



Ysgol John Bright

CENTRE ASSESSMENT POLICY

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
- 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, 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.





Please note that this policy is supported by Appendix documentation.

1. ROLES AND RESPONSIBILITIES

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 and Deputy Head will ensure the proper conduct of all CDG assessments and the associated processes. This will include the formulation of this Centre Policy, the process by which assessments will take place: the appropriate conduct of data collection and Quality Assurance processes: ensuring the best interests of the learners remain central to the process, keeping parents and learners informed throughout, and providing any necessary training for staff. The headteacher and deputy head will QA the Grades to be awarded to ensure consistency in outcome and ensure they are in line with grades awarded in previous years or with the improvement trajectory of the subject.

- **The ALNCo** will ensure that all staff are aware of the necessary access arrangements, and reasonable adjustments for learners who are entitled to these. The ALNCo will also coordinate the provision of additional support as they would do in normal circumstances.
- **Heads of Faculty and/or Heads of Subject.** Heads of subject will work closely with their Head of Faculty and the ALNCo to ensure the appropriate conduct of assessments (including the provision of access arrangements), e.g. 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 subject assessment pathway for each subject at each qualification level. (*Appendix 1*) Heads of Faculty in conjunction with class teachers will identify any conflicts of interest and how they will be managed in collaboration with the deputy head with oversight of Examinations, and guidance from 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.
- **Teaching Staff** will work under the direction of their HoF/HoS and ensure that they follow this policy and subject assessment pathway in the preparation of learners, the conduct of the assessments, including making sure those learners who are entitled to access arrangements and reasonable adjustments receive their entitlement, 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, which will be stored securely. Such evidence will be needed to support both the quality assurance and the appeals process.
- **Examinations officer** is responsible for managing the administration of qualifications, including coordinating the collation of entries of learners to the appropriate qualifications, and supporting teaching staff and 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 this year as usual.

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 PATHWAY**

Each subject will generate an assessment pathway that outlines how grades will be awarded. This will include the evidence to be used, and which assessment materials will be used during the assessment window. These will be quality assured by the deputy head before final approval from the head teacher.

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 past paper 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 where identified in the assessment pathway 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.

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.

The number of pieces of evidence required to determine a grade will vary per qualification. Teachers will ensure that there is sufficient opportunity for learners to provide clear evidence to demonstrate competency against the learning outcomes, considering the breadth of subject coverage within the specification.

The evidence generated will not be completed in the form of an examination, but much will be generated within assessment conditions in a classroom setting.

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.

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.

Within the subject assessment plan HoF/HoS will specify which assessments they will use. Quality assurance will take place at Departmental and Leadership level, with subject quality assurance plans submitted at the start of the assessment window for approval by the head and deputy.

3. CENTRE DEvised ASSESSMENTS

Staff are guided to use published past papers or specimen assessment material from the WJEC.

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 deputy headteacher. Activities **MUST** meet all of the assessment criteria and make careful reference to the WJECs Centre Assessment Creation Guide.

Teaching staff should also indicate their attendance at WJEC training sessions.

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:

- Location of assessment
- Level of control
- Nature and duration of assessment
- Access arrangements
- Any other relevant information (e.g. personal circumstances affecting a learner's performance).



This will be documented in the 'record of assessment' form by the class teacher, and retained by each head of subject.

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

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

Assessments will take place during timetabled lessons, with the assessment no longer than the lesson duration (including extra time for any learner entitled to additional time due to access arrangements).

Learners will be given feedback (including a raw score mark) for any assessment undertaken, though will not be able to revisit the work to improve any aspect following submission.

The school will also consider work that has been produced by the learner against previously assessed work to verify authenticity (not attainment); this is particularly relevant where evidence submitted is atypical of the usual standard demonstrated by the learner.

Any conflict of interest will have been declared prior to the assessment window, with the deputy head monitoring any circumstances where this has been identified.

All staff involved with the Summer 2021 qualifications will be made aware of what constitutes malpractice. All learners will be reminded of the expectations and what could be considered malpractice in advance of their assessments. In any instance of suspected malpractice the school will follow the procedures as detailed in *JCQ Malpractice; Policies and Procedures 2020-21* and any subsequent updated guidance from JCQ.

All learner work which contributes to a learner's grade will be stored securely within the relevant subject area or electronically. Records of assessment activities and final decision marking records will be held securely by the head of subject.

Decisions relating to the awarded grade will not be communicated to students and/or parents by individual staff 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.

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

5. QUALITY ASSURANCE OF ASSESSMENT AND GRADING DECISIONS

Overall Grading Decisions

For each qualification, staff 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.

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.

Quality Assurance

Internal moderation of student work will take place for each qualification, with a 1 in 7 principle for all courses, and a minimum sample size of 5 in any qualification (unless there are less than 5 studying the course, in which case all learners will be moderated). Subject will submit a quality assurance place for their subject at the start of the summer term, which will be quality assured internally by the head and deputy headteacher.

This process will be led by the individual heads of subject or TLR holder within multi-subject faculties. 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 assessed learners.

Completion and moderation of assessment evidence will be quality assured by the LT link during the process, and reviewed in the grade review meeting at the end of the process.

Learners with protected characteristics will be included in the sampling process, and identified as such on internal documentation. Any learner awarded special consideration will have their marks reviewed by the deputy head prior to submission at subject level.

As a result of internal moderations it may be necessary to adjust a teacher's decision to:

- Match the standards as established and understood in the guidance provided
- Bring judgements into line with those of other teachers in the department.
- Satisfy requirements in relation to Equality and Disability legislation

The HoF/HoS staff will ensure that the CDGs are in line with the subject's performance or trajectory in recent years. Any variances, adjustments etc. as a result of the internal standardisation process, will be recorded. A further QA process will be undertaken by the head and deputy head to ensure that the grades awarded are in line with or match the subject trajectory from previous external examination series.

The school will engage in Centre-Centre discussions in order to review its processes of determining grades. The intention of this process is to further ensure that grade awarding is done in a valid, reliable and fair manner.

The school will document all decisions through the **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 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.

Records will also be kept from internal moderation processes, which will be held securely at subject level.

Quality Assurance of Overall Grading Decisions

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

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 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 or trajectory in recent years and provide a rationale for any significant variation.

A further Quality Assurance process will be undertaken by the head teacher & deputy head in the form of a subject review meeting, to consider the process undertaken and final grade profile to be awarded at a subject level.

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.

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

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.
- The proportionate weighting of each evidence set per subject.

This will be in the format of an 'assessment pathway' document and a supporting video.

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)

After Easter and by subject teachers will inform students 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.

It is anticipated that learners will be informed of their Provisional Centre Determined Grade during the second week of June 2021

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 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 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.



Appendix 1 Centre Determined Grades – Subject Assessment Pathway-Templat

Assessment Pathway

Subject		Qualification	
----------------	--	----------------------	--

EXTERNAL - STUDENTS WOULD SEE THIS:

Unit Title	AO Covered	Content to be assessed (if applicable)	How will is be assessed	Weighting in overall qualification

Additional Information



INTERNAL - STUDENTS WOULD NOT SEE THIS:

Unit Title	AO Covered	Content to be assessed (if applicable)	Materials to be used for assessment	How much of the overall unit will be assessed?



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 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.