

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

Award GCSE/AS/A level	Centre Number: 68818
Head-teacher: Mr N Jones	Date: March 2021

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.

Centre Determined Grades

A Centre Determined Grade is the grade awarded by the school, as an examination centre, based on attainment demonstrated in the areas of the qualification content that a student has covered.

For each qualification, teachers will make use of WJEC 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 student's attainment across key themes and skills. These will vary per qualification, as determined by the requirements of each WJEC Qualification Assessment Frameworks.

It will not be possible or permitted for teachers, or the school, to attempt to issue a Centre Determined Grade based on professional prediction or the potential of a student. Teachers will be required to apply their professional judgement and decide whether the knowledge and skills demonstrated meets the usual standard for a specified grade.

In determining grades, the school will be required to make 'best-fit' judgements. This means that students are not required to demonstrate all aspects of a grade descriptor to be awarded the grade; students should be awarded a grade which supports evidence of attainment across sufficient breadth of content, within the specified qualification, as determined by WJEC; and 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, or where evidence suggest attainment is below that required of the lowest grade for a qualification (i.e. G grade at GCSE; E grade at AS/A level) then a student 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 Centre Determined Grades acknowledges that the volume of work completed by a student will be less than in previous years, owing to the ongoing impact of the global health crisis. Therefore, the use of Centre Determined Grades seeks to ensure students are not unfairly disadvantaged by the process. At the same time, they are designed to enable all students to progress to their next stage of learning and/or employment.

1. Roles and responsibilities

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

1.1.1 The Headteacher, as Head of Centre, has overall responsibility for the qualifications offered at the school, as well as ensuring due care and regard is taken to account for the school's legislative and regulatory duties, as an examination centre. The Headteacher is responsible for ensuring the planning and management of centre determined grades, in line with existing policies and practices, are conducted efficiently and in the best interest of all students. The Headteacher is responsible for ensuring that publicised processes are followed by all staff. This includes internal quality assurance processes at subject level and school level. The Headteacher will ensure that appropriate training for all staff involved in the determination of grades is provided.

1.1.2 Headship Team, the Head of School will work closely with the members of the leadership team responsible for related departmental links, who acts as 'Internal Lead Verifiers', to ensure that quality assurance processes at school level are robustly followed. This includes ensuring that each qualification has successfully completed internal moderation of evidence, while all decisions are recorded in line with WJEC protocols. The Headship Team will also be responsible for overseeing internal processes via departmental link meetings, where a concern is raised by staff, regarding the authenticity of students' work provided and/or where a student wishes to review a Centre Determined Grade.

1.1.3 The Examinations Officer is responsible for managing the administration of qualifications. This includes coordinating the collation of entries of students to the appropriate qualifications, as well as assisting subject leaders and members of the leadership team, specifically those with responsibility for examinations and Headteacher to ensure agreed processes are followed.

1.1.4 The Inclusion Manager (ALNCo) will ensure that all staff are aware of the necessary access arrangements in place for students, including reasonable adjustments for students who are entitled to these. In addition, the Inclusion Manager will coordinate the provision of additional support to help students achieve the course aims, as they would do in normal circumstances.

1.1.5 Subject Leaders will be responsible for ensuring processes within the department they lead meet the requirements of the publicised WJEC Qualification Assessment Framework. This includes setting tasks from WJEC past-paper materials, to enable all students within the cohort, to demonstrate what they know and understand. This is designed to enable them to have the opportunity to achieve the highest possible grade. Subject leaders will also ensure that internal moderation of work is undertaken to ensure standardisation across the team they are responsible for, which includes accurate records of internal processes. Subject Leaders will also be responsible for managing the accurate recording of outcomes and associated decision making for each qualification. Subject Leaders will ensure that students entitled to access arrangements have these in place for the qualifications they are responsible for.

1.1.6 Teaching staff will ensure that evidence is gathered within the schedule and that activities set, follow the expectations set by subject leaders and relevant WJEC Qualification Assessment Frameworks. Teachers must make students aware of the nature and criteria of the task set and ensure students understand when an activity will contribute towards the determination of a grade. Teaching staff will collect and store submitted work securely. They will ensure that reasonable adjustments for identified students are met. Teachers will mark submitted work within the agreed timeframes, set by subject leaders. Teachers will not provide students with an opportunity to amend a submitted piece of work. Teachers will work with relevant Subject Leaders to ensure that students entitled to access arrangements, within their designated classes, have these in place.

2. Subject assessment plans

Individual departments will have their own subject plans which will be ratified by the Head of Centre once this policy has been approved.

3. Assessments - How Centre Determined Grades will be made at the school

3.1 For each qualification, WJEC will provide subject staff with a Qualification Assessment Framework, which will set out the requirements to support the evidence to inform a Centre Determined Grade. These frameworks, which will be released to schools and colleges by the end of February 2021, provide a degree of flexibility to support the school's local context. However, they will ensure there is a degree of consistency to maintain public confidence in the qualification system, and approach taken in Wales in 2021.

3.2 The Centre Determined Grade will be generated using evidence of work completed by a student, using the adapted specification content.

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

- 3.3.1 The school will make use of WJEC adapted past-papers when setting tasks to help determine a grade for each qualification. There are recognised benefits of using these materials. The adapted past-papers have already been externally quality assured; are fully supported by clear mark schemes; and are familiar to both students 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.
- 3.3.2 Non-Examination Assessment Non-examination assessment exists in many qualifications. The weighting towards the overall grade is, in most cases, much lower than unseen elements. Where non-examination assessment remains part of an adapted qualification, teachers will use the performance of students in this element to help contribute towards 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 non-examination assessment is equivalent to 20% of the overall grade, teachers will take this into account against the other evidence provided when determining the grade.
- 3.3.3 Other contributing evidence
 - a) Teachers may use evidence from previously completed WJEC past-paper questions, which have been externally quality assured, with a published mark scheme, and where they have been completed under controlled conditions.
 - b) Assessments undertaken prior to the publication of the centre approach e.g. Mock Examinations (also known as 'Pre-Public Examinations'). This is designed to ensure fairness and equity to all students.

3.4 The number of pieces of evidence required to determine a grade will vary per qualification. Teachers will ensure there is sufficient opportunity for students to provide clear evidence to demonstrate competency against 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.

3.5 The evidence generated will not be completed in the form of an examination. However, students will produce work within a specified timeframe, to reflect the volume of work. It is anticipated that the time to produce evidence would not exceed the length of the unseen examination in the qualification. However, unlike an unseen examination, evidence would be produced over a series of lessons where appropriate.

3.6 Work will be completed independently by students, under similar 'control levels' to existing arrangements, which are supervised by teachers, for non-examination assessment. This is to ensure evidence produced is the student's own. Wherever possible, this work will be completed in class in place of standard work, which is then assessed. Where external factors prevent this from happening, such as national lockdowns etc, then work will need to be completed at home. However, where this is the case, the school will introduce mechanisms to support authenticity of student's work by ensuring the student's camera is switched on during the live session; and work is immediately submitted at the end of the set timeframe. In addition, the school will consider work produced against previously assessed work to verify authenticity, where the evidence submitted is atypical of the usual standard by the student.

3.7 Subject leaders will develop individual assessment plans for the qualifications they are responsible for, which will be shared and approved by the Headteacher, as Head of Centre. These plans will identify which specific pieces of evidence will be used against 3.3.1; 3.3.2; and 3.3.3; the quality assurance measures undertaken to authenticate the work of students; and measures to ensure any and all appropriate needs are met.

3.8 To ensure students understand how grades are determined and which work will be used as evidence, the school will publish a schedule that indicates when the production of evidence will take place. This also ensures the production of work is evenly distributed over the set timescale.

4. Assessment delivery

Before the assessment

Prior to any assessment, information about scope and timings will be given.

Provision for exam concessions will be considered re ALN or any special considerations.

Carrying out Assessments:

Face to Face

The Teacher and where appropriate ALN support will supervise assessments.

Use Exam 'booklets' where possible or media which can be taken reasonably for storage, marking and securely keeping.

Timing (& extra time) will 'fit' comfortably within the supervised time (normally a lesson)

Consideration of processes for minimising and dealing with malpractice will be taken.

On-line or out of classroom assessment

These will be organised to ensure fairness and consistency.

Typically, they will be via TEAMS assignments, best held during a set lesson time so that the assessment can be started, ended and locked in a safe way. Allowing for extra time where required.

Post assessment

Storage of assessments will be secure and accessible to teaching staff

Marking of assessments will be via WJEC approved mark-schemes

Recording of marks will take place and be centrally, securely kept in line with data protection protocols

Ensuring consistency of assessment and marking will be achieved via training, sampling and moderation of assessments.

Moderation of a sample of portfolios and subject plans, across all subjects, to ensure access arrangements for students with ALN.

5. Quality assurance of assessment and grading decisions

5.1 In line with usual practices, WJEC will require internal processes to be undertaken to promote consistency. 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.

Professional Learning

- Working with Welsh Government, Qualifications Wales and 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 fully. This includes:
 - WJEC Webinars
 - Disseminating information from secure website
 - Department meetings
 - Staff INSET sessions
- External Moderation planning
- Internal Moderation
- 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.

5.2 Internal moderation processes are designed to verify standards and seek to ensure fairness and equity for all students. The school will apply the following approach to the assessment of evidence

- The teacher will assess the students' work using WJEC mark schemes to support the accurate award of grades. Moderation activities, to establish standardised approaches to assessments will take place as soon as is reasonable and practicable, once the evidence has been submitted.
- Subject 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 a different colour.

- Subject Leaders will review any discrepancies, with comments made in a different colour.
- At all stages, appropriate forms (either provided by WJEC or school developed) will be retained as evidence to support the final determined grade.

5.3 No one member of staff will be able to both assess and verify the evidence in isolation. In departments where teachers work are lone workers, the school will provide an opportunity for evidence to be moderated, through another centre. Similarly, any staff who have a conflict of interest (e.g., Teacher who is a relative or known to a student), will need to be declared, and suitable mitigation in place to ensure the process is not compromised (e.g. Teacher not involved in either assessment or verification of work). Any issues referring to potential conflict of interest should be referred to the Curriculum Manager (Mr A Bevan).

5.4 The school will ensure that the work of all staff who assess evidence is moderated, as part of internal quality assurance. 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 student profiles, from more able students to those with additional learning needs; and those students with protected characteristics. All work sampled will be marked anonymously to mitigate the risk of conscious and/or unconscious bias.

5.5 The school will share and review its processes of determining grades with other examination centres, where appropriate, to ensure standardisation. This may also involve the school's regional consortia 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. However, it is designed to ensure the process applied is valid, reliable and fair.

5.6 Grades submitted to WJEC will be reviewed and investigated where performance profiles are atypical. Internal and external moderation processes will ensure that historical and FFT data will be considered in analysing outcomes. Internal processes will be quality assured via departmental link meetings with senior leadership. The external moderation will be coordinated by senior leaders across partner schools. The lead person for Gowerton School is Mrs S Pascoe (Assistant Head).

Recording Decisions

5.7 The school will keep a record to document clearly the rationale for grade decisions based on 'best fit' principles. This will include clarity of explanation which students and their parents/carers will understand.

5.8 Decision records will detail who assessed the evidence and when; the decision taken; identification of any reasonable adjustments or special considerations applied; and where the evidence is safely stored.

5.9 Records will also be kept from internal moderation to standardise work, and verify performance, as described above.

5.10 The school will record the reviews requested by students and the outcome of these, along with reasons for the decision.

5.11 On submission of a Centre Determined Grade, the school will be required to make an overall declaration in relation to the processes carried out.

6. Learner and parents/carers communication

All students to be aware of the above processes. Utilising assemblies, direct information from class teachers, information on TEAMS and the school website. Subject plans will be available on the school website.

Parents information

There will be three report 'letters'.

The first two will contain indicative grades and a brief comment.

A virtual parents' evening will be conducted for parents/pupils to discuss the assessment process with the relevant subject teachers.

The first letter will also contain entry information to be checked and an outline of the process and dates, including appeals.

The Final letter will contain proposed CDGs which will initiate Stage 1 of the appeals process.

7. Internal reviews and complaints

17th June	Students receive provisional grades
	Stage 1 review process starts
	Review process information published on school website
	Parents to submit review request by deadline
23rd June	Deadline for grade review requests by parents
	Requests considered by school and parents informed of decisions
30th June	Stage 1 review process ends
	Further information on appeals process (Stage 2 and 3) published for parents
2nd July	Submission deadline for provisional Centre Determined Grades
10th August	A/AS level results
10th August – 7th September	A/AS results appeals window
12th August	GCSE results
12th August – 21st September	GCSE results appeals window

SUMMER 2021 – KEY DATES TIMELINE FOR LEARNERS

