



# Caerleon Comprehensive School Ysgol Gyfun Caerllion

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

### ASSESSMENT APPROACH FOR QUALIFICATIONS IN 2021

Version 1: 19.03.21

This version of the guidance sets out the school's approach to centre determined grades, as the information is available.

Further versions will be published as more information is shared by the examination board; regulator and/or Welsh Government.

<b>Centre Name: Caerleon Comprehensive School</b>	<b>Centre Number: 68312</b>
<b>Policy adopted by Governors on: tbc</b>	<b>Draft policy issued to staff on: 22/03/2021</b> <b>Final policy issued on: 14/04/2021</b>
<b>Member of staff responsible for the policy:</b>	<b>Headteacher - Lana Picton</b> <b>AHT Standards - Peter Harriman (PGH)</b>

### Statement of Intent

The purpose of this Centre Policy is:

- to ensure that Centre Determined Grades (CDGs) are awarded fairly, consistently and effectively within and across departments throughout the process
- to ensure the operation of effective assessment procedures with clear guidelines and support for staff
- to ensure that all staff involved in the process clearly understand their roles and responsibilities
- to support teachers to make evidence-based decisions in line with Qualification Wales requirements
- to achieve a high standard of internal quality assurance in the awarding of CDGs
- to ensure the centre meets its obligations in relation to equality and disability legislation and that the CDGs are awarded without bias
- to ensure that 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
- to ensure that the centre is compliant with its Public Sector Equality Duty (PSED)

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

In terms of qualifications, the roles and responsibilities of staff remain largely unchanged. However, for awards in 2021, the following roles and responsibilities apply in terms of the determination of grades.

**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**, 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, working with Assistant Headteacher (Standards) is responsible for ensuring the planning and management of the awarding of Centre Determined Grades. These awards will be made in line with existing policies and practices. The process of arriving at these grades will be conducted efficiently and in the best interest of all students. The Headteacher will ensure the provision of access to the relevant training for all staff involved in the determination of grades. The Headteacher will ensure that staff have access to this policy and that it is consistently applied: this includes internal quality assurance processes at subject and school level. The Headteacher is responsible for keeping parents and learners informed throughout and for signing the Head of Centre declaration.

**The AHT Standards** works with the HT to formulate the Centre policy, developing the processes by which assessments will be created and conducted, providing training and support for staff, developing internal quality assurance processes at subject and school level ensuring adherence to the PSED and data protection legislation. The AHT Standards will train other members of SLT to ensure consistency in CDG awards.

**DHT/AHTs as SLT Subject Link Leaders** will quality assure assessment plans and final grade decisions. Their role is to ensure consistency in outcomes in relation to previous performance and expectations for the 2021 cohort.

**The AHT Wellbeing** will support Y10 &11 Heads of Year (HoYs) and the ALNCO in ensuring access arrangements and special consideration records are accurately shared with all staff. He will confirm that such access is provided.

**The AAHT 6<sup>th</sup> Form** will support Y12 &13 HOYs and the ALNCO in ensuring access arrangements and special consideration records are accurately shared with all staff. He will confirm that such access is provided.

**The ALNCO** will ensure that all staff are aware of the necessary access arrangements, and reasonable adjustments for learners who are entitled to these. (Appendix 2) The ALNCo will also co-ordinate the provision of additional support in line with learner entitlement.

**HoYs** will ensure access arrangements and special consideration records are accurate for their year group.

**Heads of Department (HoDs)** will be responsible for ensuring processes within their departments meet the requirements of the publicised WJEC Qualification Assessment Framework. This includes setting tasks from WJEC past-paper materials, to enable all learners to demonstrate what they know and understand. This is designed to enable learners to have the opportunity to achieve the highest possible grade. HoDs will ensure that internal moderation of work is undertaken to ensure standardisation within their teams. This includes accurate records of internal processes. HoDs will be responsible for maintaining the accurate recording of outcomes and the associated decision-making for each qualification. They will ensure that students entitled to access arrangements have these in place for the qualifications.

**Teachers** will ensure that evidence is gathered within the 'Timeline for Centres' published by WJEC and that activities set follow the expectations set by HODs according to the WJEC Qualification Assessment Frameworks and subject assessment plans. Teachers must make students aware of the nature and criteria of the task set and ensure students understand when a task will contribute towards the determination of a grade. Teaching staff will collect and store submitted work securely according to the

departmental process. They will ensure that reasonable adjustments for identified students are met. Teachers will mark submitted work within the agreed timeframes, set by HoD

**Examinations officer** will be responsible for managing the administration of qualifications. This includes entries to the appropriate qualifications, as well as supporting HODs and members of the Senior Leadership Team to ensure agreed processes are followed.

**HT** working with AHT Standards to have impartial oversight of the internal appeals process

## 2. Subject assessment plans

Each subject will complete an assessment plan template that outlines how each unit of work will be assessed. This will include the assessment creation method, training requirements, the method of delivery (including where necessary the number of lessons it will be split over), dates and the measures to ensure assessments are consistently marked and moderated.

Each subject plan will outline how access arrangements and matters relating to equality will be addressed.

Subject assessment plans will be quality assured by the relevant SLT-link line manager during raising standards meetings and then on a collective basis by AHT Standards.

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 learners and staff. Teachers will ensure that these assessments 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 learners in this element to help contribute towards the determination of a grade. 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 eg. 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.

The number of pieces of evidence required to determine a grade will vary across qualifications. 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.

Staff are guided to use the standardised assessment materials (SAMs). However, if subject areas decide to create their own assessment, they **MUST** consult with their line manager in the first instance, having read the Centre Assessment Creation Guide. Subject staff will also need to evidence that online training has been completed.

The evidence generated will not be completed under 'normal' examination conditions (ie. in the Hall/Gym with external invigilators). Subject assessment plans will specify which assessments they will use, and how the outcomes will be Quality Assured. Quality assurance will take place at department and senior leadership levels.

### **3. Centre devised assessments**

Staff are guided to use the standardised assessment materials (SAMs) 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 their line manager who will confirm with the AHT Standards. Activities **MUST** meet all of the assessment criteria and make specific reference to the WJECs Centre Assessment Creation Guide.

Teaching staff responsible for quality assuring any adapted or centre devised tasks must confirm their attendance at WJEC training sessions. The AHT Standards will keep a record of teacher attendance at training sessions (where required) through subject assessment plans.

### **4. Assessment delivery**

Assessments will be carried out under a level of control that satisfies the Centre that the learners work is their own. Subject areas will document the assessment mechanisms in their subject assessment plans. The length of each task will be commensurate with the number of marks/type of tasks included ensuring access arrangements are considered for relevant students.

In the case of NEAs, if it is the case that levels of control are altered part way through the process (and work is completed without the agreed level of supervision), consideration will be given as to how comparisons can be made to work that has been supervised.

Work will be completed independently by learners, under similar levels of control that teachers use for existing arrangements such as NEA. This is to ensure that the evidence produced is a learner's own work. Wherever possible, assessments will be completed in class. 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. The school will introduce additional mitigating measures at this point to ensure that as far as possible, a learner's work is their own. This may include conducting the assessment over a Google Meet or with a follow up learning conversation to confirm the learner's understanding matches that of the assessment.

The school will 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, eg. a Question-and-Answer session with the learner or an additional assessment activity.

Assessments will, as far as possible, be completed at the same time within a subject.

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.

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. The school will ensure that it is compliant with data protection and data processing regulations.

All conflicts of interest will be notified to AHT Standards with proposed mitigating measures for quality assurance.

Copies of learner work are to be stored securely within each department in line with NEA storage procedures.

For secure storage and ease of review, all access arrangements, special consideration, assessment grades/marks used to inform a final decision, final CDGs and completed decision records are to be recorded in progress check marksheets in SiMS .

## **5. Quality assurance (QA) of assessment and grading decisions**

### **Overall Grading Decisions**

All teachers will carry out the WJEC training on conscious and unconscious bias.

Grades will be decided on a holistic basis but must be underpinned by evidence of attainment in areas covered by the learner. Coverage may be different for individuals within the same teaching group/across teaching groups, e.g. learners who have not been able to access online learning through no fault of their own.

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 have been demonstrated by a learner meet the standard for a specified grade.

The standard expected for any particular grade is in line with expectations for previous years. The volume of work completed in the specification will be lower.

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.

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 record all data and decisions in SiMS and produce a "learner decision making record". This document will outline all evidence used to determine a grade and offers a rationale for the grade awarded. On this "record", a clear rationale for each CDG will be provided in order to help parents and learners understand the reason for the grade that has been awarded. The "record" will inform the review of any appeal.

### **Quality Assurance**

To ensure accuracy in marking, teachers will assess learner work using WJEC markschemes.

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.

Samples for QA will include:

- assessments from learners with protected characteristics (to comply with Equality and Disability legislation),
- assessments from all teachers in the subject,
- assessments covering the full range of marks,
- assessments from learners from each class.

Each subject area will determine the size of the internal moderation sample and identify any conflicts of interest, e.g. staff colleagues with their child in the year group/subject area or class. The exception to this is where a cohort size is less than 10. In this case the whole class cohort will be moderated.

HoDs 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.

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation.

Where the HoD is the teacher, QA will be undertaken by another member of the team.

All work sampled will be moderated anonymously to mitigate the risk of conscious/unconscious bias.

HoDs 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.

For ease of review, a record of moderated learner work, along with any comments from moderators, is to be stored securely in SiMS.

Learner 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.

HoDs will ensure that the CDGs are in line with subject performance in recent years and provide a rationale for any significant variation.

Any variances or adjustments that arise as a result of the internal standardisation process, will be recorded in SiMS.

AHT Wellbeing will quality assure the application of special considerations specified by ALNCo and HYS. This will be verified by AHT Standards.

SLT links will quality assure the final grading decisions and subject performance with HoDS at Raising Standards Meetings (RSMs).

A further QA process will be undertaken by the Senior Leadership Team to ensure that the grades awarded are in line with those from previous external examination series and in line with expectations for the cohort. This may include FFT targets, predicted grades, Key Stage 3 levels, national tests and Key Stage 4 tracking data. This information will provide an anchor to the performance data.

The school will engage in Centre-to-Centre discussions with other secondary schools in the LA in order to review the process 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 this process is to further ensure that the awarding of grades is done in a valid, reliable and fair manner and to ensure equity across the LA.

## **6. Learner and parents/carers communication**

In order to instil confidence in the approach used by the school, learners and parents will receive clear and transparent communication. This policy will be published on the school website.

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

Prior to Easter, learners will be provided with:

- An overview of the CDG process;
- key dates for assessment completion and the process (see appendix 1);
- Information that will be considered by subject teachers when determining CDGs;
- The proportionate weighting of each evidence set within each subject.

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 school;
- The recording of reviews requested by the learners and the outcome of such reviews (complaints procedure).

HoDs and subject teachers will inform learners 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.

Pupils will be informed of their Centre Determined Grade by June 25<sup>th</sup> at an LA agreed date (tbc)

## **7. Internal reviews and complaints**

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 the school 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 national results days in August, learners may appeal to WJEC through the school, if they believe a CDG award 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.

### Appendix 1: Key Dates for students

Date	Event
By Easter	The school will inform students how you will be assessed and graded for your qualification
12 <sup>th</sup> April – 28 <sup>th</sup> May	Face-to-face teaching and some additional assessments
By 25 <sup>th</sup> June	You will receive your provisional Centre Determined Grades (day tbc) and you will have the opportunity to ask for your grades to be reviewed
14 <sup>th</sup> June – 2 <sup>nd</sup> July	The school will submit the <b>provisional</b> Centre Determined Grades to the WJEC
10 <sup>th</sup> August	AS and A level Results Day
10 <sup>th</sup> August – 7 <sup>th</sup> September	You will have the opportunity to appeal your AS or/and A level result to WJEC
12 <sup>th</sup> August	GCSE Results Day
24 <sup>th</sup> August – 21 <sup>st</sup> September*  Post results day	You will have the opportunity to appeal your GCSE result to WJEC  You will have the opportunity to appeal to Qualifications Wales for an Exam Procedures Review Service (EPRS)

\* Provisional



## **APPENDIX 2 Guidance on Special Consideration for Summer 2021**

### **Introduction**

The purpose of this guidance is to provide advice to centre staff when making decisions on centre determined grades.

The guidance covers the following Qualification Wales approved 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)

### **Special consideration**

The process of centres submitting special consideration applications to awarding bodies will not apply this summer.

As the evidence is flexible and can be tailored to an individual candidate according to the coverage of the specification, instances of special consideration should be limited. Centres should be able to select work completed by candidates where they are unaffected by adverse circumstances.

Where this is not possible and a temporary illness, injury or other event outside of a candidate's control may have affected their performance in assessments which will be used to determine a grade, teachers should take this into account.

The event must relate to the candidate's performance(s) at the time of taking relevant assessments which contribute to the centre determined grade and due to events outside of their control. These include:

- Temporary illness or accident/injury
- Bereavement
- Domestic crisis
- The centre not implementing previously approved access arrangements.

Candidates will not be eligible for special consideration if preparation for, or performance in their assessments is affected by:

- Long term illness, disability, or other difficulties unless the illness or circumstances manifest themselves at the time of an assessment
- Bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment or there are on-going implications such as an inquest or court case
- Consequences of disobeying the centre's internal regulations.

Special consideration is never applied due to lost teaching and learning time. Lost teaching and learning is being addressed this summer via the assessment methods and the flexibility afforded to the centre in the content that will be assessed, as outlined in the qualification assessment, frameworks provided by WJEC. Additional information will be provided in the WJEC guidance on grading. Centre determined grades are based on the evidence produced by the candidate and not their potential.

### **How to apply for special consideration**

Special consideration should be implemented by the centre at assessment level through applying an allowance of additional marks to each assessment affected. The size of the allowance depends on the timing, nature and extent of the illness or other circumstance. The maximum allowance given will be 5% of the total raw marks available in the assessment.

The severity of the circumstances and the date of the assessment in relation to the circumstances should be considered.

Centres must be satisfied that the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to demonstrate his or her normal level of attainment in an assessment.

Special consideration cannot be applied in a cumulative fashion. For example, because of a recent trauma at the time of the assessment and the candidate suffering from a viral illness. Special consideration should only be applied for the most serious indisposition.

The following are examples of circumstances which must apply at the time of the assessment.

5% This is the maximum allowance and will be reserved for the most exceptional cases, such as:

- terminal illness of the candidate
- terminal illness of a parent/carer
- death of a member of the immediate family within two months of the assessment
- very serious and disruptive crisis/incident at or near the time of the assessment.

4% Very serious problems such as:

- life-threatening illness of candidate or member of immediate family
- major surgery at or near the time of the assessment
- severe disease
- very recent death of member of extended family
- severe or permanent bodily injury occurring at the time of the examination
- serious crisis/incident at the time of the assessment.

NB 'Very recent' is defined as within one month of the assessment(s) taking place.

3% A more common category (more cases will fall into this category), including:

- recent traumatic experience such as death of a close friend or distant relative
- recent illness of a more serious nature
- flare-up of a severe congenital/medical condition or a psychological condition
- broken limbs
- organ disease
- physical assault trauma before an assessment
- recent crisis/incident
- witnessing a distressing event on the day of the assessment.

NB 'Recent' is defined as up to four months prior to the examination(s) taking place.

2% The most common category of allowance – most cases will fall within this category:

- illness at the time of the assessment
- broken limb on the mend
- concussion
- effects of pregnancy (not pregnancy per se)
- extreme distress on the day of an assessment (not simply assessment related stress).

1% Reserved for more minor problems:

- illness of another candidate which leads to disruption in the assessment
- stress or anxiety for which medication has been prescribed
- hay fever on the day of an assessment
- minor upset arising from administrative problems

## **Appeals**

As in other series, appeals may be submitted on the grounds of the application of special consideration.



# Blank Subject CDG Assessment Schedule

The following assessment schedule sets out the final assessments to be used to determine centre determined grades (CDGs) for the subject. All assessments, adhere to the WJEC assessment creation guidance and have been quality assured for fairness, discrimination and adherence to the public sector equality duty legislation (PSED).

Assessments are created in 3 ways:

- a. Using complete WJEC past papers and mark schemes.
- b. Adapted past paper questions. The member of staff making the adjustment has completed the WJEC online training on 'The foundations of assessment and the guide to assessment creation'.
- c. Assessments have been devised, the member of staff devising them has completed the WJEC online 'The foundations of assessment and the guide to assessment creation' training and quality assured the planned assessment, mark scheme and implementation plan with their SLT link.

Qualification: Y11								
Unit	Assessment details	Creation method (a, b or c above)	Delivery (school/online)	Number of lessons	Measures to ensure fairness in administering and providing Access arrangements	Measures to ensure consistency in marking/moderation	Dates the test is to be completed	Additional notes

Qualification: Y12								
Unit	Assessment details	Creation method (a, b)	Delivery (school/online)	Number of lessons	Measures to ensure fairness in administering	Measures to ensure consistency in	Dates the test is to be	Additional notes

		or c above)			ng and providing Access arrangements	marking/moderation	completed	

<b>Qualification: Y13</b>								
		Creation method (a, b or c above)	Delivery (school/online)	Number of lessons	Measures to ensure fairness in administering and providing Access arrangements	Measures to ensure consistency in marking/moderation	Dates the test is to be completed	Additional notes