



Centre policy on assessment and quality assurance processes for the summer 2021 alternative arrangements

Centre Name: Coedcae School	Centre Number: 68255
Policy adopted by Governing Body on (insert date): 24 March 2021	Policy issued to staff on (insert date):
Member of staff responsible for the policy: Tracy Senchal, Headteacher	

Introduction

In November 2020, the Minister for Education in Wales announced that there would be no end of year exams for GCSE, AS and A level qualifications in 2021. In January 2021, it was confirmed that these qualifications would be awarded this year through a Centre-Determined Grade model. This means that schools or colleges will determine the grades to award to their pupils for the following qualifications:

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

The Qualifications Wales document, *Guidance on alternative arrangements for approved GCSEs, AS and A levels*, states that *whilst the approach to producing the Centre Determined Grades (CDGs) will be holistic in nature, it needs to be underpinned by sufficient evidence of demonstrated attainment across key themes and skills*.

This policy is designed to outline how the school, as an examination centre, will apply the [qualifications regulator] Qualifications Wales *Guidance on alternative arrangements for approved GCSEs, AS and A levels* to help determine grades in 2021.

By sharing its approach through the publication of this policy, the school is seeking to offer clarity and confidence to staff, pupils and parents/carers, as well as wider stakeholders of the school.

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 this policy.

1. Roles and responsibilities

- 1.1 The Chair of Governors will approve and sign this policy further to consideration and ratification by the full Governing Body
- 1.2 As Head of Centre, the Headteacher has overall responsibility for the school as an examinations centre, ensuring that full cognisance of the school's legislative and regulatory duties in this domain is taken by all relevant parties. The Headteacher is responsible for ensuring that there are clearly defined, and separate, roles and responsibilities within the structure for awarding CDG. The Headteacher will ensure that the planning for and implementation and management of the process for awarding CDG is conducted efficiently, in line with this policy, and in the best interests of all pupils.
- 1.3 The Deputy Headteacher (Pedagogy, Curriculum and Assessment) will be responsible for ensuring that appropriate training for all staff involved in the determination of grades is provided. The Deputy Headteacher, in line with her role as Internal Lead Verifier, will work closely with the Headteacher to ensure that the internal quality assurance processes of the school are implemented robustly and consistently. This includes ensuring that each qualification/subject area has fully completed internal moderation of evidence and recorded all decision-making in line with WJEC protocols.
- 1.4 The Senior Leadership Team (SLT), in its line-management function with specified middle leaders/curriculum areas, will be responsible for supporting the Headteacher in quality assuring and internally 'signing off' subject assessment plans and final CDGs. Deputy and Assistant Headteachers will play a key role in providing support for staff involved in the CDG process and in ensuring that there is a consistent approach to the implementation of this policy across all relevant qualifications.
- 1.5 The Additional Learning Needs Co-ordinator (ALNCo) will ensure that all staff are aware of any access arrangements in place for pupils when undertaking assessments that are used to provide evidence for the CDG, including details of any reasonable adjustments to which pupils may be entitled. In addition, the ALNCo will coordinate the provision of additional support to help pupils achieve the aims of a given qualification as would happen in 'normal' circumstances.
- 1.6 Curriculum Leaders will be responsible for the robust implementation of this policy within the curriculum area they lead. They will ensure that the approach to awarding CDG meets the requirements of the given Qualification Assessment Framework set down by the WJEC; this includes selecting and setting tasks from within the range offered by the WJEC in the form of adapted past paper materials, in order to enable all pupils within the cohort equal opportunity to demonstrate what they know, understand and can do; this way, all pupils will have the best chance to achieve the highest possible grade. Curriculum Leaders will also ensure that internal standardisation and moderation of assessment processes and evidence is undertaken rigorously, in order to secure fairness and consistency of outcomes across the qualification. It will fall to Curriculum Leaders to oversee and manage the recording of outcomes and associated decision-making for each qualification. Curriculum Leaders will be responsible for ensuring that pupils entitled to access arrangements have these in place for the qualifications for which they are responsible. Working closely with the Deputy Headteacher, Curriculum Leaders will ensure that colleagues within the team are supported to access relevant training opportunities. Curriculum Leaders are responsible for the drawing-up and implementation of the Subject Assessment Plan. Curriculum



Leaders will ensure that final grades are uploaded to the WJEC platform by the deadline.

1.7 Teachers will engage fully with all relevant professional learning provided to support the implementation of this policy. Teachers will ensure that assessment tasks are set, administered and assessed in line with the requirements of the given Subject Assessment Plan; and that assessment evidence is gathered in line with the agreed timetable (see Appendix 1). Teachers must make pupils aware of the schedule for assessment tasks, and of the scope and criteria for the set tasks; teachers must ensure that pupils understand when an activity will contribute to the establishment of the CDG. Teachers will ensure that access arrangements/reasonable adjustments for identified pupils are in place, as appropriate. They will collect in and securely store assessment work completed by pupils. Teachers will mark submitted work to timescales agreed with Curriculum Leaders. Teachers will not provide pupils with an opportunity to redraft or improve their work once it has been submitted. In line with relevant school policies (Centre Assessment Policy, Subject Assessment plan), teachers will provide CDGs for pupils which are a fair, valid and reliable reflection of the assessed evidence available; working closely with the Curriculum Leader, they will complete the Pupil Decision Making Record.

1.8 The Data & Examinations Manager is responsible for managing the administration of qualifications. This includes ensuring accurate and timely entries to the examination boards, the prompt sharing of all relevant information from the examination boards to relevant staff, and assisting the Headteacher, Senior Leadership Team and Curriculum Leaders to fulfil their responsibilities around GCSE assessment 2021, as appropriate.

2. Centre Determined Grades

2.1 Definition and purpose

A Centre Determined Grade (CDG) is the final grade awarded on the basis of attainment that has been demonstrated in the areas of the qualification content that a pupil has covered.

For each qualification, teachers will make use of WJEC Qualification Assessment Frameworks, which include descriptors for key grades to support the accurate distribution of awards. Each grade awarded by the school must be underpinned by robust evidence to demonstrate a pupil's attainment across key themes and skills. These will vary per qualification, as determined by the requirements of each WJEC Qualification Assessment Framework.

CDGs will not be used by teachers/the school to indicate a pupil's potential in a subject since, after such disruption to learning, this would be entirely subjective and difficult to evidence. Teachers will be required to apply their professional judgement and decide whether the knowledge, understanding and skills demonstrated by the pupil meet the usual standard for a given grade.

In determining grades, the school will be required to make 'best-fit' judgements. This means that pupils are not required to demonstrate all aspects of a grade descriptor to be awarded the grade; pupils should be awarded a grade which supports evidence of attainment across sufficient breadth of content, within the specified qualification, as determined by the WJEC. Pupils may achieve the same grades by demonstrating different combinations of knowledge, skills and understanding. This ensures that strengths in some areas counterbalance shortcomings in others. As a result, the 'best-fit' grade may be awarded.



Where there is insufficient evidence of demonstrated attainment, or where evidence suggests attainment is below that required of the lowest grade for a qualification (i.e. G grade at GCSE), then a pupil will be awarded a Centre Determined Grade of U.

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, owing to the ongoing impact of the pandemic. Therefore, the use of CDGs seeks to ensure pupils are not unfairly disadvantaged by external factors. At the same time, they are designed to enable all pupils to progress to their next stage of learning and/or employment.

2.2 Evidence to be used when setting the Centre Determined Grade

In determining a grade, the following types of evidence will be used (where it exists) in each type of qualification:

2.2.1 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, they are fully supported by clear, tried-and-tested mark schemes, and they are familiar in format to both pupils and staff. Teachers will ensure 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. The past papers selected for use for assessment purposes in a given qualification will be specified within the relevant *Subject Assessment Plan*.

2.2.2 Non-examination Assessment

Non-examination assessment (NEA) exists in many qualifications. In a 'normal' year, the weighting towards the overall grade is, in most cases, lower than for unseen elements. Where NEA remains part of an adapted qualification, teachers will use the performance of pupils in this element as evidence that contributes to the determination of a grade. However, teachers will need to consider the weighting of the element in light of the qualification as a whole, to ensure that the grade awarded accurately reflects the overall standard. For example, in a qualification where the weighting of the NEA is equivalent to 20% of the overall grade, teachers will take this into account against the other evidence provided when determining the grade. *Subject Assessment Plans* will specify whether and how any NEA evidence will contribute to the CDG.

2.2.3 Other contributing evidence

a) Teachers may use evidence from previously completed WJEC past-paper questions, which have been externally quality assured and have 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, such as end-of-unit tests, may 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 may not have been aware of the importance of these tasks in their overall grade award for the qualification. This is designed to ensure fairness and equity for all pupils. The other contributing evidence selected for use for assessment purposes in a given qualification will be specified within the relevant *Subject Assessment Plan*.

The number of pieces of evidence required to determine a grade will vary per qualification. Teachers will ensure there is sufficient opportunity for pupils to provide clear evidence to demonstrate competence in relation to the key themes and skills, as specified in each WJEC Qualification Assessment Framework. 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.

3. Subject assessment plans

For each qualification, Curriculum Leaders, in consultation with their team of staff, will develop Subject Assessment Plans that are aligned with the relevant Qualification Assessment Framework provided by the WJEC.

Subject Assessment Plans will detail the following:

- The content and skills coverage for the given qualification, within the scope of any adaptations made by the WJEC and the context of our school; namely, what have our pupils been taught/learned over the course of study for the qualification and against the backdrop of the disruptions and challenges to learning caused by the pandemic
- How any non-examination assessment [NEA] has been completed or partially completed, or is to be completed
- Which of the assessment materials provided by the WJEC are to be used to evidence learning and determine the final grade, and how this decision was reached; and how the selected assessment materials provide a suitable framework for pupils to demonstrate their attainment across the required range of assessment objectives
- How the assessment activities will be delivered, including reference to mode of delivery (remotely/face-to-face), how much time is to be allocated, and how many lessons are required to complete a given assessment
- How the WJEC document *Guidance on Assessment and Grading for Summer 2021* has been considered, understood and used by all members of the team so as to provide for consistency of outcomes across teachers/pupils
- What quality assurance measures will be undertaken to ensure consistency and accuracy of assessment and grading across all pupils/teachers.

Once the Subject Assessment Plan has been drawn up by the Curriculum Leader in collaboration with his/her team, the Curriculum Leader will consult with the relevant SLT link to undertake the required quality assurance of the plan. Any necessary changes will be agreed with and effected by the Curriculum Leader before the finalised plan is confirmed with the Headteacher.

Ongoing monitoring of the implementation of the Subject Assessment Plan across the curriculum area will be undertaken as part of the usual schedule for regular link meetings (Curriculum Leader with SLT link). Should circumstances arise that require changes to be made to the plan, these should be discussed and agreed in the link meeting and submitted to the Headteacher for approval. The SLT link will attend curriculum area meetings, as appropriate, to participate in discussions and activities that evaluate and promote the consistency of the implementation of the plan across the team.

4. Centre devised assessments

Our school will be delivering the WJEC-devised assessments to provide evidence of pupil attainment.

If the situation arises that a WJEC past paper covers almost all the taught content, with some minor omissions, the teacher can remove the questions that assess the content not



taught. The teacher will need to adapt the mark scheme and account for the removal of the content in relation to the notional grade provided by the WJEC for that paper. Any adaptations to the past paper will be quality assured in line with the WJEC Assessment Creation Guide published on the summer 2021 section of our secure website.

5. Assessment delivery

Assessment activity should be embedded, as far as possible, into teaching and learning plans in order to reduce additional burdens on teachers and pupils, and to promote pupil progression.

In consultation with Curriculum Leaders, a schedule for delivering the WJEC-devised assessment materials will be drawn up. This will be designed so as to manage the workload of both staff and pupils so that it is as reasonable and deliverable as possible. Curriculum Leaders will identify optimum slots for their assessments, so that a cross-curricular schedule may be drawn up and shared with pupils and parents/carers.

The assessment materials are not intended to be delivered under exam conditions. Pupils will produce work within a specified timeframe that is commensurate with the volume of work required. It is anticipated that the time allocated to a given assessment task would not exceed that given hitherto in an unseen examination for the qualification; however, unlike an unseen examination, evidence is likely to be produced over a series of not more than three lessons.

Assessment work will be completed independently by pupils, with levels of 'control' that are akin to existing arrangements for NEA tasks that are supervised by teachers; this will be so as to ensure that evidence produced is the pupil's own. Wherever possible, assessment activity will be undertaken by pupils in class. Where this is not possible owing to external factors, such as lockdown or self-isolation, then work will need to be completed by pupils at home. However, where this is the case, the school will introduce mechanisms to support confirmation of the authenticity of the pupil's work; this could include ensuring the pupil's camera is switched on during the live session; the pupil showing the teacher his/her immediate work space to confirm there are no materials available that are not authorised for the given task; the pupil submitting the work immediately at the end of the timeframe for the given live session. In addition, where the standard of the work produced in these remote circumstances is divergent from that usually produced by the pupil, the school will consider the work submitted against that which has been previously assessed in more controlled conditions so as to verify authenticity.

Teachers will ensure that pupils entitled to access arrangements/reasonable adjustments are appropriately provided for when undertaking specified assessments.

It is expected that pupils will undertake the assessment tasks for a given qualification at the timetabled point, unless there are special circumstances which would allow for an extension to be considered. If after a reasonable subsequent opportunity to undertake a missed assessment a pupil does not complete it, a U grade is likely to be awarded.

Teachers will mark submitted work to timescales agreed with Curriculum Leaders. Teachers will not provide pupils with an opportunity to redraft or improve their work once it has been submitted. Marking will be summative, with no required for diagnostic feedback for pupils. Teachers will not provide pupils with assessment outcomes at this stage.

No teacher will be solely responsible for assessing the work and determining the final grade for a pupil with whom they have a close personal relationship, such as a family



member. Any potential conflicts of interest will be declared by staff and recorded by the school so that reasonable steps may be taken to mitigate against this, such as the work being assessed by another teacher. The school will retain these records, notifying the WJEC where specified circumstances prevail.

Once the assessment work has been completed by pupils, teachers will collect this in and store it securely in a designated secure space, as set out in the Subject Assessment Plan.

6. Quality assurance of assessment and grading decisions

The school will implement processes around assessment and reaching grading decisions that are in line with the *WJEC Guidance on Assessment and Grading for Summer 2021*.

6.1 Quality assurance

The school will undertake quality assurance processes, within subjects and across subjects, to ensure the grades determined are valid, reliable, equitable and fair, while seeking to avoid discrimination. The school will ensure training is provided to all staff to support this.

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:

- Where there are a number of teachers delivering the same assessments within the same qualification [e.g. core subject teachers], it will be important to undertake a standardisation meeting following completion of a given assessment by pupils, as a proactive approach to securing consistency across the team
- When marking a completed assessment task, the teacher will assess the pupils' work against the WJEC mark schemes; no diagnostic/formative feedback is required from the teacher, as this is summative assessment designed to support considerations around the CDG, although annotation that is helpful in facilitating grading decisions should be made using red pen
- Moderation activities will take place as soon as is reasonable and practicable, once the evidence has been submitted
- Curriculum Leaders will ensure that the sample of work to be moderated covers the full spectrum of grades and all teachers who have assessed work
- Moderation activities may involve a number of teachers; therefore, where a piece of evidence is moderated, additional comments by a separate member of staff will be made in green pen;
- Curriculum Leaders will review any discrepancies, with comments made in purple pen;
- At all stages, decision-making records will be retained as evidence to support the final determined grade.

In departments where teachers are the sole deliverer of a given qualification the school will provide an opportunity for evidence to be moderated through links with another centre.

All teachers who undertake assessment of pupil attainment evidence will have their work moderated as part of internal quality assurance procedures. Where an examination cohort size is lower than 20 then the whole cohort will be moderated. For larger samples, the school will ensure that evidence is considered from a range of pupil profiles, including more able pupils, those with additional learning needs, and those with protected



characteristics. All work sampled will be marked anonymously (with candidate numbers, rather than pupils' names) to mitigate the risk of conscious and/or unconscious bias.

6.2 Internal review of grade profiles

The Data & Examinations Manager will provide Curriculum Leaders and SLT with data sets that detail the following:

6.2.1 The progress of a given pupil across a given qualification, as tracked by his/her performance grades (PG) over the course of study and how that compares with the CDG that has been set by the teacher.

6.2.2 How a given cohort within a given qualification has performed throughout the course, and the indicative data generated through the six PG reviews scheduled across KS4.

6.2.3 Performance trends [by cohort and discrete group] for the given qualification since 2017.

The above information will allow for comparative data to be considered and for professional discussions to be held both within and with curriculum areas as part of the school's quality assurance process.

The Curriculum Leader should discuss any apparent anomalies emanating from the process in 6.2.1 with the particular teacher. Thorough consideration of all the evidence will be made by the Curriculum Leader and teacher. A record of the discussion will be made and retained by the Curriculum Leader, with a clear rationale for the final decision being documented, whether that is to uphold or amend the CDG. A copy of the record should be shared with the SLT link member at this next stage of internal quality assurance.

The SLT link member will meet with the Curriculum Leader once the CDGs for that qualification have been drawn up. Due consideration will be given to the data provided in 6.2.2 and 6.2.3 when reviewing the overall CDG profile for the curriculum area. Divergent trends, where they may occur, will be explored, and the rationale explained, supported by evidence. A record of these discussions will be retained by the Curriculum Leader.

The Headteacher will review all CDGs before they are issued to pupils.

6.3 Centre-to-centre discussions

The school will work within its local network of secondary schools to share and review its processes of determining grades and quality assurance with a headteacher from another examination centre. This process may also involve the school's Challenge Advisor to provide a further degree of objectivity. This layer of quality assurance does not form part of WJEC or Qualifications Wales' regulatory framework, yet is designed to ensure the process applied is valid, reliable and fair.

There will be no external moderation of Centre Determined Grades. However, grades submitted to WJEC may be reviewed and investigated where performance profiles appear atypical.

6.4 Recording decisions

The school will keep a record to document clearly the rationale for grade decisions. This will be couched in language that is jargon-free and easily accessible to pupils and their parents/carers.



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 moderation activity.

The school will document all information relating to grade reviews requested by pupils, and the outcome of these, along with reasons for the decision.

On submission of the final CDGs, the school will be required to make an overall declaration in relation to the processes carried out, via the online Candidate Assessment Record devised by the WJEC.

7. Pupil and parent/carers communication

This policy will be shared with all pupils and their parents/carers further to WJEC approval. A pupil-friendly summary of the policy will also be made available.

The Headteacher will hold a meeting with pupils and their parents/carers at the start of the summer term to allow for any clarification that may be needed.

8. Internal reviews and complaints

In line with the requirements of the JCQ's *General Regulations for Approved Centres (section 5.7f)* the school will establish an internal appeals procedure relating to CDG decisions. The school will make details of this procedure available to pupils and their parents/carers.

The school will also draw pupils' and parents'/carers' attention to our published *Complaints Procedure*, which will provide for general complaints regarding the school's delivery and/or administration of qualifications.

The school is committed to the responsibilities to be placed upon us by the guidance to be drawn up and shared by the WJEC in relation to internal review and appeals around CDG.

9. Professional learning

Working with Welsh Government, Qualifications Wales and the WJEC, the school will ensure that appropriate training is provided to staff at all levels in order to ensure that the assessment plan, and associated processes, are implemented effectively.

In addition to providing training on the assessment plan and associated actions for staff at all levels, the school will revise its existing training programme to help manage staff workload. Specific training on avoiding unconscious bias when assessing work will be provided for all staff involved in the marking of evidence.

Identified staff will also 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.



APPENDIX 1: TIMETABLE FOR DELIVERY OF ASSESSMENTS

The following schedule outlines when the evidence from adapted past-paper tasks that will be used to help determine grades will be generated. Evidence to form the basis of 2.2.2 and 2.2.3 may be generated earlier.

This schedule has been developed in conjunction with Curriculum Leaders following their evaluation of the particular needs of, and best interests of pupils in, their subjects.

The use of a schedule is designed to ensure the model is deliverable to both pupils and staff, ensuring workload is managed insofar as possible. However, there may be exceptional circumstances where it may not be possible for pupils within individual classes to undertake activities within the scheduled window.

Dates are subject to change owing to the uncertainty of national timescales. As a result, it is possible the schedule for each group may be extended by a further week. However, it is not anticipated that it will be shortened

Week commencing	Subject assessments to be undertaken by pupils
12 April	
19 April	
26 April	
4 May	
10 May	
17 May	
24 May	
7 June	School moderation activities

**APPENDIX 2: Timelines****2a Timeline of key dates for schools**

Event	Date
WJEC provides information to centres on the assessment and IQA requirements	5 March
Centres submit their Assessment and Internal Quality Assurance (IQA) policies to WJEC	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 pupils and centre reviews undertaken. Centres internally review and sign off outcomes	By 2 July
Submission window for CDGs	14 June-2 July
WJEC QA pupil decision making records and overall outcomes	21 June-12 July
WJEC discusses atypical results with centres and issues arising from review of evidence records	13-16 July
GCSE Results	12 August
GCSE appeals window	24 August-21 September*

* **Provisional date****2b Timeline of WJEC publication of guidance and training events**

Event	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 IQA 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
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 CDG	17 May
Submission window for CDG	14 June-2July
WJEC QA pupil decision records and overall outcomes	21 June-12July

2c Timeline of key dates for pupils

Event	Date
School will tell you how you will be assessed and graded for your qualification	By Easter
You should have face-to-face teaching and some additional assessments	12 April-28 May
You will receive your provisional Centre Determined Grades (CDG) and you will have the opportunity to ask for your grade to be reviewed	By 25June
School will submit your provisional Centre Determined Grades to WJEC	14 June-2July
GCSE Results Day	12 August
You will have the opportunity to appeal your GCSE result/s to WJEC	24 August-21 September*
You will have the opportunity to appeal to Qualifications Wales for an Exam procedure Review Service (EPRS)	Post results day