

# THE MAELOR SCHOOL



## Centre Policy on Assessment and Quality Assurance Processes

Committee Responsible	Standards Committee
Date Agreed	
Date for Review	

<b>Centre Name: The Maelor School</b>	<b>Centre Number: 6655401</b>
<b>Policy adopted by Board of Governors on (insert date):</b>	<b>Policy issued to staff on (insert date):</b>
<b>Member of staff responsible for the policy: Simon Ellis</b>	

## 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 subjects 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.

This policy should be read in conjunction with other schools policies including (but not limited to) the Non-Examination Assessment Policy.

<p><b>1. Roles and responsibilities</b></p> <p><b>The Chair of Governors</b> will seek approval of this policy from the full Governing Body, overseeing its implementation via the Standards Committee and with the Head of Centre evaluate its effectiveness.</p> <p><b>The Headteacher and Assistant Headteacher (Standards)</b> will ensure the proper management of all Centre Determined Grade assessments and the associated 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. 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.</p> <p><b>The Additional Learning Needs Co-ordinator ALNCo</b> will ensure that all staff are aware of the necessary access arrangements, and reasonable adjustments for</p>
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learners who are entitled to these. (Appendix 1) The ALNCo will also coordinate the provision of additional support as required and appropriate.

**Heads of Subject (HoS).** Heads of subject will work closely with their line manager and the ALNCo 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 HoS will produce a suitable subject assessment plan (Please refer to Appendix 3). Leadership team line managers in conjunction with subject leaders, will identify any conflicts of interest and how these will be managed in collaboration with the Assistant Headteacher (Standards), and with guidance from the Welsh Joint Examination Committee (WJEC). Heads of Subject will identify and meet any training needs for the staff involved in assessments to allow them to correctly run and administer the process.

**Teaching Staff** will work under the direction of their 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.

**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 (please refer to Appendix 2) will be awarded by selecting work that has been completed when the learner was unaffected by the special circumstance.

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

## **2. Subject assessment plans**

Each subject will generate a 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.

Each subject assessment plan will be created in conjunction with and in order to meet the requirements set out in the relevant Qualification Assessment Framework. Plans will take account of published adaptations and the requirements to ensure progress. Evidence will demonstrate their knowledge, skills and understanding in each of the assessment objectives required. Published grade descriptors will be used to support the grade determination.

This will include the level of control and what quality assurance arrangements will be to ensure consistency and rigour.

Each subject assessment plan will also outline how access arrangements and matters relating to equality will be addressed. (please refer to Appendix 3)

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.

Subject assessment plans will be quality assured by the Assistant Headteacher (Standards) who will take overall responsibility for the consistency of these plans across the centre.

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

- Adapted past paper questions.

The centre 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; 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.

- Non-examination Assessment (NEA)

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.

- 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. As these assessments will have been completed without the knowledge that they would be used for this process, subjects will be mindful of when and how these were completed when determining their weighting compared to other available evidence.

The number of pieces of evidence required to determine a grade will vary for each qualification.

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.

Subject areas that decide to create their own assessment must consult with the Assistant Headteacher (Standards) in the first instance, having read the WJEC Centre Assessment Creation Guide.

Subject staff will also need to attend appropriate WJEC online training.

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

In most cases subjects will not need to devise their own assessments, however, If a subject area decides to use a centre devised assessment they should first discuss the implications of doing so and outline their plans to the Assistant Headteacher (Standards). They must meet all of the appropriate assessment criteria and make careful reference to the WJECs Centre Assessment Creation Guide.

Prior to them being approved, the Assistant Headteacher (Standards) will ensure that all learners (including those with protected characteristics) are able to gain a fair, reliable and valid mark from these assessments.

If creating these assessments subject leaders and Assistant Headteacher (Standards) will have attended appropriate WJEC online training sessions.

### **4. Assessment delivery**

Subject areas will document the assessment methodology in their subject assessment plans. This will include:

- Where the assessment will take place
- The level of control
- The nature and duration of the assessment
- Access arrangements

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. Those learners who have approved access arrangements will receive these.

Learners will 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 internet enabled devices)

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.

To ensure fairness for all learners, they will be monitored during the assessments to ensure that their work is their own. Learners will be informed of the regulations around malpractice prior to undertaking any assessment.

The school will follow the guidelines when reporting any suspected cases of malpractice see JCQ Suspected Malpractice policy and procedure.

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.

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. In these cases learners will confirm that work is their own, and methods for authenticity adopted when creating coursework will apply. A viva voce may be used to support this process.

The school will introduce additional mitigating measures at this point to ensure that as far as possible, a learner's work is their own.

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.

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.

The results of all assessments will be recorded by the class teacher. Learners will not have the opportunity to improve their work.

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 centre will ensure that it is compliant with its Public Sector Equality Duty.

The centre will ensure that it is compliant with data protection and data processing regulations. See school data protection and GDPR policies

Learner evidence will be securely stored by the subject teacher will be passed to the school examination office for storage

## 5. Quality assurance of assessment and grading decisions

### Assessing Work.

Assessing work will be the responsibility of each teacher who teaches the subject at the relevant level. A subject teacher will assess the work of the students in their class, using the appropriate WJEC mark schemes to support the accurate awarding of grades. The subject teacher will record the mark and grade awarded using secure conditions and ensure physical copies of evidence are safely retained and stored securely.

Subject areas 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.

As part of the centre to centre discussions, colleagues in single person departments may work together with colleagues from other schools within our local alliance in order to support judgements and arrive at a point where the plan / evidence allows for grade validation. This may happen throughout the assessment period and also at the end of the process. The extent of the centre to centre working will be on a needs basis and the nature and frequency will likely vary between subjects.

- Overall Grading Decisions

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.

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.

Grades will be decided on a holistic approach but grades must be underpinned by evidence of attainment in areas a learner has covered.

The standard expected for any particular grade is no lower than previous years, but the volume of work completed in the specification will be inevitably lower.

The school will be required to make use of 'best fit' judgements 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.

Learner assessment data (i.e. the pupil's previous performance in that subject) will form the basis of discussions around the decisions made.

Grading will be completed objectively. Judgements will be made as fairly as possible.

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.

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.

In the consideration of extenuating circumstances for learners, learners will be graded on their performance in the subject content they have been taught. Refer Appendix 2 Special Consideration  
The school will document all decisions through the learner decision making record. This document will outline all evidence used to determine a grade and will provide a rationale for the grade awarded.

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.

#### Quality Assurance of Assessment

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.

Each subject area will determine the size of the internal moderation sample.

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. See appendix 4 Conflict of interest form.

The 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.

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).

Subject staff will undertake moderation activities, as soon as is reasonable and practicable, once the evidence has been submitted.

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

Any variances, adjustments etc. as a result of the internal standardisation process, will be recorded.

#### Quality Assurance of Overall Grading Decisions

Each Head of Subject will sample a selection of Learner Decision Making records in order to ensure that grading decisions have been made fairly and consistently.

Assistant Headteacher (Standards) will moderate a sample of the learner decision making records across subjects to ensure consistency.

Learners with protected characteristics will be included in this sampling activity.

The size of the moderation sample will be determined as above.

The results of any moderation and standardisation activity will be documented and retained.

#### Subject Outcomes

The Centre Determined Grades should reflect both the overall standards achieved in that subject over recent years and the nature of the cohort who take the subject.

The Heads of Subject 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.

The Assistant Headteacher (Standards) will also consider in school variance of results using the 4 Matrix analysis tool.

The Assistant Headteacher (Standards) will draw together and submit contextual performance information for a given year group. This will include, Key Stage 3 levels, National tests and Key Stage 4 tracking data. This information will provide an anchor to the performance data

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

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.

As soon as available, 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.

Once Quality Assurance of this policy by the WJEC has taken place, parents and learners will be provided with a copy. Parents will be informed

- 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)

Following receipt of this plan, learners and parents 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.

They will also be informed of the training that has taken place by staff in order to achieve these aims

In line with other examination centres it is anticipated that learners will be informed of their Centre Determined Grade in June 2021

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

Learners and Parents should refer to the school written internal appeals procedure (appendix to be added once documentation received) and the written complaints procedure see school complaints policy.

The school will adopt guidance to be received by the WJEC in April regarding internal review and appeals guidance.

In general the procedure will be as follows (this policy will be updated at this point once guidance has been received)

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.

