

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

Centre Name: Ysgol Greenhill School	Centre Number: 68287
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Member of staff responsible for the policy: Mr N Jones	

## Introduction

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

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

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

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

This plan only applies to those qualifications GCSE, AS and A level, which are regulated in Wales. For the very few qualifications outside of this remit, and regulated by Ofqual, the school will apply the relevant guidance once it is published.

By sharing its approach through the publication of this policy, the school is seeking to offer clarity and confidence to staff, pupils and parents/carers, as well as wider stakeholders of the school. Furthermore, it provides an overview on the decisions teachers will make; how teachers will make these decisions; and identify the evidence teachers will be utilising to support the decision-making process.

## 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.

## **1. Roles and responsibilities**

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 The Chair of Governors will approve and sign this policy further to consideration and ratification by the full Governing Body

1.2 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 will ensure that the planning for and implementation and management of the process for awarding CDGs is conducted efficiently, in line with this policy, are conducted efficiently and in the best interests of all pupils. The Headteacher is responsible for ensuring that there are clearly defined, and separate, roles and responsibilities within the structure for awarding CDGs. The Headteacher, working closely with the Senior Leadership Team, is responsible for ensuring that 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 during CPD Friday sessions and directed time at the end of the school day. The Headteacher will also sign the Head of Centre declaration.

1.3 The Assistant Headteacher (Pupil Progress) will be responsible for ensuring that appropriate training for all staff involved in the determination of grades is signposted. The Assistant Headteacher will work closely with the Headteacher and the other members of the SLT to ensure that the internal quality assurance processes of the school are implemented robustly and consistently. This includes ensuring that each qualification/subject area has fully completed internal moderation of evidence and recorded all decision-making in line with WJEC protocols.

1.4 The Additional Learning Needs Co-ordinator (ALNCo) will ensure that all staff are aware of any access arrangements in place for pupils when undertaking assessments that are used to provide evidence for the CDGs, including details of any reasonable adjustments to which pupils may be entitled. In addition, the ALNCo will coordinate the provision of additional support to help pupils achieve the aims of a given qualification as would happen in 'normal' circumstances.

1.5 AoLE Leaders (AoLEs) will be responsible for the robust implementation of this policy across the subject areas they lead. They will ensure that the approach to awarding CDGs meets the requirements of the given Qualification Assessment Framework set down by the WJEC; this includes selecting and setting tasks from within the range offered by the WJEC in the form of adapted past paper materials, in order to enable all pupils within the cohort equal opportunity to demonstrate what they know and understand; this way, all pupils will have the best chance to achieve the highest possible grade. AoLEs will also ensure that internal standardisation and moderation of assessment processes and evidence is undertaken rigorously, in order to secure fairness and consistency of outcomes across the qualification. AoLEs will also oversee and manage the accurate recording of outcomes and associated decision-making for each qualification. AoLEs will be responsible for ensuring that pupils entitled to access arrangements have these in place for the qualifications for which they are responsible. Working closely with the Assistant Headteacher, AoLEs will ensure that colleagues within the team are supported to access relevant training opportunities. AoLEs are responsible for the drawing-up and implementation of the Subject Assessment Policies in their curriculum areas, working with a named Subject Lead if appropriate. AoLEs will ensure that final grades are received by the Exams Officer for uploading to the WJEC platform by the agreed deadline.

1.6 Teachers will engage fully with all relevant professional learning provided to support the implementation of this policy. Teachers will ensure that assessment tasks are set, administered and assessed in line with the requirements of the given Subject Assessment Plan and Framework; and that assessment evidence is gathered in line with the agreed schedule (Appendix 1). Teachers must make pupils aware of the schedule for assessment tasks, and of the scope and criteria for the set tasks; teachers must ensure that pupils understand when an activity will contribute to the determination of a CDG. Teachers will work with the ALNCo to ensure that pupils entitled to access arrangements/reasonable adjustments, within their designated classes, have these in place. They will collect in and securely store assessment work completed by pupils. Teachers will mark submitted work to timescales agreed with AoLELs in order to meet dates for moderation and the transfer of CDGs, set by the Assistant Headteacher. Teachers will not provide pupils with an opportunity to redraft or improve their work once it has been submitted. Teachers will not share raw marks or any indication of performance with pupils. In line with relevant school policies (Centre Assessment Policy, Subject Assessment Policy), teachers will provide CDGs for pupils which are a fair, valid and reliable reflection of the assessed evidence available; working closely with the AoLEL, they will complete the Pupil Decision Making Records.

1.7 The Examinations Officer is responsible for managing the administration of qualifications. This includes ensuring accurate and timely entries to the examination boards, the prompt sharing of all relevant information from the examination boards to relevant staff, and assisting the Headteacher, Senior Leadership Team and Curriculum Leaders to fulfil their responsibilities around GCSE, AS and A2 assessment 2021, as appropriate. This includes collecting and recording any potential conflicts of interest declared by staff, managing the process for reviews and appeals, as well as the accurate submission of CDGs to the WJEC.

### **Centre Determined Grades**

.1 A Centre Determined Grade (CDG) is the grade awarded by the school, as an examination centre, on the basis of attainment which has been demonstrated in the areas of the qualification content that a pupil has covered.

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

.3 CDGs will not be used by teachers/the school, to indicate a pupil's potential in a subject. Teachers will be required to apply their professional judgement and decide whether the knowledge, understanding and skills demonstrated by the pupil meets the usual standard for a given grade.

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

.5 Where there is insufficient evidence of demonstrated attainment, or where evidence suggests attainment is below that required of the lowest grade for a qualification (ie. G grade at GCSE; E grade at AS/A level) then a pupil will be awarded a Centre Determined Grade of U. For mathematics and numeracy, a U grade will be awarded to pupils entered for the Higher Tier who do not demonstrate attainment at Grade C and also for pupils entered for the Intermediate Tier who do not demonstrate attainment at Grade E in addition to the above.

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

.7 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 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.

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

.9 In determining a grade, the following types of evidence will be used (where relevant), in each qualification

.9.1 Adapted past-paper questions The school will make use of WJEC adapted past-papers when setting tasks to help determine a grade for each qualification. There are recognised benefits of using these materials. The adapted past-papers have already been externally quality assured; are fully supported by clear mark schemes; and are familiar to both pupils and staff. Teachers will ensure these past papers, which will form a key part of the evidence, will be taken during timetabled sessions. A timetable will be issued in advance for these and they will last no longer than 40 minutes from a single period lesson in the main, to allow for 25% extra time for those where it is a requirement. The past papers selected for use for assessment purposes in a given qualification will be specified within the relevant Subject Assessment Policy.

.9.2 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 pupils 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. Subject Assessment Policies will specify whether and how any NEA evidence will contribute to the CDG.

.9.3 Additional evidence

- 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.

- Assessments undertaken prior to the publication of the centre approach, such as end of-unit tests, may be used to help **confirm a judgement**. However, this evidence may not be used in isolation to determine grades since, at the time of completion, it is possible that pupils may not have been aware of the importance of these tasks in their overall grade award for the qualification. This is designed to ensure fairness and equity for all pupils. Any other contributing evidence selected for use for assessment purposes in a given qualification will be specified within the relevant Subject Assessment Plan

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

## **2. Subject assessment plans**

2.1 For each qualification, AoLEs and subject specialists in consultation with their team of staff, will develop Subject Assessment Policies for the qualifications they are responsible for, that are aligned with the relevant Qualification Assessment Framework provided by the WJEC. These will be shared with the Assistant Head with oversight of the school Assessment Policy.

2.2 These policies, will identify which specific pieces of evidence will be used, the quality assurance measures undertaken to authenticate the work of pupils; and measures to ensure any and all appropriate needs are met.

2.3 They will make reference to any non-examination assessment (NEA - completed/partially completed/is to be completed), which of the 'adapted assessment' materials provided by the WJEC are to be used to evidence learning and if any 'additional evidence' will be used to determine the final grade; be this existing evidence or evidence which is to be gathered during the assessment window.

2.4 How the assessment activities will be delivered, including reference to mode of delivery (remotely/face-to-face), how much time is to be allocated, and how many lessons are required to complete a given assessment

2.5 Ongoing monitoring of progress against the Subject Assessment Policy across the AoLE will be undertaken as part of the usual schedule for line management meetings. Should circumstances arise that require changes to be made to the plan, these should be discussed with the Assistant Headteacher before final approval.

2.6 The subject assessment plan is a working document. Links to assessments, mark schemes and grade boundaries will be added to the document as we near our assessment window/end of assessment window respectively. The WJEC document 'Guidance on Assessment and Grading for Summer 2021' will need to be considered, understood and used by all members of the team so as to provide for consistency of outcomes across teachers/pupils. A high level approach to how grade decisions are made will also be documented on the Subject Assessment Plan, with more specific details on a pupil's Lerner Record Card.

## **3. Centre devised assessments**

All subjects have chosen to use either complete adapted past papers provided by WJEC, or where more appropriate, blended questions from these with questions from other WJEC seasons in order to more

fairly assesses topics taught in school. Where papers have been blended, corresponding WJEC mark schemes will be used when marking the assessments. Such papers have been quality assured in line with the WJEC Assessment Creation Guide.

#### **4. Assessment delivery**

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

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

4.3 As well as minimising the risk of pupil malpractice, as is standard practice, centre staff (teachers and non-teaching staff), will also need to ensure that the JCQ requirements are followed to avoid malpractice or maladministration. However, where exceptions to these regulations are noted in this policy for the alternative arrangements in place for the summer 2021 series, this will not constitute staff malpractice/maladministration.

4.4 In accordance with the Examinations Access Arrangements policy all eligible learners will be entitled to the appropriate access arrangements just as they would in normal circumstances. Records of pupils making use of these arrangements will be kept for each assessment.

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

4.6 Teachers will mark submitted work to timescales agreed with LM/ALMs and the CDG schedule. Teachers will not provide pupils with an opportunity to redraft or improve their work once it has been submitted. Marking will be summative, with no requirement for diagnostic feedback for pupils. Teachers will not provide pupils with assessment outcomes at this stage.

4.7 No teacher will be solely responsible for assessing the work and determining the final grade for a pupil with whom they have a close personal relationship, such as a family member, in order to ensure the integrity of the grade awarded. Any potential conflicts of interest will be declared by staff and recorded by the school (centrally by the examinations officer and also on the relevant Subject Assessment Plans), so that reasonable steps may be taken to mitigate against this, such as the work being assessed by another teacher.

4.8 All evidence on which a learner's grade is based will be documented on the Learner Record Card for each pupil for each qualification. This will also include information relating to any required access arrangements for each pupil or any special considerations applied which may need to be taken into

consideration in accordance with the information provided in the WJEC Guide to Centre Policy. Any special considerations will only be applied with approval from the Assistant Headteacher and Headteacher.

4.9 All evidence on which a pupil's grade is based, including copies of the pupil's work and any mark records, must be retained safely. Records of pupil evidence should be kept accessible in order that it can be easily drawn upon in the event a pupil wishes to review or appeal their grade.

## 5. Quality assurance of assessment and grading decisions

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

5.1 Quality assurance 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.

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

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

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

5.4 The school will ensure that the work of all staff who assess evidence is moderated, as part of internal quality assurance. Samples will generally select every 10<sup>th</sup> candidate across the ranked cohort. 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 Where pupils have completed assessments under agreed access arrangements, or had grades awarded in light of circumstances requiring special consideration reference will be made to Appendix 3 within the WJEC Guide to Centre Policy document and Stage 4 (page 7) of the WJEC Guidance on Assessment and Grading for Summer 2021 document when moderating their work.

5.5 Internal review of grade profiles The Assistant Head will use the provisional CDG outcomes to analyse subject and whole school performance and compare to 2017 and 2018 outcomes as well as to predicted and target outcomes from Autumn 2020.

5.6 Where there is a significant difference ( $> \pm 7\%$ ) to prior outcomes these will be challenged. Where this can be justified and evidenced the CDGs may be allowed to stand. There may be instances however, where CDGs would need to be amended. A record of these discussions will be retained.

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

5.8 Recording decisions The school will keep a record to document clearly the rationale for grade decisions. This will include clarity of explanation which are easily accessible to pupils and their parents/carers.

5.9 The school will adopt the use of the WJEC Decision Making Record template for each portfolio of contributing evidence per pupil per subject.

5.10 Records will also be kept from internal moderation activity.

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

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

## **6. Pupil and parent/carers communication**

6.1 A presentation on the high level plans for the collection of evidence for CDGs was shared with parents and pupils on 15<sup>th</sup> March.

6.2 On 26<sup>th</sup> March all pupils in years 11, 12 and 13 will receive pupil progress reports, these will contain:

- An introduction by the Assistant Head giving further detail around the plans for assessments in the summer term.
- An outline at subject level regarding subject specific arrangements and support plans.
- A teacher comment reflecting upon subject progress over the year and suggestions on what to focus upon over the coming weeks.

6.3 As soon as possible during the week beginning 29<sup>th</sup> March, pupils will receive a provisional timetable of lessons during which assessments will take place.

6.4 As soon as this policy has been approved by WJEC it will be shared with stakeholders.

6.5 Following approval, stakeholders will also be sent details of the timeline for publication of the CDG and the appeals process.

## **7. Public Sector Equality Duty and Data Protection**

7.1 In developing an approach to centre determined grades in 2021, the school has taken steps to ensure it meets its Public Sector Equality Duty. This is a legal requirement and forms part of the Equality Act (2010), which ensures due regard to the need to

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act (2010);
- advance equality and opportunity between people who share a relevant protected characteristic and those who do not; and
- foster good relations between people who share relevant protected characteristics and those who do not.

7.2 The evidence gathered by the school to support the determination of grades will make use of standardised materials, produced by WJEC. This includes the use of adapted past-paper questions, and mark schemes. These materials have already been through a robust process of equality impact assessment, as part of their own process of quality assurance, to ensure they meet the needs of the general equality duty. This approach, and individual subject assessment plans, ensure that arrangements for those students entitled to concessions are met. Moderation activities will ensure that a broad range of students, which include those from protected characteristics, are included. This is to enable the school to ensure that its approach contributes to the equality of opportunity.

7.3 The school will ensure it meets data protection and processing regulations. This may result in modifications to existing policies and practices. However, it is anticipated that joint examination regulators may coordinate this to provide assurances that data is handled appropriately and for the intended purpose.