarded Grades will be shared with learners in June, before they are sent to WJEC. Learners may appeal against the grade awarded. The appeals process will include three steps:
- Step 1 includes a centre review of the provisional grade awarded by the centre based on a judgement and / or a procedural error made;
 - Step 2 will involve an appeal to WJEC on the basis that the judgement made by the centre is unreasonable and / or a procedural error has been made; and
 - Step 3 involves an appeal to Qualifications Wales on the Exam Procedures Review Service (EPRS) to review whether WJEC have followed the required procedures.
- 8.2 WJEC will share further information on internal review guidelines and appeals in early April. The school will have committed to reading and considering the guidelines before reviewing and updating the school's internal complaints and appeals procedures.
- 8.3 The centre will ensure that parents / guardians will have access to the centre's complaints / appeals policy.

8.4 Internal appeals will be referred to the Examinations Officer, Mrs A Phillips, in the first instance.

9. Private Candidates

9.1 Very few students sit assessments / exams as private candidates.

9.2 Private candidates known to the Centre will receive CAG for Summer 2021 based on **Core Assessments** and **Supplementary Evidence**. Together, the supplementary and core assessments will provide a fair and consistent foundation enabling teachers to present evidence of learner standards of attainment.