

STANWELL SCHOOL POLICY ON ASSESSMENT AND QUALITY ASSURANCE PROCESSES

CENTRE DETERMINED GRADES (Final Version)

(Approved by WJEC 15th April 2021)

1. 1 Aims and Objectives

The following guidance is designed to ensure final school determined grades will be awarded in a fair and rigorous way that protects the integrity of the awards and addresses the following guidance issued by the relevant examination and awarding bodies:

1. WJEC *Qualifications Adaptations* (September 2021)
2. Qualifications Wales: *Guidance on alternative arrangements for approved GCSEs, AS and A Levels* (9 February 2021 – Version 1.0)
3. WJEC *Assessment Creation Guidance: Guidance for teachers devising tasks to support centre determined grades* (February 2021)
4. WJEC Subject Specific Assessment Frameworks (published 21st February 2021)
5. *Information For Learners: Qualifications Wales* (4th March 2021)

In designing subject specific assessment frameworks subject leaders, in consultation with their teaching colleagues have continued to ensure that the following key principles have been considered and adhered to:

1. 2 Key principles of assessment

➤ Fairness & Accessibility

A fair assessment should not discriminate against sub-groups of candidates or give an advantage to other groups. Assessment should be free from bias, inclusive, non-discriminatory and accessible. It should also be fair to those who rely on the results (such as employers, further education colleges and universities) by accurately assessing what a learner knows, understands and can do.

➤ Validity

A valid assessment task will measure the intended learning outcomes of a topic/unit of study. The structure of the assessment will tally with the contents of the specification.

➤ Reliability

“The extent to which assessment results are an accurate measurement of the learners’ demonstration of the abilities specified by the assessment criteria”.

The awarding of CDGs must be ‘holistic in their nature but underpinned by sufficient evidence of demonstrated attainment across the key themes and skills’.

1.3 Roles and Responsibilities

- A. Chair of Governors:** The Chair of Governors has reviewed and approved the *Policy On Assessment and Quality Assurance Processes* (March 2021)
- B. Headteacher:** as Head of Centre, the Headteacher will take overall responsibility for:
- i) ensuring clear and separate roles and responsibilities;
 - ii) ensure that the integrity of the examination and assessment system is maintained throughout the 2021 CDG process through appropriate quality assurance processes;
 - iii) signing the head of Centre declaration.
 - iv) Ensuring the Centre's Internal Review/Appeals process is in line with Qualifications Wales (QW) guidance.
- C. Senior Staff:** The Deputy Headteacher responsible for Standards will coordinate the planning, schedule and quality assurance measures, in consultation with the Head of Centre and Examinations Officer. This will include:
- i) providing training and support for staff (carried out on 4th March 2021 to Subject Leaders (Heads of Department (HODs)) and 15th March to students and staff.
 - ii) providing a clear centre policy on records and ensure evidence is stored securely (see Stanwell School GDPR Policy and Privacy Statement)
 - iii) maintain a consistent approach across departments: all Subject Assessment Frameworks to be submitted to SLT for review and QA purposes as per 2. (see below).
 - iv) HODs will plan and devise the subject specific Assessment Frameworks and Schedules.
 - v) Requesting teachers declare any conflicts of interest (as defined in section 5.2), recording said conflicts of interest, and ensuring that suitable mitigation is in place: communicated and centrally recorded on 16th March 2021.
 - vi) Recording any suspected malpractice, plagiarism and/or maladministration concerns and ensuring the awarding body is notified via the Examinations Office. (The School's Malpractice Policy and Procedures follows procedures outlined in the *JCQ Suspected Malpractice Policies and Procedures*.)
 - vii) Recording, processing and reviewing all stage 1 Appeals and informing learners of the outcomes (see 8.1.2 and 9.4).
- D. ALNCO:** the role of the of the ALNCo will be to ensure the centre meets its obligations in relation to equality and disability legislation and coordinate all agreed Access Arrangements as outlined in *Access Arrangements and Reasonable Adjustment books 1 (September 2020 to 31 August 2021)*, *Notice to Centres - SENCOS and Assessors (June 2021)* and the *Supplementary Information for SENCOS and assessors 2020.21*.
- E. Teaching Staff** will ensure
- i) assessments are completed under the appropriate level of control;
 - ii) have sufficient evidence (as outlined below in 3.3) for each learner which are a fair, valid and reliable reflection of the assessed evidence available for each learner;
 - iii) store work securely so that it can be retrieved to support internal reviews/or appeals

iv) they will complete *Learner Decision Records*.

- F. Examinations Officer:** ensure accurate and timely entries and that all information from WJEC is shared promptly with all relevant staff. The Examinations Officer will also undertake key duties such as making applications for appeals and reporting any suspected malpractice, plagiarism and maladministration.
- G. Assessment and Reporting Manager:** in conjunction with the Head of Centre and Senior Staff responsible for Standards, will ensure accurate submission of CDGs to WJEC.
- H. WJEC:** Will review and approve this policy after 19th June 2021: any suggested amendments will be made and the policy republished

2. Design Process: Subject Assessment Plans (SAPs)

Subject leaders were instructed (23rd February) to review the WJEC Subject Specific Assessment Frameworks (published 21st February 2021) and provide the Headteacher with their proposals for assessments (by Wednesday 3rd March) and to contribute to the Whole School Assessment Framework Overview below, including QA procedures (moderation) and contingency planning:

3. Stanwell School Assessment Framework

To ensure teachers are in a position to determine final grades there will be two assessment windows (AW) for the GCSE, AS and A Level cohorts. These assessment windows will be classroom-based assessment activities that reflect the subject specific assessment models that were submitted to SLT by 3rd March 2021 following the process above.

3.1 Centre Devised Assessments and Schedule: Minimum Requirements (Subject Specific)

The WJEC Subject Specific Assessment Frameworks (published 21st February 2021) proposed that in most subjects there should be sufficient coverage of the breadth of specification requirements with aspects, at the centre's discretion, covered in greater depth. Between the three units taken, there should be coverage of all assessment objectives. HODs will consider all WJEC Assessment Materials, including the WJEC's *Centre Assessment Creation Guides*, and the exemplar models found therein and outline their procedures to SLT.

Within the context of the studies chosen, there should be coverage of the content and skills of any two of unit 1, unit 2 and unit 3. Learners should have worked on NEA tasks (where relevant) and these should be considered when determining the grades.

3.2 Proposed Timescales and Structure for Assessments:

All subject areas will be required to provide two additional assessments: where subjects have a practical element (DT, Music, PE, Performing Arts, Drama etc) Assessment Window 2 should be used to finalise (inclusive of moderation where appropriate) consideration of the relevant assessment objectives.

Assessment Window	Dates (Start) : Week 1	Week 2	Week 3
GCSE (Year 11)			
AW 1	w/c 12 April 2021	w/c 19 April	w/c 26 th April
	English RE Option 1 Option 2 Science 1	Maths Option 3 Option 4 Science 2	Welsh Science 3 Catch-up
AS Year 12			
AW 1	Chemistry French History Mathematics Media Studies Sociology	Biology Business Studies Computer Sc DT – Product Design DT - Textiles Engineering (CT) Film Studies Further Maths Film Studies Gov & Politics ICT Medical Sc Music Psychology Sport (BTEC) Welsh	Economics English Lang & Lit English Lit Drama Geography German Physical Education Physics Religious Studies Travel & Tourism (BTEC)
A Levels Year 13			
AW 1	Business Studies Computer Sc French History Media Studies Physical Education Physics Religious Studies Sociology	Biology Economics English Lang & Lit English Lit Drama Film Studies Mathematics	Chemistry DT – Product Design DT – Textiles Engineering (CT) Further Maths Geography German Gov & Politics Medical Sc Music Music Technology Psychology

Assessment Window	Dates (Start) : Week 1	Week 2	Week 3
GCSE (Year 11)			
	w/c 10 May 2021	w/c 17 May 2021	w/c 24 May
AW 2	English RE Option 1 Option 2 Science 1	Maths Option 3 Option 4 Science 2 Science 3 Welsh	Catch-up
AS / A Levels (Years 12/13)			
AW 2	Chemistry French Health and Social History Mathematics Media Studies Sociology	Biology Business Studies Computer Sc DT – Product Design DT - Textiles Engineering (CT) Film Studies Further Maths Film Studies Gov & Politics ICT Medical Sc Music Psychology Sport (BTEC) Welsh	Economics English Lang & Lit English Lit Drama Geography German Physical Education Physics Religious Studies Travel & Tourism (BTEC)
A Levels Year 13			
AW 2	Business Studies Computer Sc French History Media Studies Physical Education Physics Religious Studies Sociology	Biology Economics English Lang & Lit English Lit Drama Film Studies Mathematics	Chemistry DT – Product Design DT – Textiles Engineering (CT) Further Maths Geography German Gov & Politics Medical Sc Music Music Technology Psychology

4. Assessment Delivery

4.1 All assessments carried out during the schedule outlined above will be conducted in the classroom environment and in normal timetabled lessons. This will be supervised by classroom teachers to ensure that plagiarism and/or malpractice are avoided and teachers will be required to declare that they have authenticated the candidate's work and are satisfied that, to the best of their knowledge, the work produced is solely that of the candidate.

HODs will determine the length of the assessment activities, to ensure the abilities specified by the assessment criteria are addressed.

4.2 Learner Absences (Assessment Windows)

As per the WJEC / QW Guidance, 'Assessed work may be completed in the school environment or at home but centres need to be assured that it is the learner's own work.'

The reason for, and duration of the absence(s) will determine the route chosen:

1. Pupils complete assessments on return to school (in classroom and supervised environments and special considerations applied (see 4.4))
2. Students are allowed to complete the assessments at home (if well enough to do so) and learners will be required to declare the work was completed by themselves: *'I have produced the attached work without assistance other than that which my school teacher has explained is acceptable within the guidance and specification.'* This declaration also requires students to confirm that they have read and understood the Notice to Candidates: *'If you are judged to have copied an answer, or allow another candidate to copy from you, or if you cheat in any other way (including not completing the assessment in the allotted time stated), you may be disqualified from at least the subject concerned. Any suspected malpractice will be reported to the issuing examination board (WJEC/Pearson/OCR/AQA) for further investigation.'*
3. Holistic judgement offered if medical evidence provided.

4.3 Access Arrangements

To ensure a consistent approach to access arrangements, the ALN department will co-ordinate all access arrangements for all pupils on the *Access Arrangements Directory* during the assessment window periods. This will include alternative classroom supervision to accommodate those learners entitled to Access Arrangements.

4.4 Determining Grades (CDG): Assessment Approach for Qualifications in 2021

Teachers will be required to consider the context in which any assessments were completed to ensure fairness and consistency:

1. NEAs
2. Previous assessments (prior to enforced school closure in December 2020),
3. AW 1 performance
4. AW2 performance
5. Relevant Practical Performances

There will be no formal weighting of the 5 areas above and teachers will be able to call on other evidence alongside these where appropriate. Teachers will make holistic, best-fit judgements that are compensatory, acknowledging the impact of remote learning and other additional considerations outlined in 4.4. Teachers will consult the WJEC/QW *grade descriptors* prior to confirming CDGs.

4.5 Additional / Special Considerations

Teachers will be required to ensure consideration of any access arrangement entitlements during the AW period along with any absences or obstructions to engagement during the remote learning periods caused by the pandemic. Pastoral Leaders (Year Tutors) will disseminate relevant information (as outlined below) to teachers to ensure staff are fully informed of all relevant information prior to determining the final grade. The WJEC's *Guidance on Special Considerations* (summer 2021) outlines that the process for centres submitting special consideration applications **will not** apply in 2021.

Where learners' performances have been affected by temporary illness or other events outside of a learner's control, this will be taken into account. Events being considered must relate to the learner's performance(s) **at the time of taking the relevant assessments** which contribute to the CDGs (see 4.3). These include:

- Temporary illness or accident/injury
- Self-isolation due to Covid or close contact with positive Covid cases
- Bereavement
- Domestic Crisis
- The centre not implementing previously approved access arrangements (pre the AWs)

Special consideration **is not** to be applied to compensate for lost teaching and learning time: this is being addressed via the assessment methods.

Special Consideration will be applied as per the *Guidance on Special Consideration for Summer 2021 (Appendix 3 of WJEC's Guide to Centre Policy on Assessment and Quality Assurance Processes)* and

Pastoral Leaders will communicate any relevant information to staff throughout the Assessment Windows and prior to final submission of CDGs (see schedule in 9.4)

SLT presented the Centre Policy and proposed assessment schedule in a Subject Leaders' Meeting on Thursday 4th March 2021 to outline roles and responsibilities and to provide clear guidelines and support for staff.

5. Quality Assurance

5.1 Internal Moderation Processes (AWs)

Internal moderation processes are designed to verify standards and seek to ensure fairness and equity for all students. The school will apply the following approach to the assessment of evidence, although HODs will be responsible for subject-specific moderation procedures:

5.1.1 Classroom teachers will assess the students' work, using WJEC mark schemes to support the accurate award of grades/scores. Moderation activities, to establish standardised approaches to assessments will take place as soon as is reasonable and practicable, once the evidence has been submitted.

5.1.2 Subject leaders will ensure that the sample of work to be moderated covers the full spectrum of grades and all teachers who have assessed work;

5.1.3 Moderation activities may involve a number of teachers.

5.1.4 Subject Leaders will review any discrepancies

5.1.5 SLT higher level quality assurance measures: The Headteacher, Deputy Headteacher responsible of Standards and the Assessment, Data and Reporting Lead will ensure that the integrity of the examination and assessment system is maintained throughout the 2021 CDG process. This will involve high level analysis of historical performance data for each qualification and subject area to ensure 2021 outcomes reflect patterns of performance over time. Whilst the Qualification Wales guidance clearly states, 'CDGs must not attempt to indicate potential' provisional CDG grades will be compared to objective data sets and prior outcomes to ensure any discrepancies are explored and can be rationalised. Where anomalies are identified at this final stage of the Internal Quality Assurance (IQA) subject leaders and classroom teachers will be required to review and/or justify the provisional CDG.

5.1.6 At all stages, appropriate forms (either provided by WJEC or school developed) will be retained as evidence to support the final determined grade.

5.2 Conflicts of interest

Any staff who have a conflict of interest (eg. Teacher who is relative or known to a student), will need to be declared, and suitable mitigation in place to ensure the process is not compromised (eg. Teacher not involved in either assessment or verification of work).

5.3 Sampling

The school will ensure that the work of all staff who assess evidence is moderated, as part of internal quality assurance. Where an examination cohort size is lower than 20 then the whole cohort will be moderated. For larger samples, the school will ensure that evidence is considered from a range of student profiles, from more able students to those with additional learning needs; and those students with protected characteristics. All work sampled will be marked anonymously to mitigate the risk of conscious and/or unconscious bias.

5.4 Professional Learning

Teachers and Senior Staff will undertake all relevant WJEC/WQ training, inclusive of 'Sub-Conscious Bias' training.

6. Recording Decisions

To ensure objectivity and avoid bias and discrimination Learner Records and Departmental Records will require teachers to acknowledge consideration of all relevant information, including any access arrangements and special considerations applied. Teachers and Senior Staff will use the 'Decision Making Record templates' as and when published to ensure fairness and QA procedures are consistent.

6.1 The school will record the reviews requested by students and the outcome of these, along with reasons for the decision.

6.2 On submission of a Centre Determined Grade, the school will be required to make an overall declaration in relation to the processes carried out.

7. Public Sector Equality Duty and Data Protection

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

7.1.1 Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act (2010);

7.1.2 Advance equality and opportunity between people who share a relevant protected characteristic and those who do not; and

7.1.3 Foster good relations between people who share relevant protected characteristics and those who do not.

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

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

8. Review of Centre Determined Grades and Appeals Processes

At the time of writing, the process of reviewing centre grades and the appeals processes has not been finalised. The school will be required to submit Centre Determined Grades to WJEC by the specified date (25 June – 2 July 2021). At this point, students will be informed of the provisional grades awarded. Where a student is satisfied with the grades determined by the school, there is no further action.

8.2 A student who is not satisfied with their grade will be able to ask the Centre to review it and/or correct any errors before it is submitted to the WJEC.

The appeals process will have three stages

8.1.2 Stage 1 involves a centre review of the provisional centre determined grade on the grounds of judgement and/or a procedural error has been made;

8.1.3 Stage 2 will involve an appeal to WJEC on the grounds that the judgement that the centre has made is unreasonable and/or a procedural error has been made; and

8.1.4 Stage 3 involves a request to Qualification Wales for an Exam Procedures Review Service (EPRS) to review whether WJEC has followed the required procedures.

9. Learners and parents/carers communication

Parents/Carers and students will be regularly updated on the CDG process.

9.1 Learners and parents carers were contacted on **5th March 2021**. This communication included:

- the School's overall approach
- when assessments will be completed (see 3.2 Assessment Windows Schedule)
- what information will be considered when determining grades

9.2 Students entitled to **Access arrangements** were notified in writing on **8th March 2021** of the arrangements, including detailed information regarding their individual entitlements, where and when they would be completing the assessments and this was reiterated to all learners in advance of the Assessment Windows.

9.3 **Learner Decision Record:** Learner decision making records are a record of the processes followed to produce each learner's grade for each qualification with a rationale to explain how evidence was used to support the judgement. Each teacher will be required to complete the WJEC *Learner Decision Record* template for each CDG awarded. This will be completed via the School's *Information Management System*. This will ensure the learner decision records are available as part of WJEC's quality assurance process. These records will also be available for the centre review process and any subsequent appeals submitted to WJEC. As stated in the *Guidance on Assessment and Grading for Summer 2021 (Alternative Arrangements - Version 2 March 2021)* these will not be distributed to all students, unless individual learners request them.

9.4 **Recording of Reviews:** learners will be informed that they have a limited window to request reviews of CDGs, as outlined in 8.1.2 Stage 1 (Monday 14th –Friday 18th June 2021). All requests for stage 1 reviews will be recorded centrally and processed by Monday 28th June 2021 and learners informed of outcomes and possible next steps.

9.5 Communication

The following timescale will be communicated to parents, carers and Learners the week commencing 12th April 2021 and the school website has a section for learners and parents/carers (Exams, Reporting and Assessments / Summer 2021 CDG Process):

Monday June 7th	
Tuesday June 8th	
Wednesday June 9th	CDGs into SIMS by 3pm
Thursday June 10th	SLT - Results checking
Friday June 11th	SLT - Results checking
Monday June 14th	Provisional Results issued to students (TBC)
Tuesday June 15th	
Wednesday June 16th	
Thursday June 17th	
Friday June 18th	Deadline Student reviews submitted by 3pm
Monday June 21st	
Tuesday June 22nd	
Wednesday June 23rd	
Thursday June 24th	
Friday June 25th	
Monday June 28th	All Student reviews processed
Tuesday June 29th	Provisional CDGs confirmed to HODs
Wednesday June 30th	
Thursday July 1st	
Friday July 2nd	FINAL Date for submitting CDGs
Monday July 5th	
Tuesday July 6th	
Wednesday July 7th	
Thursday July 8th	
Friday July 9th	
Monday July 12th	
Tuesday July 13th	
Wednesday July 14th	
Thursday July 15th	
Friday July 16th	