



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

Centre Name: St Cenydd School	Centre Number: 68531
Policy adopted by Board of Governors on (insert date): 24.03.21	Policy issued to staff on (insert date): 22.03.21
Member of staff responsible for the policy:	Mr C Bown

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

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

The Headteacher and Senior Leadership Team will ensure the proper conduct of all CDG assessments and the associated processes. This will include the formulation of this Centre Policy, the process by which assessments will take place, the appropriate conduct of data collection and Quality Assurance processes ensuring the best interests of the pupils remain central to the process, keeping parents and pupils informed throughout, and providing any necessary training for staff. Members of the Senior Leadership Team will Quality Assure the grades to be awarded to ensure consistency in outcome and ensure they are in line with grades awarded in previous years. The Senior Leadership Team will also identify any conflicts of interest e.g. staff colleagues with their child in the year group/subject area or class.

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

Heads of Department will work closely with their SLT Line Manager and the ALNCO to ensure the appropriate conduct of assessments (including the provision of access arrangements), e.g. the preparation of pupils, the collection and recording of marks, the secure storage of assessments and following the Quality Assurance process as described in this document. The Head of Department will produce a subject assessment plan. Heads of Department in conjunction with class teachers will report any conflicts of interest and how they will be managed in collaboration with their SLT Line Manager, and guidance from WJEC. Heads of Department will identify and meet any training needs for the staff involved in assessments to allow them to correctly run and administer the assessments.

Teaching Staff will work under the direction of their Head of Department and ensure that they follow this policy and subject assessment plan in the preparation of pupils, the conduct of the assessments, including identifying those pupils who are entitled to access arrangements and reasonable adjustments receive their entitlement, marking and quality assurance within the given time scale. Teachers will retain all evidence on which a pupil's grade is based, including copies of the pupil work and any marking records, which will be held securely. Such evidence will be needed to support both the quality assurance and appeals process. Teachers will not provide students with an opportunity to improve their work, once submitted. Teachers will declare any conflicts of interest to SLT.

The Examinations officer is responsible for managing the administration of qualifications, including coordinating the collation of entries of pupils to the appropriate qualifications, as well as supporting teaching staff and the Senior Leadership Team. The Examination Officer will provide teaching staff with information on the provision of special consideration which does not occur in the same way this year as usual.

The school will apply the WJEC published special considerations document to those students who meet the specified criteria. The school may require evidence to demonstrate that the student meets the criteria. The school does not accept entries for private candidates.

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

2. Subject assessment plans

Each subject will generate a plan that outlines how grades will be awarded. This will include the evidence to be used, the way that grades will be awarded, the date of proposed assessments, the assessment mechanisms including level of control and what the quality assurance arrangements will be in place to ensure consistency and rigour. Each subject plan will also outline how access arrangements and matters relating to equality will be addressed. Training requirements will also be indicated in the subject plan (Appendix 1).

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

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

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

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

Other contributing evidence

a) Teachers may use evidence from previously completed WJEC past papers which have been externally quality assured and published with an approved mark scheme and completed under appropriately controlled conditions.

b) Assessments undertaken prior to the publication of the agreed WJEC approach. This type of evidence may be used to confirm a judgement, but not necessarily to determine a judgement. The reason for this is that at the time of completion, pupils would not have been aware that this piece of work would be required for determining their grade. This is designed to ensure fairness and equity for all pupils.

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

Staff are guided to use the standardised WJEC assessment materials. However, if subject areas decide to create their own centre devised assessment, they **MUST** consult with the Headteacher in the first instance, having read the WJEC assessment creation guidance. Subject staff will also need to evidence that online training has been completed. The evidence generated will not be completed in the form of an examination i.e. in a Hall with external invigilators. Within the subject assessment plan, the Head of Department will specify which assessments they will use,

and how the outcomes will be quality assured. Quality assurance will take place at Departmental and Senior Leadership level and is referenced below in further detail.

3. Centre devised assessments

Staff are guided to use the standardised WJEC assessment materials where possible. If a subject area decides to use a centre devised assessment they should first discuss the implications of doing so and outline their plans to the Headteacher. Activities MUST meet all of the assessment criteria and make careful reference to the WJECs assessment creation guidance. Teaching staff should also indicate their attendance at WJEC training sessions.

4. Assessment delivery

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

- Location of assessment (e.g. in class, at home)
- Level of control (e.g. supervised, unseen assessment materials)
- Nature and duration of assessment (e.g. Adapted past paper, digital resource, time allocation)
- Access arrangements (as shared by the ALNCo)

In the case of NEAs, if it is the case that levels of control are altered part way through the process and that work may be completed without the usual level of supervision, consideration needs to be made as to how comparisons can be made to work that has been supervised, with that already completed without supervision. Work will be completed independently by pupils, under similar levels of control that teachers use for existing arrangements such as NEA. This is to ensure that the evidence produced is a pupils own. Wherever possible, work will be completed in class and in place of usual classroom activities. Expectations of pupils during assessments will be similar to those expected in the school's examination policy.

It may be that there are occasions where work needs to be completed at home e.g. in the event of national lockdown or period of self-isolation. The school will introduce additional mitigating measures at this point to ensure that, as far as possible, a pupil's work is their own.

The school will also consider work that has been produced by the pupil against previously assessed work to verify authenticity; this is particularly relevant where evidence submitted is atypical of the usual standard demonstrated by the pupil.

Staff may undertake further activities with pupils in order to ascertain that work is a pupils own. E.g. a Question-and-Answer session with the pupil or an additional assessment activity. Assessments will as far as possible, be completed at the same time within a subject. As with any assessment if feedback is given to the pupil it needs to be considered and recorded prior to making the final grading.

Decisions relating to the awarded grade will not be communicated to students and/or parents by individual staff within the subject, until the given date for provisional Centre Determined Grades in June 2021. In line with existing policies in relation to Public Examinations and Controlled Assessment, the school will ensure that it is compliant with its Public Sector Equality Duty.

Completed assessment records will be recorded securely in electronic SIMS mark sheets, and assessment materials and NEA's will be stored securely in locked filing cabinets / cupboards for

any quality assurance or appeals process. The school will ensure that it is compliant with data protection and data processing regulations.

All staff have been informed by email of what constitutes a conflict of interest and what action should be taken if they perceive that they may have a conflict of interest. Teachers will declare any conflicts of interest to SLT in advance of the Centre Determined Grades process. The Senior Leadership Team will also identify and mitigate for any conflicts of interest e.g. staff colleagues with their child in the year group/subject area or class.

In accordance with the school's Strategic Equalities Policy which sets out the rights of all individuals to fairness, and in accordance with the EWC Teachers' Code of Professional Conduct and Practice, and the school's Malpractice Policy all those involved in the process are expected to act fairly and consistently at all times.

5. Quality assurance of assessment and grading decisions

Assessing work will be the responsibility of each teacher who teaches the subject. They will assess the work of the students in their class, using a RED pen and the appropriate WJEC mark schemes to support the accurate awarding of grades. The subject teacher will record the mark and grade awarded. Physical copies of evidence will be retained and stored securely.

Overall Grading Decisions

Grades will be decided on a holistic approach but grades must be underpinned by evidence of attainment in areas a pupil has covered. It will not be permitted for subject teachers to issue a Centre Determined Grade based on professional prediction or the potential of a pupil in a given subject. Teachers will be required to apply professional judgement and decide whether the knowledge and skills that has been demonstrated by a pupil meets the usual standard for a specified grade. The standard expected for any particular grade is no lower than previous years, but the volume of work completed in the specification will be inevitably lower.

The school will be required to make use of 'best fit' judgements issued by the WJEC when determining a grade. Pupils are not required to demonstrate all aspects of a grade descriptor in order to be awarded the grade. Pupils should be awarded a grade supported by evidence across sufficient breadth of content as determined by WJEC.

The same grade may be achieved by demonstrating different combinations of knowledge, skills and understanding. Where there is insufficient evidence, or where evidence is below that required for the lowest awarding grade of a qualification then a U grade will be awarded.

The school will document all decisions through the pupil **decision making record**. This document will outline all evidence used to determine a grade and offers a rationale for the grade awarded. On this form a clear explanation will be given to help parents and pupils understand the reason for the grade that has been awarded. This may form the basis of any appeal enquiry.

The purpose of internal standardisation and quality assurance is to:

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

Internal standardisation will also ensure pupils of different protected characteristics are included in the sampling and cross checked (to conform to Equality and Disability legislation). Internal

standardisation will involve those involved in teaching the subject, cross checking the marking across the full range of marks and include pupils from each class. Each subject area will determine the size of the internal moderation sample. The exception to this is where a cohort size is less than 10; in this case the whole class cohort will be moderated.

The Head of Department will ensure that the sample of work to be moderated covers the full spectrum of grades and work from all teachers who have prepared pupils and assessed work. In subjects where there is more than one teacher and/or class in the department it is a requirement to carry out internal standardisation.

All work sampled will be marked anonymously to mitigate the risk of conscious/ unconscious bias. Heads of Department will also need to consider whether any conflict of interest exists in relation to teachers assessing the work of their family or close friends.

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

Where a piece of evidence is moderated, additional comments by a separate member of staff will be made using a BLUE pen; The Head of Department will review any discrepancies, making comments using a GREEN pen.

Pupil assessment data (i.e. the pupil's previous performance in that subject) will form the basis of discussions around the decisions made. As a result of internal moderation, it may be necessary to adjust a teacher's decision to:

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

The Heads of Department will consider if CDGs are in line with the subject's performance in recent years and provide a rationale for any significant variation. Any variances, adjustments etc. as a result of the internal standardisation process, will be recorded.

A further QA process will be undertaken by the Senior Leadership Team to ensure that the grades awarded are in line with those from the 2017, 2018 and 2019 external examination series. The Senior Leadership Team will consider contextual performance information for a given year group. This may include SIMS data, Key Stage 3 levels, National tests and Key Stage 4 tracking data. This information will provide an anchor to the performance data in 2021.

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

6. Pupil and parents/carers communication

A key priority will be to have clear and transparent communications with pupils and parents to instil confidence in the approach used by the school.

Prior to Easter, pupils will be provided with:

- An overview of the CDG process
- When assessments will be completed

- What information will be considered by subject teachers when determining their CDGs.
- The proportionate weighting of each evidence set per subject.

Once quality assurance of the Centre Assessment Policy by the WJEC has taken place, the document will be published to parents and pupils. In addition to the points above, this document sets out:

- How specific and relevant access arrangements and special consideration have been met
- The recording of evidence contributing to the determination of their final qualification grade
- The internal moderation processes that will be undertaken by the school
- The recording of reviews requested by the pupils and the outcome of such reviews (Complaints procedures)

After Easter pupils will be informed of the following by their subject teacher:

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

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

7. Internal reviews and complaints

All pupils will be informed of their right to request a review of their grade once provisional Centre Determined Grades are issued by the centre in June 2021.

Stage 1: A pupil may ask for a provisional grade to be reviewed before submission to WJEC on the grounds of judgement and/or a procedural error has been made. This may lead to a grade being raised or lowered. The member of staff that undertakes this review process will be an objective member of staff and not the relevant subject teacher.

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

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