



Ysgol Gyfun Y Bont Faen Cowbridge Comprehensive School

Policy on Assessment and Quality Assurance Processes: Summer 2021

Centre Number: 68765

Centre Name: Cowbridge Comprehensive School

Formulated by/member of staff responsible: Mr Fowles, DHT

Approved by: Resources Committee **Date:** 23 March 2021

Date Policy Issued to Staff: Draft issued Monday, 1 March 2021

Review: Ongoing as WJEC and Qualifications Wales information evolves and until Summer 2021

Next Review: This policy is a one off task and finish procedure for use and application during spring and summer term of 2021, following the cancellation of the summer 2021 examinations by the Welsh Government.

Date of any amendments made to policy & brief points:

Date	Section

1.1 In January 2021, it was confirmed that these qualifications would be awarded using centre determined grades (CDG). This means that individual examination centres, such as schools, would determine the actual grades awarded for each qualification.

1.2 This Assessment Policy outlines how the School, as an examination centre, will apply the 'Guidance on Alternative Arrangements for Approved GCSEs, AS and A levels provided by Qualifications Wales, to help determine grades in 2021.

1.3 This procedure applies to those qualifications GCSE, AS and A level, which are regulated in Wales. For qualifications not regulated in Wales and regulated by Ofqual, the School will apply the relevant guidance once it is published.

1.4 This policy is designed to enable the School to offer clarity to students, staff and parents/ carers. It provides an overview on the decisions teachers will make; how teachers will make these decisions; and identify the evidence teachers will be using to support the decision-making process.

2. Roles and responsibilities

2.1 The Headteacher, as Head of Centre, has overall responsibility for the qualifications offered at the School. The Headteacher and the Senior Leadership Team (SLT) are responsible for ensuring the planning and management of CDGs, in line with existing policies and practices, are conducted efficiently and in the best interest of all students. The Headteacher, working with the SLT, is responsible for ensuring that publicised processes are followed by all staff. This includes internal quality assurance processes at subject level and school level. The Headteacher will ensure that training opportunities are available for all staff involved in the determination of grades.

2.2 The SLT will ensure that quality assurance processes for assessment, recording and reporting at school level are robustly followed. This includes ensuring that each department has successfully completed internal moderation of evidence. All decisions will be recorded in line with WJEC guidance.

2.3 The Deputy Headteacher will be responsible for overseeing internal processes, where a concern is raised regarding the authenticity of students' work provided and/or where a student wishes to review a CDG or make an appeal.

2.4 The Data Manager is responsible for managing the administration of qualifications, including the submission of CDGs to the WJEC. This includes assisting subject leaders and members of the leadership team, specifically those with responsibility for examinations, assessment recording and reporting and the Headteacher and/or Deputy Headteacher

2.5 The AHT responsible for Additional Learning Needs (ALNCo) will ensure that staff are aware of the necessary access arrangements in place for students. The ALNCo will also coordinate the provision of additional support to help students, as they would do normally.

2.6 Subject leaders will be responsible for ensuring processes within their department meet the requirements of the WJEC Qualification Assessment Framework. This includes:

- setting tasks from WJEC past-paper materials, to enable all students to demonstrate what they know and understand and to enable them to have the opportunity to achieve the highest possible grade;
- ensuring that internal moderation of work is undertaken to ensure standardisation across departmental staff, which includes accurate records of internal processes;
- ensuring that all teachers access relevant training, including unconscious bias and objectivity training provided by WJEC;
- ensuring that all teachers follow and implement the School's overarching principles as communicated to all staff, students and parents;
- being responsible for managing the accurate recording of outcomes and associated decision-making for each qualification;
- ensuring that relevant access arrangements are in place;
- ensuring that all teachers provide robust supervision of pupils to ensure the integrity of the work and to avoid plagiarism;
- ensuring that evidence is held securely to support the CDG process including the review of CDGs at Centre level and the formal appeals process at WJEC and Qualifications Wales level.

2.7 Teaching staff will ensure that:

- evidence is gathered and that activities set follow the expectations set by subject leaders and relevant WJEC Qualification Assessment Frameworks and within the published deadlines;
- they make students aware of the nature and criteria of the task set and ensure students understand when an activity will contribute towards the determination of a grade;
- they collect and store submitted work securely;
- reasonable adjustments for identified students are met;
- they will mark submitted work within the agreed timeframes, set by subject leaders;
- they do not provide students with an opportunity to improve their work, once submitted;
- they will work with relevant subject leaders to ensure that students entitled to access arrangements, within their designated classes, have these in place;

3. Subject assessment plans

Subject leaders will develop individual assessment plans for the qualifications they are responsible for, which will be approved by the SLT and Headteacher. These plans will identify which specific pieces of evidence will be used; the quality assurance measures undertaken to authenticate the work of students; and measures to ensure all appropriate needs are met in line with the following:

Task/Activity
1. Description of the assessments which will determine the CDG and timeframes for each year group This will include for example the adapted past paper, which year it refers to and mark scheme. It will also include examples of work such as NEAs. This might include previous evidence of work set, mock papers etc.
2. Describe how you will ensure all teachers avoid unconscious bias and ensure objectivity in the tasks and activities set.
3. Describe how you will ensure consistency across teachers and students, including how you would avoid bias and discrimination.
4. Describe how you will ensure reasonable supervision, authenticity of students' work and levels of control.
5. Describe how you will perform moderation and quality assurance and secure all students' work so that it is easily accessible for review at centre level and scrutiny at WJEC level. Include your determined sample size for moderation.

4. How CDGs will be determined

4.1 For each qualification, staff will use the relevant WJEC Qualification Assessment Framework, which sets out evidence requirements to inform a CDG.

4.2 The CDG will be generated using evidence of work completed by a student, using the adapted specification content.

4.3 In determining a grade, the following types of evidence will be used in each qualification:

4.3.1 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. This is because they:

- have already been externally quality assured;
- are fully supported by clear mark schemes;
- and are familiar to both students and staff.

Teachers will ensure these past papers, which will form a key part of the evidence, will be incorporated within their teaching and learning plans.

4.3.2 Non-Examination Assessment (NEA)

Non-examination assessments exist in a number of qualifications. Where NEA remains part of an adapted qualification, teachers will use the performance of students in this element to help contribute towards the determination of a grade.

4.3.3 Other contributing evidence

a) Teachers may use evidence from previously completed WJEC past-paper questions, which have been externally quality assured, with a published mark scheme, and where they have been completed under controlled conditions.

b) Assessments undertaken prior to the publication of the CDG requirements will only be used to help confirm a judgement. However, this evidence may not be used by itself to determine grades since, at the time of completion, it is possible that students would not have been aware of the importance of these tasks. This is designed to ensure fairness and equity to all students.

c) The number of pieces of evidence required to determine a grade will vary per qualification. Teachers will ensure there is sufficient opportunity for students to provide clear evidence to demonstrate competency against the key themes and skills, as specified in each WJEC Qualification Assessment Framework. It may be that relatively few pieces of clear evidence would be sufficient to demonstrate attainment across overarching key themes for many qualifications. Teachers will ensure that the generation of evidence does not create unnecessary duplication of work. Evidence for the award of CDG must be based on quality rather than quantity of work completed.

d) The evidence generated will not be completed in the form of an examination. However, students will produce work within the specified timeframe to provide evidence of the best fit grade. Given the type of evidence to be gathered to support CDGs, it is not possible to publish a detailed subject specific timetable. As students will not be sitting formal exams, it is likely that students may be completing activities at different stages to others within the year group.

e) Work will be completed independently by students, under similar ‘control levels’ to existing arrangements, which are supervised by teachers, for NEA.

These arrangements will differ and be dependent on the nature of the subject knowledge and skills being assessed.

This is to ensure evidence produced is the student’s own. Wherever possible, this work will be completed in class in place of standard work, which is then assessed. Where external factors prevent this from happening, such as national lockdowns, self isolation etc., then work may need to be completed at home. However, where this is the case, the School will introduce measures to verify that the work is the student’s own. For example, by ensuring the student’s camera is switched on during any live session; and work is immediately submitted at the end of the set timeframe. In addition, the School will consider work produced against previously assessed work to verify authenticity, where the evidence submitted is atypical of the usual standard by the student.

f) To ensure students understand how grades are determined and which work will be used as evidence, the school will publish a schedule (see Appendix 1).

4.4. Recording Decisions

4.4.1 The school will keep a record to document clearly the rationale for grade decisions. This will include clarity of explanation which students and their parents/carers will understand.

4.4.2 Decision records will detail who assessed the evidence and when; the decision taken; identification of any reasonable adjustments or special considerations applied; and where the evidence is safely stored;

4.4.3 Records will also be kept from internal moderation processes to standardise work, and verify performance. The school will record the reviews requested by students and the outcome of these, along with reasons for the decision.

4.4.4 The school will be required to make an overall declaration in relation to the processes carried out on submission of a CDG.

5. Quality Assurance Processes

5.1 The WJEC will require internal processes to be undertaken to promote consistency. Quality assurance processes will be undertaken within subjects and across subjects to ensure the school's CDGs are valid, reliable, equitable and fair, while seeking to avoid discrimination. Training will be provided to all staff to support this.

5.2 Internal moderation processes verify standards and work to ensure fairness and equity in the CDG process. The school will apply the following approach to the assessment of evidence:

5.2.1 The teacher will assess the students' work using WJEC mark schemes to support the accurate award of grades. Moderation activities, to establish standardised approaches to assessments will take place as soon as is reasonable and practicable, once the evidence has been collected. (See timeline);

5.2.2 The sample of work to be moderated will cover all grades and all teachers who have assessed work;

5.2.3 Moderation activities may involve a number of teachers. Therefore, where a piece of evidence is moderated, additional comments by a separate member of staff will need to be clearly identified;

5.2.4 Subject Leaders will review any discrepancies, with comments clearly identifiable;

5.2.5 At all stages, appropriate WJEC record forms will be retained as evidence to support the final determined grade.

5.3 No one member of staff will be able to both assess and verify the evidence of a student. In departments where teachers work in isolation, the School will provide an opportunity for evidence to be moderated, through another centre, where reasonable and practicable. Any member of staff who has a conflict of interest will need to be declared, and suitable mitigation in place to ensure the process is not compromised e.g. teacher not involved in either assessment or verification of work.

5.4 The School will ensure that the work of all staff who assess evidence is moderated, as part of internal quality assurance. Curriculum leaders will determine this as part of subject assessment plans. The school will ensure that evidence is considered from a range of student portfolios, from the more-able to those with additional learning needs; and those students with protected characteristics. All work sampled will be marked anonymously to reduce the risk of conscious and/or unconscious bias.

5.5 The School is committed to take account of all WJEC guidance including on how centres should consider information on previous cohorts' qualification performance.

6. Public Sector Equality Duty and Data Protection

6.1 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:

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

6.1.2 Advance equality and opportunity between people who share a relevant protected characteristic and those who do not.

6.2 Evidence gathered by the School to support the determination of grades will make use of WJEC standardised materials. This includes the use of adapted past-paper questions, and mark schemes. These materials have already been through a process of equality impact assessment 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.

6.3 The School will ensure it meets data protection and processing regulations in line with existing policies and procedures. The school's privacy notices will be reviewed in line with the ICO's Data Protection Impact Assessment guidance.

7. Review of CDGs and Appeals Processes

7.1 The full procedures relating to the reviewing of centre grades and the appeals process has not been finalised and confirmed by the WJEC. However, students will be informed of the provisional grades awarded (16/06/21) Where a student is satisfied with the grades determined by the school, there is no further action.

7.2 A student who is not satisfied with their grade will be able to appeal their grade. The appeals process will have three stages:

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

7.2.2 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;

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

The procedures above should address nearly all reviews/ appeals relating to the CDG process.

7.2.4 The School is committed to take account of WJEC guidance relating to internal reviews and the appeals process. A review of the school's internal appeals procedures will be undertaken.

8. Professional Learning

8.1 The School will ensure that appropriate training is provided for staff at all levels in order to ensure that the assessment plan, and associated processes, are implemented fully.

8.2 Training on avoiding unconscious bias when assessing work will be provided for all staff involved in the marking of and collection of evidence.

8.3 Identified staff will also attend specific training on equalities issues, including public sector duties; managing conscious and unconscious bias; data processing and data protection.

9. Special consideration

9.1 The School will follow WJEC published special considerations procedures regarding those students who meet the specified criteria.

9.2 The School may require evidence to demonstrate that the student meets the criteria.

10. Student and parent/carers communication

All details of our policies, procedures and timelines will be communicated to parents and students via Parentmail, the School's website, email, Google Classroom and where appropriate, in person.

For example, all students have received the Qualification Wales "letters to learners" (9 February 2021, 25 February 2021, 4 March 2021, 23 March 2021).

- Students have also received information regarding the process during:
- online assemblies;
- specific in person sessions delivered by senior staff;
- subject lessons where teachers have outlined the assessment approach, process and schedule to students (W/C 15/03/21).

The School's Parentmail system and website has been used as the prime method of communication with parents/ carers.

A Parentmail update is published on each Friday of each week. In each Parentmail communication since 8 January 2021 and information regarding the updated process towards qualifications in 2021 has been included.

This has included:

- Key Stage 4 and 5 Assessment and Qualifications 2021 information sheet (26/01/21);
- detailed school approach regarding Centre Determined Grades 2021 (letter to parents sent 12/03/21);
- detailed school CDG timeline Parentmail (sent 19/03/21);
- supplementary letter to Year 10 parents - one qualification only - (sent 26/03/26).

Updates will be provided on a weekly basis via Parentmail throughout April and May 2021.

APPENDIX 1

EVENT	DESCRIPTION	DEADLINE
Senior Leadership Team (SLT) Planning	Friday and Monday (5 & 8 March). Draft timeline, process and 'CDG policy' produced	Tues 9 March, 2pm
Draft timeline to Curriculum Leaders (CLs)	Internal timeline, overview and policy to Curriculum Leaders	Tues 9 March, 2pm
Departmental consultation meetings	CLs to inform, consult and gather any feedback, questions to SLT	Wed 10 March
Teacher training events	Staff to attend WJEC virtual training events as per programme	Mon 8 March onwards, as per programme
SLT Meeting	Discussion and clarification of feedback from CLs	Thurs 11 March
Y11,12 & 13 return	Teachers reassure pupils and inform of our overarching principles - inform pupils of what & how they will be assessed over the 7 available weeks	Mon 15 March until Wed 26 May
Submit the Assessment and Internal Quality Assurance policy	i) Governors' Resources Committee to adopt policy ii) Send to WJEC as per requirement	Tues 23 March Thurs 25 March
CCS Subject plans to SLT	CCS template completed by CLs	Thurs 25 March
Pupils complete google form	All Y11, 12, 13 pupils complete Google form relating to CDGs as part of listening to learners procedures.	Thurs 18 March by Thurs 25 March
12 April Return to school after Easter Holiday	All teachers to deliver teaching and assessments chunked over time	Mon 12 April to Wed 26 May
27 & 28 May	Department marking and standardisation in the lessons where teachers ordinarily teach Y11, 12, 13	Thurs 27 & Fri 28 May
May half term holiday		Mon 31 May - Fri 4 June
7 - 9 June Departmental time	Departmental standardisation, moderation and quality assurance	Mon 7 June
10 & 11 June SLT	Senior Leadership Team Quality Assurance and Moderation process	Fri 11 June
CDG to leavers	School releases provisional data electronically to students	Wed 16 June
16 - 21 June	'CDG Review' request from pupils - electronic process. Reviews must be submitted by this deadline. Late requests cannot be accommodated.	Mon 21 June by 3pm
16 June - 1 July	Reviews undertaken by Teachers, CL & SLT: Review and Complaints process used at SLT level	Thurs 1 July
2 July	Submit CDG data to WJEC	Fri 2 July
13-16 July	WJEC discusses atypical results with centres. Last day of term	Fri 16 Jul
10 & 12 August Final Centre Determined Grades published	AS and A Level - 10 August GCSE - 12 August	
Appeals window WJEC - AS/A level	10 August to 7 September	7 September
Appeals window WJEC - GCSE	24 August to 21 September	21 September