

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

When submitting their policy as outlined in WJEC requirements and guidance booklet, centres must ensure that the seven areas identified are included in their submission. Centres do not have to structure their policy using the WJEC headings for each of the seven areas. The only requirement is that the seven areas are covered within the policy. However, some centres may wish to complete this Word template, but they are not obliged to do so.

Centre Name: St Joseph's RC High School	Centre Number: 68363
Policy adopted by Board of Governors on (insert date): 27/4/21	Policy issued to staff on (insert date): 27/4/21
Member of staff responsible for the policy:	J Morgan, DHT

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 Chair of Governors has responsibility for leading the Governing Body to evaluate and approve this policy.

The Headteacher has overall responsibility for the school as Head of Centre and as such, will

- ensure that clear and separate roles and responsibilities are understood by all;
- ensure that the internal quality assurance process has been completed effectively;
- will sign the Head of Centre declaration.

The Senior Leadership Team (SLT) will ensure that all internal quality assurance processes are robustly followed as Headteacher and Deputy Headteacher require.

The Deputy Headteacher will

- provide a centre policy detailing processes for the awarding of Centre-Determined Grades in line with WJEC guidance;
- ensure that all necessary training and support for staff is provided;
- support the Head of Centre in the internal quality assurance of final Centre-Determined Grades;
- provide a clear centre policy on how records and evidence are stored securely;
- ensure a consistent approach across departments;
- ensure the accurate submission of CDGs to the WJEC.

The ALNCo will

- ensure that staff are aware of the necessary access arrangements in place for learners;
- liaise with Examinations Officer and Heads of Department to coordinate the provision of additional support for learners where necessary, in line with normal practice.

Heads of Department will

- create assessment plans in line with WJEC Assessment Frameworks, ensuring consistency of approach across the department including how agreed adjustments are made, in line with Internal QA processes in school – see Section 5
- ensure that assessment plans are followed by all members of the department;
- ensure that all internal quality assurance processes are in line with school (centre) policy and are adhered to, keeping accurate records of all internal processes;
- be responsible for managing the accurate recording of outcomes, along with accurate records of the decision-making process for those outcomes;
- ensure that their department staff access relevant training provided by the WJEC or equivalent awarding bodies;
- liaise with ALNCo to ensure that relevant access arrangements are in place
- manage teachers' storage of evidence and Learner Decision Records which could be used to support internal reviews and/or appeals.

Teachers will

- ensure that all assessments are completed in line with centre policy and in line with the department's assessment plans;
- make learners aware of the tasks set which will contribute towards the determination of a grade;
- gather sufficient evidence in line with centre policy to provide CDGs for each learner which are a fair, valid and reliable reflection of the assessed evidence available for each learner;
- complete individual Learner Decision Records;
- liaise with head of department and ALNCo to ensure that the necessary access arrangements for learners are in place;
- ensure that each learner's work is stored securely and can be retrieved to support internal reviews and/or appeals.

The Examinations Officer will

- ensure accurate and timely entries;

- share all information from WJEC and other awarding bodies promptly with all relevant staff;
- support heads of department and members of the SLT, specifically DHT, to ensure the correct processes are followed;
- complete other administrative tasks such as making applications for appeals.

2. Subject assessment plans

See Appendix 1: Assessment Plan template

Heads of Department will write subject assessment plans for each qualification delivered in their department which will

- demonstrate a planned approach to the teaching and learning programme for 12th April to 28th May which will build in time for assessments to be undertaken;
- use the school template (Appendix 1) and share plan with DHT;
- meet the requirements of the WJEC Qualification Assessment Frameworks for their qualifications, including use of the adapted past papers cited within the frameworks and not any assessments devised by the centre;
- be followed by all members of the department to ensure a consistent approach to the assessments;
- detail how assessments will be built into the teaching and learning programme;
- include details of where standardisation, moderation and professional learning will take place

The following types of evidence can be used when deciding upon a Centre-Determined Grade:

- **Assessments completed during the summer term, taken from WJEC adapted past papers, cited in WJEC Assessment Frameworks**

WJEC adapted past papers, cited in WJEC Assessment Frameworks, will be used when setting tasks to help determine a grade for each qualification. This is because these adapted past papers have already been quality assured, are fully supported by mark schemes and are familiar to teachers and to learners. These past papers will be broken into smaller sections and delivered as part of a teaching and learning programme outlined in department assessment plans; these assessments will not be delivered as an examination.

- **Non-examined assessments (NEAs)**

Where non-examined assessments (NEAs) contribute towards an overall qualification, teachers will use the performance of learners to help contribute towards the Centre-Determined Grade.

Where an NEA is only partially completed, it may still be used when determining a grade.

- **Other assessed work**

There are two types of assessed work which may be used when determining a grade:

- (i) Teachers may use WJEC past papers, with an approved and published mark scheme, which were completed earlier in the course and were completed under controlled conditions.
- (ii) Teachers may use assessments undertaken prior to the publication of the agreed WJEC approach. However, this type of evidence will only be used to confirm a judgement rather than determine a judgement. This is because, at

the time the assessment was completed, the learner may not have been aware that this piece of work could contribute towards their overall grade. This approach aims to ensure fairness and equity for all learners.

The senior leadership team (SLT) will be responsible for

- quality assuring each department's assessment plans prior to implementation;
- ensuring that any necessary changes made to the plans are documented;
- quality assuring the records kept by departments for all standardisation and moderation processes – see Section 5 (Quality assurance of assessment and grading decisions).

3. Centre devised assessments

In our centre, all departments will utilise the suggested adapted WJEC past papers cited in the Assessment Frameworks rather than centre devised assessments.

This is due to the fact that these adapted past papers have already been quality assured and are fully supported by mark schemes.

4. Assessment delivery

Each subject assessment plan will detail the schedule for assessments to be delivered and how they will be built into the teaching and learning programme.

The WJEC adapted past papers, cited in the Assessment Frameworks, will be broken into smaller sections and delivered as part of a teaching and learning programme outlined in department assessment plans; these assessments will not be delivered as an examination.

Work will be completed independently by students, under similar control levels to existing arrangements for non-examination assessment. Where possible, these assessments will be completed in class.

Where external factors mean that this is not possible, for example, in the case of a national lockdown, students will be able to be a part of the teaching and learning programme from home, accessing lessons remotely via Microsoft Teams, and completing assessments remotely, via Microsoft Teams. In order to ensure the authenticity of work produced remotely, each student's camera and microphone will need to be switched on for the duration of the assessment. Work will need to be immediately submitted at the end of the assessment time frame.

In addition, teachers will consider work produced against previously assessed work to verify authenticity, particularly where the evidence submitted is atypical of the usual standard. Teachers may undertake further activities, such as a spoken Q&A session, with the learner, or may provide an additional assessment activity, taken from adapted WJEC past papers cited in the subject Assessment Framework.

Teachers will explain to learners when assessments will take place and how they fit into the teaching and learning programme.

Teachers, liaising with heads of department and ALNCo, will ensure that learners with access arrangements are provided for as necessary, eg provided with the correct proportion of extra time.

Where tasks are set as part of the teaching and learning programme, building up to an assessment, formative feedback may be given to learners. In this case, comments will be general and related to assessment objectives.

Where assessments have been completed, as this work will be used as evidence for the centre-determined grade, learners will not have an opportunity to improve their work and will not receive feedback on individual assessments.

All assessments will be securely stored along with all documentation relating to the determination of a Centre-Determined Grade. This will include any marksheets for data, minutes of meetings, and Learner Decision Records. This will be securely stored should they be required to support the quality assurance, review and appeals processes. Learner Decision Records will include details regarding any access arrangements, special consideration or any personal circumstances which may need to be taken into account during the grading process.

In line with existing policies, including the school's Strategic Equalities policy, and in relation to examinations and controlled/non-examined assessment, the centre will ensure that it is compliant with its Public Sector Equality Duty.

Any member of staff who has a conflict of interest, for example, where a teacher is related to a learner, must declare this and suitable mitigation against bias will be put in place, in line with normal procedures. The teacher will have no part in the assessment of or moderation of any work produced by their relative.

5. Quality assurance of assessment and grading decisions

This policy should be read in conjunction with the centre's Internal Quality Assurance policy.

In line with existing policies and in relation to examinations and controlled assessment, the centre will ensure that it is compliant with its Public Sector Equality Duty.

In line with normal practices, internal processes are in place to promote consistency. The centre will undertake quality assurance processes, within and across departments, to ensure that Centre-Determined Grades are valid, reliable, equitable and fair, while seeking to avoid discrimination of any type. The centre will ensure that training is provided for staff to support this, utilising the WJEC's Professional Learning programme.

Assessing individual pieces of assessed work (assessments based on WJEC adapted past papers)

Each teacher has responsibility for assessing the work of each learner in their class, utilising the relevant published and approved mark schemes and guidance from WJEC, ensuring that annotation on the work is completed in GREEN pen and supports the accurate awarding of the grade/mark.

The grade/mark on each assessed piece of work will be recorded on a department marksheet and/or learner decision record.

Quality Assurance of assessment of individual pieces of assessed work

Standardisation

Guidance materials provided by the WJEC will be used by departments, before assessing work, to ensure a common and shared understanding of the appropriate mark schemes.

Heads of Department will be responsible for ensuring that teaching staff have a common and shared understanding of mark schemes. Training opportunities will be provided as necessary and recorded as part of department assessment plan.

Standardisation and moderation activities will be undertaken and built into the subject assessment plans. These plans will have been quality assured by HT and DHT. All standardisation and moderation activities will be minuted and stored securely as part of the decision making records.

No one member of staff will be able to both assess and verify the evidence of a student. Where a member of staff is the only teacher of the subject, another member of staff, deemed to be suitably qualified, will verify and, where possible, discussions with staff outside the centre may aid this process. Where there are discussions with other centres regarding assessment and moderation of work, no grade can be awarded or changed by a member of staff outside this centre.

The centre will ensure that the work of all teachers who assess evidence will be moderated as part of internal quality assurance.

Where a cohort size is less than 10, the whole cohort will be moderated. For larger cohorts, the Head of Department will ensure that the sample of work to be moderated covers the full range of grades and includes work from all teachers who have prepared learners for assessments and who have assessed work.

Internal standardisation and moderation processes will ensure that learners with protected characteristics are included in the sampling and cross-checked, in line with Equality and Disability legislation.

All work sampled will be anonymised to mitigate against the risk of conscious or unconscious bias. Moderation activities will be undertaken as soon as is reasonable and practicable, once evidence has been submitted.

Any member of staff who has a conflict of interest, for example, where a teacher is related to a learner, must declare this and suitable mitigation against bias will be put in place, in line with normal procedures. The teacher will have no part in the assessment or moderation of any work produced by their relative. The Head of Department will oversee any issues with regard to conflict of interest.

All annotation and any adjustment of marks, during or as a result of the moderation process, should be written in RED pen.

Where there are any disagreements or discrepancies which require the Head of Department to review the marking, all annotations and any adjustment of marks should be written in PURPLE pen.

As a result of the internal moderation process, it may be necessary to adjust a teacher's decision in order to match the standards as stated in WJEC guidance or to bring judgements in line with the other teachers in the department or to satisfy requirements in relation to Equality and Disability legislation.

All adjustments will be recorded in the learner decision record and stored securely.

Deciding on Centre-Determined Grades

Teachers will not be basing Centre-Determined Grades on professional prediction or the potential of a learner. Instead, teachers must exercise professional judgement and assess

how far the knowledge and skills needed to meet the standard for a specific grade have been met.

The Centre-Determined Grade will be decided on a 'best-fit' basis, employing a holistic approach, and reflecting the quality of evidence available (see Section 2).

While the amount of work available may be less than normal due to external factors, teachers must maintain the same level of expectation for achievement at a specific grade, as detailed in WJEC guidance and support materials related to summer assessment 2021.

Each teacher will produce a Learner Decision Record for each individual learner which details what evidence has been used to determine a grade and how all the evidence has led to the specific Centre-Determined Grade for that learner. The template supplied by WJEC will be used for all Learner Decision Records.

Quality assurance of Centre-Determined Grade decisions

Each head of department will sample a range of Learner Decision Records, ensuring that records from each teacher are checked.

All processes and records will be sampled by SLT to ensure that internal quality assurance processes have been followed.

In all cases, and at all stages, all discussions will be recorded and those records retained securely.

Consideration of performance of previous cohorts

The centre will follow the WJEC guidance regarding how centres should consider information on previous cohorts' qualification performance as part of quality assurance processes.

Once Centre-Determined Grades have been decided, this data will be analysed in comparison with data from cohorts over the last three years, with specific focus on last year's data where teacher assessed grades were awarded.

Comparison of data will be undertaken using SMID and will be analysed by the SLT and used to ensure that performance is consistent and in line with expectations. Where this is not the case, additional internal quality processes will be triggered including further discussion with heads of department and a sample of all data, documentation and learners' work will be viewed by SLT. All discussions will be recorded and stored securely. Where necessary, grades/marks will be adjusted if evidence supports this change.

All quality assurance processes will be complete before provisional grades are shared with learners.

Data protection and equalities

When developing an approach to centre-determined grades in summer 2021, the school has ensured that it meets its Public Sector Equality Duty. The Equality Act sets out Public Sector Duties that apply to all the school's functions:

- promoting equality of opportunity
- promoting good community relations
- eliminating discrimination

This is a legal requirement and is part of the Equality Act (2010) which ensures that the school will

- 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;
- promote and foster positive relationships between people who share relevant protected characteristics and those who do not.

The evidence used by the centre to provide centre-determined grades will make use of WJEC produced materials. This includes the use of adapted past paper questions and mark schemes. As these resources have already been through a robust process of equality impact assessment, as part of their own quality assurance. This approach means that appropriate arrangements for individuals with protected characteristics are met. Moderation activities will ensure that a broad range of students, including those with protected characteristics, are included. This means that the centre's approach will contribute to equality of opportunity.

Data protection

The centre will ensure it meets data protection and processing regulations and that the handling of data is in line with school GDPR policies. While this may result in modifications to existing policies and practices, it is anticipated that examination regulators will coordinate this to provide assurances that data is handled appropriately and for the intended purpose.

All documentation relating to assessments will be stored securely between and after assessments and only members of staff directly involved in the assessment and internal quality assurance processes will have access to data relating to that learner's outcome in any assessment.

All data relating to a learner's assessments will be stored electronically with strict user controls. All information relating to access arrangements will be kept fully confidential and in line with the school's GDPR policy.

6. Learner and parent/carer communication

In order to ensure trust and confidence in the centre's approach to summer assessments 2021, it is vital to ensure that the centre's approach is clear through regular and transparent communications.

All correspondence with parents/carers and learners is undertaken via email, and is published on our website. A dedicated webpage on our school website will be used to share all information relating to Assessment 2021.

Learners and their parents/carers will receive correspondence via email and letters are published on our school website. This information will be provided alongside information shared with learners in their lessons by their subject teachers.

Learners and their parents/carers will be provided with

- an overview of the process for deciding upon Centre-Determined Grades;

- information regarding the evidence which can be used when deciding upon Centre-Determined Grades;
- a schedule of when assessments will be completed and how this fits into the teaching and learning programme.

All information will be sent via direct email and a copy of all correspondence and all documentation listed will be published on the school website on the dedicated Assessment 2021 webpage.

Once the centre policy on assessment and quality assurance processes has been agreed by the WJEC, this policy will be shared with learners, parents/carers. This will be shared on the school website on the dedicated Assessment 2021 webpage.

Information shared in this way will include

- how access arrangements will be provided for and how special consideration will be applied;
- how decision-making records will be shared to explain the determination of the final Centre-Determined Grade;
- the internal moderation processes undertaken by the centre;
- the process for reviews and complaints.

Learner decision records will be shared with learners and parents/carers via email, using school systems. These records will include all information included in WJEC published templates including centre-determined grades, grades for each assessment, a rationale for each centre-determined grade and details of any access arrangements and special consideration.

These records will be shared via email as is current practice and following school procedures and policies.

When learner decision records are shared, this will be accompanied by information regarding the process which will need to be followed if they want to request a review of the centre-determined grade.

Where any request for a review is made, the outcome of that review will be shared via email.

The school is part of a Newport West post-16 consortia. All communications will be shared with learners, parents/carers of any student who is accessing a qualification at our school. This will be via email and published on the school's dedicated Assessment 2021 webpage on the school website.

7. Internal reviews and complaints

This information will be in line with current school policies, in particular the Complaints Policy and Internal Appeals Policy.

All learners will be informed of their right to request a review of a grade once provisional grades are shared in June. Information regarding this process and how they request a review will be shared with learners and parents/carers. The process is summarised below:

- Stage 1: A learner may request a review of a provisional grade on the grounds of error and/or on the grounds of judgement. Grades can be raised or lowered as the result of the review.
- Stage 2: Once final results are published in August, a learner can appeal to the WJEC through the centre if the learner believes the grade is unreasonable and/or an error in the process has been made.

- Stage 3: Learners can request an Examination Procedures Review Service (EPRS) from Qualifications Wales which will require Qualifications Wales to check that the WJEC has followed the required processes and procedures correctly.

8. Public Sector Equality Duty and Data Protection

See school Strategic Equalities Policy.

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- promoting equality of opportunity
- promoting good community relations
- eliminating discrimination

This is a legal requirement and is part of the Equality Act (2010) which ensures that the school will

- 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;
- promote and foster positive relationships between people who share relevant protected characteristics and those who do not.

The evidence used by the centre to provide centre-determined grades will make use of WJEC produced materials. This includes the use of adapted past paper questions and mark schemes. As these resources have already been through a robust process of equality impact assessment, as part of their own quality assurance. This approach means that appropriate arrangements for individuals with protected characteristics are met. Moderation activities will ensure that a broad range of students, including those with protected characteristics, are included. This means that the centre's approach will contribute to equality of opportunity.

The centre will ensure it meets data protection and processing regulations and that the handling of data is in line with school GDPR policies. While this may result in modifications to existing policies and practices, it is anticipated that examination regulators will coordinate this to provide assurances that data is handled appropriately and for the intended purpose.

All documentation relating to assessments will be stored securely between and after assessments and only members of staff directly involved in the assessment and internal quality assurance processes will have access to data relating to that learner's outcome in any assessment.

All data relating to a learner's assessments will be stored electronically with strict user controls. All information relating to access arrangements will be kept fully confidential and in line with the school's GDPR policy.

9. Private Candidates

On occasion, the centre may have a small number of students who sit examinations as private candidates. These individuals attend examinations which are assessed externally by the examination board.

Staff in the school are unlikely to be able to authenticate the work of private candidates. Therefore, on this basis, the centre will not be accepting private candidates for summer

series 2021. Private candidates will be able to apply to the local authority for arrangements to undertake assessments in summer 2021.

10. Special Consideration

The centre will apply the WJEC published special considerations document, 'Guidance on special consideration for summer 2021', to those students to meet the specified criteria.

The school may require evidence to demonstrate that the student meets the necessary criteria, as is standard procedure.

11. Professional Learning

See Appendix 1: Assessment Plan which includes Professional Learning Record.

Utilising relevant resources provided by Welsh Government, Qualifications Wales and WJEC, the centre will ensure that appropriate training is provided to staff at all levels to ensure that assessment plans, and associated processes, are fully and accurately implemented.

Specific training on avoiding unconscious bias when assessing work will be provided for all staff involved in the marking of evidence.

All professional learning undertaken with reference to summer assessment 2021 will be recorded on the Professional Learning Record which forms part of each department's assessment plan – see Appendix 1.

Appendices

Appendix 1: Assessment Plan Framework for departments including Professional Learning Record (template)

APPENDIX 1

Assessment Framework template for departments: Summer assessments 2021

DEPARTMENT:

YEAR GROUP: ...

Date:

NEA?	What % of total is NEA?	
	Has it been completed?	
Which units are to be covered in summer 2021 Assessment?	Which units will be covered?	
	What % of total is each Unit?	
Which papers will you be using to support your assessment of each unit?	Unit ...	
	Unit ...	

Week beginning	Teaching and learning programme and assessment plan	Standardisation	Moderation	Discussion around individual pupils and grades
12/4/21				
19/4/21				
26/4/21				
Tu 4/5/21				
10/5/21				
17/5/21				
24/5/21				
7/6/21				
14/6/21				

Professional Learning Record: Assessment 2021

All WJEC professional training are accessible from WJEC secure website and should be available from the date specified.

Please note any additional training undertaken in the table below.

Colour code:

yellow – must be attended or viewed by all teachers/assessors of work

green – must be attended or viewed by all heads of department

DATE OF EVENT (available from)	EVENT/TRAINING	DURATION OF TRAINING (if known)	ATTENDED BY	DATE TRAINING WAS ACCESSED
March 2021	Introducing the Professional Learning Programme (video)	3:53 (minutes)		
5/3/21	Session 1: The foundations of assessment and assessment creation (Microsoft Sway presentation)	-		
8/3/21	Session 2: Centre approach to assessment and quality assurance (Microsoft Sway presentation)	-		
12/3/21	Session 3: Live Q&A session with WJEC and Senior school/college leaders (video)	36:24 (minutes)		
22/3/21	Session 4: WJEC Pre-recorded training: 'Objectivity in assessing learner evidence' (Microsoft Sway presentation) 'Unconscious bias and objectivity' - provided by Diverse Cymru (4 PDF documents)	-		
25/3/21	Session 5:	Estimated time: 30 minutes (TBC)		

	Live Q&A session with WJEC and Diverse Cymru			
12/4/21	Head of Department briefing (SJHS)	30 minutes		
19/4/21	Session 6: WJEC Pre-recorded training: 'Making Final Judgements'	TBC		
26/4/21	Session 7: WJEC Pre-recorded training: 'Good practice in making final grading decisions and Quality Assurance'	TBC		
5/5/21	Session 8: WJEC Live Q&A with WJEC and school/college practitioners who share their approaches	TBC		
17/5/21	Session 9: WJEC 'Submitting Centre Determined Grades'	TBC		

