

Ysgol Glan Clwyd

Assessment Policy Centre 68171 Summer 2021



Centre Name	Centre Number
<i>Ysgol Uwchradd Glan Clwyd</i>	<i>68171</i>
Accepted by the School's Governors	Policy was shared with staff:
<i>Date:23.3.21</i>	<i>Date:24.3.21</i>
Member of staff responsible for the policy:	
<i>Gwyn Tudur</i>	

THIS POLICY WAS ACCEPTED AND RECOMMENDED BY THE SCHOOL GOVERNORS

Signed

Gwenan Pryor

Date 23.3.21

1. Background

1.1 Following a policy decision by the Welsh Government to abolish the summer 2021 examination arrangements and the developments with the pandemic, schools and colleges will determine the temporary grades for learners for the summer of 2021.

Following the formation of the National Design and Implementation Advisory Group, Qualifications Wales has published its Guidance on alternative arrangements for approved GCSEs, AS and A levels. In collaboration, WJEC will check the policies and procedures of schools and colleges to ensure the quality of all award processes in the summer of 2021.

1.2 The centre's policy will also form an essential part of the appeals process should learners believe that there has been an error in determining their grade. The Centre will need to demonstrate that they have properly followed the Centre's Policy when deciding on a Centre Determined Grade for the learner.

2. Statement of Intent

2.1 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
- Ensure the operation of effective processes with clear guidelines and support for staff
- Ensure that all staff involved in the processes clearly understand their roles and responsibilities
- Support teachers to take evidence-based decisions in line with Qualification Wales requirements
- Achieve a high standard of internal quality assurance in the allocation of CDGs Ensure the centre meets its obligations in relation to equality and disability legislation
- Ensure the Centre meets all requirements set out in the Special Regulatory Conditions, and the Joint Council for Qualifications and Awarding Organisation instructions for Summer 2021 qualifications.

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

2.3 This Policy has been divided in to the Seven designated Areas recommended by the WJEC as the areas that every Centre must refer to within their policy.

3. Roles and Responsibilities

3.1 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.

3.2 The Headteacher and Leadership Group will ensure the proper management of all Centre Determined Grade assessments and the associated processes. ***Ensuring the best outcomes for our pupils and ensuring their wellbeing will be key in the process as well as the wellbeing of all Centre staff whilst implementing the processes.*** This will include the implementation of this Centre Policy, the process by which assessments will take place: the appropriate collection of all related of data and all Quality Assurance (QA) processes. The Headteacher will have an overarching responsibility for the temporary grades of the learners and will sign the Head of Centre Statement at the end of the Summer process. They will ensure that the best interests of all the learners remain central to the process, keep parents and learners informed throughout, and provide any necessary training for staff. Members of the Leadership Group will QA the grades to be awarded to ensure consistency in outcome and to ensure they are in line with grades awarded in previous years.

3.3 The Additional Needs Co-ordinator ANCo will ensure that all staff are aware of the necessary access arrangements, and reasonable adjustments for learners who are entitled to these. The ANCo will also coordinate the provision of additional support as required and appropriate.

3.4 Heads of Faculty and/or Heads of Subject. Heads of subject will work closely with their Head of Faculty and the ANCo to ensure that assessments are carried out in accordance with the policy and guidelines (including the provision of access arrangements). This will include the preparation of learners, the collection and recording of marks, the secure storage of assessments and following the Quality Assurance process as described in this document. The HoF/HoS will produce a suitable subject assessment plan. Heads of Faculty in conjunction with class teachers, will identify any conflicts of interest and how these will be managed in collaboration with the Senior Member of staff with oversight of Examinations, and with guidance from the Welsh Joint Examination Committee (WJEC). Heads of Faculty will identify and meet any training needs for the staff involved in assessments to allow them to correctly run and administer the process.

3.5 Teaching Staff will work under the direction of their HoF/HoS and ensure that they follow this policy and relevant subject assessment plan. Their work will include the preparation of learners, carrying out the assessments, making sure those learners who are entitled to access arrangements and reasonable adjustments receive their entitlement and carrying out marking and quality assurance within the given time scale. Teachers will retain all evidence on which a learner's grade is based, including copies of the learner's work and any mark records. They will ensure that this evidence is stored securely. This vital evidence will be needed to support both the quality assurance and the appeals process.

3.6 The Examinations Officer will manage the administration of Centre Determined Grades and Qualifications, including coordinating the collation of entries of learners to the appropriate qualifications, as well as supporting teaching staff and the school leadership team. The Examinations Officer will provide teaching staff with information on the provision of special consideration which does not occur in the same way as previous years. Special consideration will be awarded by selecting work that has been completed when the learner was unaffected by the special circumstance.

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

4. Subject Assessment Plans

4.1 Each subject will generate a subject assessment 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 and the assessment methodology. This will include the level of control and what quality assurance arrangements will be to ensure consistency and rigour.

4.2 Each subject assessment 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.

4.3 HoF/HoS will specify within the subject assessment plan, which assessments they will use and how the outcomes will be quality assured. Quality assurance will take place at departmental and leadership level.

4.4 Subject assessment plans will be initially quality assured by the relevant line manager in the Leadership Team. These plans will then be further quality assured by the relevant Assistant Headteacher who will take overall responsibility for the consistency of these plans across the centre.

4.5 HoF/HoS are expected to present the following to the SLT

- A document referring to all evidence considered
- A document prioritising all assessments needed to close the ring of evidence.
- Departmental Assessment Plans

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

4.6.1 Adapted past paper questions.

The centre will make full 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; and are familiar to both learners and staff.

Teachers will ensure that these past papers are incorporated appropriately into their teaching and learning in replacement of other activities undertaken in lessons. Developing skills, deepening understanding and gaining information whilst offering essential experiences will remain a priority.

4.6.2 Non-examination Assessment (NEA)

- a. NEA (or more familiarly known as 'coursework') currently exists in many qualifications. Teachers will use the performance of learners 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. A subject area may have only partially completed an NEA activity. This will not prevent its use in determining a grade.

4.6.3 Other contributing evidence

- a. Previously completed WJEC past papers - 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, for example mock examinations, 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, learners 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 learners.
- 4.7 The number of pieces of evidence required to determine a grade will vary for each qualification.
- 4.8 Teachers will ensure that there is sufficient opportunity for learners to provide clear evidence to demonstrate competency against the key themes of a qualification. Such key themes are documented in the WJEC subject frameworks.
- 4.9 Subject areas that decide to create their own assessment must consult with their line manager in the first instance, having read the WJEC Centre Assessment Creation Guide.
- 4.10 All the tasks within the evidence will be conducted under fair and consistent conditions with defined time limits and the appropriate level of control according to the specification and guidelines.
- 4.11 The evidence generated will not be completed in the form of an examination i.e. in the Hall with external invigilators.

5. Centre Devised Assessments

- 5.1 Where possible, staff are encouraged to use assessment materials that have been standardized.
- 5.2 As things stand, Ysgol Glan Clwyd subjects will not devise entirely new assessments without being based in any way on WJEC materials to ensure consistency and fairness.
- 5.3 In the exceptional occurrence a subject area decides to use a centre devised assessment they should first discuss the implications of doing so and outline their plans to their subject contact on the SLT. Activities MUST meet all of the assessment criteria and make careful reference to the WJECs Centre Assessment Creation Guide.
- 5.4 Teaching staff should also indicate their attendance at WJEC online training sessions.**

6. Assessment Delivery

- 6.1 Subject areas will document the assessment methodology in their subject assessment plans. This must include:
- Where the assessment will take place
 - The level of control
 - The nature and duration of the assessment
 - Access arrangements
- 6.2 Learners will be given sufficient notice of assessments and told which topics will be covered. Learners will not be provided with the assessment in advance. Learners will be given the same time to complete an assessment as in a standard series e.g. 45 minutes to complete an essay. They will also be provided with the same access to resource materials as in a standard series (ie audio/visual material; unannotated texts. Learners will be informed that they cannot access mobile phones or the internet unless this is required to access the assessment.
- 6.3 To promote well-being the centre need not deliver an assessment activity in one session – as an examination paper. Teaching staff may split assessment materials to fit with the programme of learning. Learners with approved access arrangements will be given their additional extra time to complete the assessment tasks.
- 6.4 To ensure fairness for all learners, the school must be confident that a learner's work is their own. Learners will be informed of the regulations around malpractice prior to undertaking any assessment.
- 6.5 Assessment work specifically for Centre Determined Grades will be completed independently by learners, under similar levels of control that teachers use for existing arrangements such as NEA.
- 6.6 Teachers should give careful consideration if levels of control are altered part way through an NEA, that piece of work may be completed without the usual level of supervision. They need to document how comparisons can be made between work that has been supervised and work that has been completed without supervision.
- 6.7 Wherever possible, work will be completed in class and in place of usual classroom activities. It may be that there are occasions where work needs to be completed at home e.g. in the event of national lockdown or self-isolation.
- 6.8 The school will introduce additional mitigating measures at this point to ensure that as far as possible, a learner's work is their own.
- 6.9 The school will also consider work that has been produced by the learner against previously assessed work to verify authenticity; this is particularly relevant where evidence submitted is atypical of the usual standard demonstrated by the learner. Staff may undertake further activities with learners in order to ascertain that work is a learners' own. E.g. a Question-and- Answer session with the learner or an additional assessment activity. Clear guidelines have been shared by the WJEC if this happens.

- 6.10 Assessments will as far as possible, be completed at the same time within a subject. Learners that are absent during the time of classroom-based assessments will be provided with another opportunity to sit the assessment, but will be provided with a different assessment if possible.
- 6.11 The results of all assessments will be recorded by the class teacher. Learners will not have the opportunity to improve their work.
- 6.12 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 in June. Assessment 4 will not be shared with pupils (or parents) of yrs 11,12,13 this year. (2021)
- 6.13 In line with existing policies in relation to Public Examinations and Controlled Assessment, the centre will ensure that it is compliant with its Public Sector Equality Duty.
- 6.14 The centre will ensure that it is compliant with data protection and data processing regulations.

7. Quality Assurance of Assessment and Grading Decisions

7.1 The Assessment of work

- 7.1.1 Assessing work will be the responsibility of each teacher who teaches the subject at the relevant level. The subject teacher will record the mark and grade awarded using secure conditions.
- 7.1.2 The HoF /HoS will ensure that all copies of evidence are safely retained and stored **securely within a locked** filing cabinet/cupboard in the department's HOF's office.
- 7.1.3 HoF/HoS will ensure that teaching staff have a common and shared understanding of mark schemes. Training opportunities will be provided at subject level in order to facilitate marking.
- 7.1.4 The subject teachers will work under the guidance of the HoF/HoS to ensure that the determined grades are recorded on the basis of sound and impartial evidence.

7.2 Overall Grading Decisions

- 7.2.1 For each qualification, teachers will make use of WJEC subject assessment frameworks which include descriptors for key grades. Each grade awarded by the school must be underpinned by robust evidence.
- 7.2.2 It will not be permitted for subject teachers to issue a Centre Determined Grade based on professional prediction or the potential of a learner 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 learner meets the usual standard for a specified grade.
- 7.2.3 Grades will be decided on a holistic approach but grades must be underpinned by evidence of attainment in areas a learner has covered.
- 7.2.4 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.

- 7.2.5 The school will be required to make use of 'best fit' judgements when determining a grade. Learners are not required to demonstrate all aspects of a grade descriptor in order to be awarded the grade. Learners 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. Although weightings are not prescribed, teachers will take- into-account unit and assessment objective weightings in the specification. Evidence of high achievement in a narrow aspect of the qualification will not, on its own, justify a high grade.
- 7.2.6 Learner assessment data (i.e. the pupil's previous performance in that subject) will form the basis of discussions around the decisions made.
- 7.2.7 Grading will be completed objectively. Judgements will be made as fairly as possible. Teaching staff will undergo training on equality law and unconscious bias week commencing March 22nd .
- 7.2.8 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.
- 7.2.9 Special consideration requests, in the event that a learner is unable to take an assessment or suffers a traumatic event that might affect their performance, will not apply this summer because learners are not taking exams.
- 7.2.10 In the consideration of extenuating circumstances for learners, learners will be graded on their performance in the subject content they have been taught.
- 7.2.11 The school will document all decisions through the learner decision making record.
- 7.2.12 This document will outline all evidence used to determine a grade and will provide a rationale for the grade awarded.
- 7.2.13 On this form a clear explanation will be given to help parents and learners understand the reason for the grade that has been awarded. This may form the basis of any appeal enquiry.

7.3 Quality Assurance

7.3.1 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.

7.4 Quality Assurance of Assessment

- 7.4.1 All details regarding the way in which the qualification will be standardized is to be found in the Subject Assessment Plan. Detailed discussions will be held with the SLT link to revise processes, evidence and the decisions made in the grade profile.
- 7.4.2 Internal standardisation will involve all those responsible for teaching the subject. It will include cross checking the marking across the full range of marks and include a sample of learners from each class.
- 7.4.3 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.

- 7.4.4 Subject areas will also identify whether any conflicts of interest occur in determining the moderation sample. For example. staff colleagues with their child in the year group/subject area or class, or in relation to teachers assessing the work of their family or close friends.
- 7.4.5 The Head of Faculty/Head of Subject will ensure that the sample of work to be moderated covers the full spectrum of grades and work from all teachers who have prepared learners and assessed work. They will also oversee any issues with regard to conflict of interest.
- 7.4.6 Internal standardisation will also ensure learners of different protected characteristics are included in the sampling and cross checked (to conform with Equality and Disability legislation).
- 7.4.7 All work sampled will be marked anonymously to mitigate the risk of conscious/ unconscious bias.
- 7.4.8 Subject staff will undertake moderation activities, as soon as is reasonable and practicable, once the evidence has been submitted in line with the school time-line.
- 7.4.9 Where a piece of evidence is moderated, additional comments by a separate member of staff will support the assessment mark explaining the reason of support or challenge towards the grade given.
- 7.4.10 The Head of Subject will review any discrepancies
- 7.4.11 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
- 7.4.12 Any variances, adjustments etc. as a result of the internal standardisation process, will be recorded. A template is provided for this purpose.

7.5 Quality Assurance of Overall Grading Decisions

- 7.5.1 Each Head of faculty will sample a selection of evidence produced by students in order to ensure that grading decisions have been made fairly and consistently.
- 7.5.2 Learners with protected characteristics will be included in this sampling activity. The allocation of the sample will be in line with the above.
- 7.5.3 The results of any moderation and standardisation activity will be documented and retained. A template is provided for this purpose.

7.6. Subject Outcomes

- 7.6.1 The Centre Determined Grades should reflect the overall standards achieved in that subject

over recent years. The Heads of Faculty will ensure that the grades awarded are in line with that particular subject's performance in recent years and provide a rationale for any significant variation.

7.6.2 Heads of Faculty will also consider in school variance of results using the SMID/ALPs analysis tool.

7.6.3 A further Quality Assurance process will be undertaken by the centre Leadership Team to ensure that the grades awarded are in line with those from previous external examination series.

7.6.4 The SLT will draw together and submit contextual performance information for a given year group. This may include MIDYIS data, Key Stage 3 levels, National tests and Key Stage 4 tracking data. This information will provide an anchor to the performance data.

8. Learner and parents/carers communication

8.1 The involvement of learners and parents and the utilisation of a clear and transparent communications plan will be a priority to instil confidence in the approach used by the centre.

8.2 A parents' and learners' communication plan will be implemented to provide information on the key areas.

8.3 Prior to Easter, learners will be provided with:

- An overview of the Centre Determined Grade process
- An indication of when assessments will be completed
- What information will be considered by subject teachers when determining their Centre Determined Grades.

8.4 Parents will need to acknowledge receipt and reading of the above information on a Google Form format. One call is made to the pupil's home if there is no acknowledgment that the information has been received to confirm their understanding of the process. The date of the call is recorded by the member of staff responsible for this.

8.5 Once Quality Assurance of the Centre Assessment Plan by the WJEC has taken place, parents and learners will be provided with a copy. In addition to the points above, this will also set 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 centre
- The recording of reviews requested by the learners and the outcome of such reviews (Complaints procedures)

8.6 After Easter and by subject teaching and learning, learners will be informed of:

- Their subject assessment dates
- The topics that will be covered in each assessment. Please note that learners 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.

8.7 It is anticipated that learners will be informed of their temporary Centre Determined Grade

during the week commencing the 21st of June 2021

9. Internal reviews and complaints

9.1 All learners will be informed of their right to request a review of their grade once provisional grades are issued in June.

- Stage 1: A learner may ask for a provisional grade to be reviewed before submission to WJEC. 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, learners 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: Learners may request an Exam Procedures Review Service from Qualifications Wales to check whether WJEC has followed the required procedures.

Author	Name of document	Accessibility
WJEC	<ul style="list-style-type: none"> • WJEC guidance on assessment and grading for summer 2021 alternative arrangements (March 2021) • Quality Assurance Processes Timeline Summer 2021 (March 2021) • Time-line for Centre Assessments 2021 (March 2021) 	WJEC Website
Qualifications Wales	<ul style="list-style-type: none"> • Guidance on alternative arrangements for Approved GCSEs, AS and A levels 	Qualifications Wales Website
WJEC	<ul style="list-style-type: none"> • Access arrangements and Reasonable Adjustments. 	Available on request
WJEC	<ul style="list-style-type: none"> • A Guide to the Special Consideration Process 	Available on request
YGC	<ul style="list-style-type: none"> • Subject Assessment Plans 	Available on request
YGC	<ul style="list-style-type: none"> • YGC Assessment Timeline 	Available on request