

Penyrheol Comprehensive School

Centre Assessment and Quality Assurance Policy for Summer 2021

Centre Name: Penyrheol Comprehensive School	Centre Number: 68816
Policy adopted by Board of Governors on: 25/3/21	Policy issued to staff on: 12/3/21
Member of staff responsible for the policy: Howard Evans	

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
<ol style="list-style-type: none">1. The Governing Body is responsible for ratifying this policy.2. The Headteacher has overall responsibility for the school as an exam centre. He will oversee the rigorous implementation of this policy and will sign the Head of Centre declaration to confirm that procedures have been carried out effectively.3. The Deputy Headteacher (Curriculum and Staffing) has day-to-day responsibility for the implementation of this policy through close liaison with other members of the senior leadership team, who have formal links to specific subjects. He will submit the school's CDGs, in partnership with the Examinations Officer, by the required deadline. He will have overall responsibility for the whole-school quality assurance process.4. All members of the senior leadership team (SLT) will be involved in the whole-school quality assurance process to ensure that Centre-Determined Grades (CDGs) have been awarded fairly, consistently and effectively across the school.5. The Assistant Head (Staff Development) will have responsibility for directing staff to relevant required training to assist in the awarding of CDGs.6. The Examinations Officer has an important role outside of the SLT in ensuring that communications about CDGs reach relevant staff in a timely manner and in

monitoring the activity of the SLT with regard to CDGs. He will ensure that entries are submitted by the deadline and that appeals to the WJEC are submitted.

7. Access arrangements have already been organised by the Learning Support Department and the way that these are communicated to staff and carefully implemented within subjects will be overseen by the ALNCO.
8. Heads of Department have responsibility for their subjects' Assessment Plans, ensuring that these meet the requirements of the WJEC's Assessment Frameworks. They are responsible for ensuring that teachers are clear about the evidence and process that will be used to award CDGs and for planning and overseeing the internal quality assurance process at a subject level. They will oversee effective storage of evidence and compiling Learner Decision Records by teachers.
9. Teachers are responsible for teaching and assessing their pupils, following the agreed processes for collecting evidence and determining learner grades that are fair and consistent. They are responsible for compiling Learner Decision Records and ensuring safe storage of evidence.

2. Subject assessment plans

Subject Assessment Plans (SAPs) are already being developed in light of the initial Assessment Frameworks published by the WJEC. Departments have been given time in meetings and an INSET day on 12/2/21 to consider their approach to teaching and assessment for Year 11 both while pupils are learning remotely and when they return to school. It is worth noting that our Year 11 pupils will have already missed 14 weeks of face-to-face learning by the time they return to school on 15/3/21, in addition to the four months they missed in the 2019/20 academic year.

SAPs will continue to evolve as further information is released by the WJEC and should be finalised by 23rd April. They will have to demonstrably meet the requirements of the final Assessment Frameworks from the WJEC. They will set out how each subject will determine pupils' grades by identifying the specific assessments which will be used as evidence, the processes by which these assessments will be undertaken, how they will be marked and the internal quality assurance processes that will be carried out to ensure fairness and consistency. They will outline any training undertaken by teachers. SAPs will be checked and monitored by the subject Link members of the SLT.

Wherever possible, subjects will utilise evidence of pupil attainment which has already been gathered, whether completed in school or at home, and will include Non-Examined Assessments or Controlled Assessment Tasks (where applicable) and adapted past papers as part of this evidence. There will be a range of evidence to meet the various Assessment Objectives, taking into account the weighting given to these under normal examination circumstances. Quality of evidence is more important than quantity. Where other assessment evidence is used, which hasn't been subject to the NEA/CAT/past paper standardising procedures or carried out under controlled conditions, this will help to *confirm* rather than *determine* grades.

Different evidence may need to be used for different pupils, depending upon individual circumstances and what is available. The principles will always be to determine grades on as wide a range of evidence as possible in a holistic, pupil-centric and compensatory manner.

3. Centre devised assessments

Teachers create many assessments during examination courses to check on the understanding and progress of their pupils. They are highly skilled at doing this and such assessments are often created collaboratively and used by all or some teachers within a subject. There may already be evidence of pupil attainment gained by centre devised assessments (CDAs) since this round of GCSE/BTEC courses started in September 2019.

Wherever possible, subjects will not devise new assessments if they can gather sufficient additional evidence to determine pupil grades using material provided by the WJEC.

In circumstances where it is not possible to gather sufficient evidence in this way, CDAs may be created and used. If so, this will be done following the guidance produced by the WJEC to ensure that such assessments are valid, reliable and fair. CDAs will be produced collaboratively and the method of creating them, assessing them and quality assuring them will be explained within the SAP.

4. Assessment delivery

SAPs will detail the assessment evidence being used to determine grades and will explain how that evidence has been gathered and assessed. For example, the SAP will detail whether the evidence was produced in class or at home; what the level of supervision has been; over what period of time the assessment has been undertaken; how teachers are ensuring that the work is authentically that of the pupil and how they are reducing any risks of plagiarism or malpractice. SAPs will identify the application of access arrangements for individual pupils where appropriate. They will state how assessment records and evidence of work are being stored safely. They will identify any conflicts of interest and explain how these have been overcome.

Wherever possible, the most significant assessment evidence will be gained very robustly, under strictly controlled conditions with a high level of teacher supervision to minimise any risk of plagiarism or malpractice. While all assessments will take place in classrooms (or at home, if appropriate), and assessments will be 'chunked' to fit into the timetable, adapted past papers will be undertaken in a maximum of three consecutive lessons and material for future lessons will not be released in advance. Details will be provided in the SAPs.

5. Quality assurance of assessment and grading decisions

Internal quality assurance will take place at a subject level and a whole-school level. Heads of Department (HODs) will be responsible for organising and overseeing the subject-level quality assurance. This will begin on an INSET day on 26/3/21 when a range of work from different pupils will be moderated. Subject-level quality assurance will include moderation and standardisation of a sample of specific pieces of work as well as, towards the end of the assessment process, comparison of complete folders of evidence. All teachers should consider the prior attainment of pupils and their target grades when making final decisions about the determining of grades. Final CDGs have to be submitted to the WJEC by 2nd July. However, this has to be after completion of the review process (see section 7). Internal quality assurance at the subject level will have to be completed by Monday 14th June. Subjects with a single teacher would benefit from undertaking moderation and standardisation with teachers from one or two other schools if at all possible. Internal quality assurance will be a process throughout May-June and not a single event.

From 15th – 22nd June, the SLT will undertake a whole-school quality assurance process. This will include comparing departmental outcomes against past outcomes and comparing individual pupil outcomes across the curriculum to identify and check outliers. A small sample of pupil folders from each subject will be scrutinised. Feedback will be given to HODs and any necessary adjustments to CDGs made prior to the submission of grades to the WJEC by 2nd July. Provisional CDGs will be made available to pupils and parents on 23rd June to allow for the review process to be undertaken, if necessary, prior to the submission of CDGs to the WJEC on 2nd July.

The school will obviously participate fully in whatever external quality assurance processes the WJEC undertakes.

6. Learner and parents/carers communication

The principles of transparency and building confidence will underpin all communications with learners and their parents/carers. The aim will be to communicate with clarity in writing to parents/carers and face-to-face with learners as few times as possible, but ensuring that they have all of the information they need to understand the process and to be reassured of its fairness and validity. Each subject will make learners aware of the evidence that will be used to determine their grade and the timetable for these assessments. There will be a degree of whole-school coordination to this timetable in order to ensure that assessments are spread reasonably and pupils aren't overwhelmed.

An initial communication was sent to parents/pupils on 18th March and a bespoke section of the school website was created to bring together all of the information on CDGs. This should provide clarity and transparency about the process.

Parents/carers will need to understand such issues as how access arrangements and special consideration are applied and what the grade review and appeal process will be.

Pupils and parents will be told the provisional CDGs on 23rd June and the review process will be explained to them.

7. Internal reviews and appeals

Parents/carers and learners will be able to ask for a review of grades in line with JCQ requirements if they believe that a mistake has been made or they have been treated unfairly. It is essential that all assessment evidence is kept securely by teachers, as well as the Learner Decision Records outlining how grades have been determined, in order to facilitate any internal reviews. Checks will be made by the Examination Officer that any marks/formula contributing to the overall determination of the grade have been calculated correctly. If necessary, the Deputy Head (Curriculum and Staffing) will oversee a check on the standardisation of the evidence that has been used to determine the pupil's grade. Appropriate adjustments will be made if necessary.

The WJEC will publish its appeals process during the week beginning 26th April and parents/carers and learners will be informed of the purpose and process of this.