



St. Illtyd's High School

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

Centre Name: St Illtyd's Catholic High School	Centre Number: 68746
Policy adopted by Board of Governors on (insert date):	Policy issued to staff on (insert date):
Member of staff responsible for the policy:	Mr D B Thomas - Headteacher

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.

Roles and responsibilities

Roles and responsibilities are as follows:

- The Chair of Governors will approve the policy.
- The Headteacher will have overall responsibility for the school/college as an examinations centre and ensure clear and separate roles and responsibilities. He will ensure that the internal quality assurance process has been completed effectively and sign the Head of Centre declaration.
- The deputy headteacher (curriculum) will be providing training and support for staff; supporting the Head of Centre in the internal quality assurance of final CDGs; providing a clear centre policy on how records and evidence are stored securely; achieving a consistent approach across departments.
- The school's ALNCo will ensure all staff are aware of access arrangements.
- Curriculum/subject leaders will be making decisions on assessment plans, ensuring consistency within their curriculum/subject area, including how agreed adjustments are made and managing teachers' storage of evidence.
- Teaching staff will be ensuring assessments are completed under the centre's appropriate level of control and have sufficient evidence in line with the centre policy to provide CDGs for each learner which are a fair, valid and reliable reflection of the assessed evidence available for each learner; ensuring that each learners' work is stored securely and can be retrieved to support internal reviews and/or appeals.
- The examinations officer will be ensuring accurate and timely entries; all information from WJEC is shared promptly with all relevant staff; other key duties undertaken such as making applications for appeals.
- The deputy headteacher (curriculum) will be taking responsibility for ensuring the accurate submission of CDGs to WJEC is documented carefully.

Subject assessment plans

Subject/curriculum leaders will develop their assessment plans in keeping with the Qualification Assessment Frameworks.

Each curriculum leader will agree on the specific assessments they will select to evidence learning and centre determined grades and will direct all staff to use the same assessments to ensure consistency across teachers and learners.

Subject leaders will, in agreement with line managers:

- Have an agreed mark scheme for assessments.
- Ensure that all are familiar with the assessment documentation.
- Hold standardisation meetings and disseminate the results of these to teachers in the department.
- Maintain concise documentary evidence of systems and procedures and their application and review these procedures to ensure that the arrangements and procedures reflect best practice.

Department portfolios of work will be a valuable source of reference for all teachers and should be established to contain:

- Work discussed at standardisation meetings.
- Evidence that standardisation has taken place.
- Evidence that will eventually be possible to use in cross-phase liaison.
- Work from all attainment targets to show a representation of each level.
- Evidence in appropriate formats other than written, e.g. digital recordings.

It is vital that subject areas achieve consistent standards and interpretation of the assessment criteria. This is achieved through the use of subject portfolios together with rigorous standardisation and moderation of pupils' work. More generally, secure standardisation is dependent on the scrutiny of exemplars from examining boards, attendance by teachers at marking workshops provided by the boards or LA subject advisers, and teachers' own experience as external moderators.

Centre devised assessments

Not applicable as school will be using WJEC devised assessments.

Assessment delivery

Assessments will be carried out by using adapted past paper questions, where applicable, non examination assessment and finally other assessed work that has been taken directly from past paper materials only. Subject leaders will determine the evidence they will use from the materials available and will then communicate with students when the work will be gathered. The evidence taken together as a whole, will then help form the best fit grade.

Using Qualification Assessment Frameworks, subject leaders and teachers will identify the necessary evidence from the key themes or skills listed. While it's not possible to identify the volume of evidence per subject, we'll seek to avoid duplication to minimise anxiety on students and staff. We expect that this evidence will be gathered on site during the summer term. We expect that students will complete the work in class over a sequence of lessons under similar conditions to non-examinations assessment as this will be supervised by classroom teachers. However, we also have a contingency plan to support the need for completion of this work at home, if required. We believe the key benefit to using these materials from our perspective is that they have already been quality impact assessed and standardised. As a result, this reduced the risks around particular individuals, or groups of individuals feeling that they have been unfairly disadvantaged by our process. Moreover, students and staff and families are familiar with these types of activities and therefore, have a clear understanding of what they can expect in terms of the type of assessment.

The second evidence type is non-examination assessment. NEA exists in many qualifications to support progression and where it is used the weighting in nearly all cases is much lower than unseen elements. Restrictions around NEA have been removed and this has been helpful for our school to ensure that evidence can be completed at home without some of the limitations that surround it. In some subjects, particularly the more practical elements, the NEA has not been fully completed. For example, in subjects such as Design and Technology it is likely that the practical elements of the qualification have not been fully covered. However, the research and development phase may have been completed. We have indicated to students and staff that this is perfectly fine, and individual teachers will be able to gain an understanding of their performance from the elements completed.

Finally, the other contributing evidence to help determine a grade can be broken into two parts. Firstly, staff will be able to use other WJEC past paper questions which have been completed under controlled conditions. In other words, this ensures that work completed in class which has been agreed by the department and providing that it has been communicated with students can contribute towards this element of the overall grade. This work maybe completed at home, providing that teachers can put in place, controlled measures to authenticate students work.

Finally, many of our students have been working incredibly hard throughout the period of remote learning, so the second type of evidence considers assessments and active use of past paper materials during lockdown. However, this evidence type will only be used to confirm a judgement because we are concerned that students would not have been aware of the high stakes importance of them at the time of completion and therefore, we believe this could be perceived to be unfair.

Quality assurance of assessment and grading decisions

Departments will be expected to carry out internal moderation as usual. Depending on the size of the department a sample of students will be identified to have their work moderated. When the work is moderated, student names will be anonymised to strengthen accuracy, consistency and to help prevent conscious and unconscious bias. This is to replicate normal sampling exercises. Subject leader sampling is likely to take a place in addition to this, especially, where there may be amendments to marking or a change of grading. Decisions will be made for every student in every qualification to ensure there is a clear line of evidence to support centre wide moderation, and, in if necessary, appeals of grades.

Teachers will have access to appropriate training and support provided by Subject Leaders and/or WJEC as appropriate.

Access arrangements and reasonable adjustments allow candidates with specific needs, such as special educational needs or disabilities, to access assessments, meeting the needs of the individual without affecting the integrity of the assessment. They are agreed before an assessment takes place and should reflect a candidate's normal way of working.

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), the centre will make every effort to ensure that these arrangements are in place when assessments are being taken as per our NEA policy. Where, for some reason, that has not been possible, the judgements will be reflected in the final judgement.

Learner and parents/carers communication

Regular communication with parents will take place, including the sharing of information from Qualifications Wales and/or WJEC.

Assigning a Grade

Once evidence has been considered, teachers and lecturers should make a grading judgement. The following principles should be applied to each decision.

A holistic, best fit judgement. Grades will be based on a holistic judgement of the evidence of the learner's performance on the subject content they have been taught. Teachers will look at the qualities of the work students have collected and use the sources of support, such as exemplars and grading descriptors, to help them reach a final grade. This will include their professional experience of the assessment materials used as well as the descriptors for key grades provided in our Qualification Assessment Frameworks.

All assessments will be completed by 21 May 2021.

Internal reviews and complaints

St Illtyd's Catholic High School is committed to ensuring that:

- Internal assessments are conducted by members of the teaching staff who have the appropriate knowledge, understanding and skills and who have been trained in this area.
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the Awarding Body for the subject concerned.
- The consistency of internal assessment will be maintained by internal moderation and standardisation.
- All student work being assessed by teaching staff for external qualifications is carried out fairly, consistently and in accordance with the rules and regulations of the specification relating to the qualification.

Note to students

A. If a student has any concerns about the procedures used in assessing their internally assessed work for public exams i.e. controlled assessment / coursework / portfolios, they should discuss the matter with the relevant Subject Leader immediately. Following that, if the matter remains unresolved, the formal appeal procedure may be used by the student concerned.

B. The regulations for GCSE Controlled Assessments state that:

“The work you submit for assessment must be your own”

“You must not copy from someone else or allow another candidate to copy from you”

“If you copy the words or ideas of others and don’t show your sources in references and a bibliography, this will be considered as cheating or malpractice”

Teachers have the right to reject a student’s work on the grounds of malpractice if any of the above regulations are broken. The student, parent or guardian of a student has the right to appeal against any decisions to reject to a candidate’s internally assessed work on the grounds of malpractice.

Written Request for Review Procedure

Internal centre reviews will be considered, and resolved, by the end of June 2021. On receipt of a written request for a review, an enquiry into the grade awarded will be conducted by the Examinations Officer, a member of the Senior Leadership Team and a Head of Department. The request for a review should state, in detail, the reason(s) for the request to review.

There are three stages to the centre review and appeals process in summer 2021:

Stage 1 (Pre-results) centre review stage – School will share provisional Centre Determined Grades with the learners. A learner will be given the opportunity to ask their centre to review their provisional grades and check for any errors before the grades are submitted to WJEC. A review may be requested on the grounds of judgement and/or an error having been made. This process will be similar to the process required in a normal year when a learner can appeal their Non-Examination Assessment (NEA) mark at a centre level before marks are submitted to WJEC. The learner must clearly outline the grounds for their request for a centre review. The centre must investigate and provide the learner with a response including the reason for their decision to uphold or not to uphold the learner’s case. Any errors identified must be corrected and recorded prior to the submission of grades to WJEC. The identification of an error may not necessarily lead to a change in grade. A template form for learners to request a review and for the centre to record their decision will be provided by WJEC with the detailed guidance. The Centre Determined Grade is provisional until qualification grades are issued by WJEC on results days.

Stage 2 (Post results) appeal to WJEC – After results day in August, a learner can ask their centre to submit an appeal to WJEC on the grounds that the grade judgement that their centre has made is unreasonable and/or an error has been made. The learner must clearly outline the grounds for their appeal. WJEC will conduct a review of the centre’s decision and if an error is found will correct the error. The correction of an error may not necessarily lead to a change in grade.

Stage 3 (Post results) appeal to Qualifications Wales – Following completion of the Stage 2 appeal, a request for an Exam Procedures Review Service (EPRS) review can be made to Qualifications Wales to check whether WJEC has followed its procedures correctly.