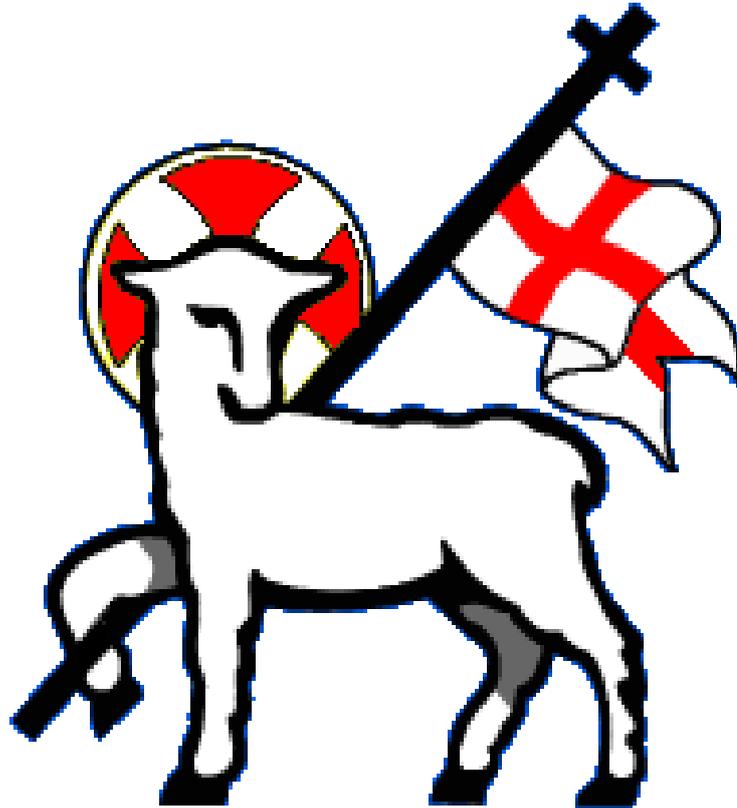


St. John Baptist Church in Wales High School



Procedure & Quality Assurance Policy for Collating & Awarding Student Grades 2021 v7

Centre Name: St John Baptist (CiW) high School	Centre Number: 68510
Policy adopted by Board of Governors on (insert date):	Policy issued to staff on (insert date): 18 th March

Purpose

The purpose of this Policy is:

- To ensure that Centre Determined Grades (CDGs) are conducted fairly, consistently, free from bias and effectively within and across Curriculum Areas 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.

Introduction

Due to the Covid-19 pandemic and the subsequent loss of teaching and learning time, the Education Minister, Kirsty Williams, announced that there will be no external exams for students in Years 10, 11, 12 & 13 in the summer of 2021. Instead, Centre Determined Grades (CDGs) will be awarded by the school. Centre Determined Grades will represent a fair, reasonable and carefully considered judgement of the most likely grade that a student would have achieved in normal circumstances. It will not be easier or harder to achieve a grade than in previous years. Fairness to all students and avoiding unconscious bias and discrimination will be at the centre of our thinking and we will ensure we are compliant with Public Sector Equality Duty (PSED). It is intended that this policy will be transparent and clearly understood by students, parents, staff and governors.

Roles and Responsibilities

The following sets out the roles and responsibilities of those involved with the process;

- Father R Davies, Chair of Governors – approve the ‘Centre policy on assessment and quality assurance processes’
- Dr SM Mitchell, Headteacher – responsible for the school as an examinations centre and ensuring clear and separate roles and responsibilities; ensuring that the internal quality assurance process has been completed effectively; signing the Head of Centre declaration
- Mr. JM Love (Deputy Headteacher), Mr. A Hollidge, Mr. C Loveridge, Mr. J Toghil (Assistant Headteachers) – provide training and support for staff; supporting the Headteacher 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 Curriculum Areas, the accurate submission of CDGs to the WJEC is documented
- Mrs. K MacDonald, Additional Learning Needs Coordinator – specialist knowledge in respect of access arrangements
- Curriculum/subject leaders – make decisions on assessment plans, ensuring consistency in decisions within their curriculum/subject area, including how adjustments are made; managing teachers’ storage of evidence and Learner Decision Records, the accurate submission of CDGs to the WJEC is documented
- Teaching staff – ensuring assessments are completed under the school’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; completing Learner Decision Records; ensuring that each learners’ work is stored securely and can be retrieved to support internal reviews and/or appeals
- Mrs. A Iles, Examinations officer – ensure accurate and timely entries; all information from the WJEC is shared promptly; other key duties are undertaken such as making applications for appeals;

Assessment Overview

Centre Determined Grades (CDGs) will be awarded by the school for all subjects based on attainment of the students’ work to date and through the remainder of the academic year

We will base Centre Determined Grades on students’ work from the adapted specification content that they have been taught, that which we have evidence for and will not attempt to indicate potential in a subject. Each grade will be a professional judgement based on the combined assessment information held for a student and will be a holistic judgement, underpinned by sufficient evidence of demonstrated attainment across key themes and skills and not on a single source of evidence. WJEC grade descriptors will be used for consistency. Students do not have to demonstrate all aspects of the descriptor to receive a particular grade. Whilst there is no specific content that a student must have demonstrated knowledge

and understanding of to achieve a grade, it is important that there is evidence of attainment across sufficient breadth of content. Students can achieve the same grade by demonstrating different combinations of knowledge, skills and understanding. Strengths in some areas may balance shortcomings in other areas.

Assessment evidence must come from work completed by the student, on adapted specification content, during the course of study for the qualification. All teachers should ensure access arrangements are employed and apply reasonable adjustments for students with additional learning needs if required. Types of evidence that could contribute to Centre Determined Grades include internal assessments, NEA elements (including practical evidence), classwork, homework, past papers provided by WJEC and the recently published WJEC materials

Assessed work may be completed in the school environment or at home, but all work needs to be the student's own. The number of pieces and type of evidence required to support judgements is not prescribed, but there should be sufficient coverage of the breadth of specification requirements with aspects, at the school's discretion, covered in greater depth. There should be coverage of the assessment objectives within or across the units. Teachers will apply their professional judgement and will decide whether the knowledge and skills demonstrated meets the usual standard expected for the grade, there is no expectation on staff to return assessed work to pupils, and this work should be retained securely. The most appropriate grade to award will depend in practice upon the extent to which the learner has met the assessment objectives overall.

Special consideration applications as they have done in previous years will **not** apply this summer. Since evidence is flexible and can be tailored to an individual student according to the coverage of the specification, instances of special consideration should be limited. We may be able to select work completed by students where they have been unaffected by adverse circumstances. Where this is not possible and students have been affected by an event that is beyond their control and affected their performance in assessments, teachers should take special consideration into account. Special consideration **must** relate to student performance at the time of taking relevant assessments which contribute to the Centre Determined Grade and due to events outside of their control. These include:

- Temporary illness or accident/injury but not long term illness, disability or other difficulties unless they manifest themselves during assessment times;
- Bereavement, but not if bereavement occurred more than 6 months before the assessment, unless an anniversary has been reached at the time of the assessment or if there are on-going implications e.g. inquest, court case;
- Domestic crisis;
- The centre not implementing previously approved access arrangements

Special consideration will not be awarded for consequences for disobeying internal regulations and has never been applied for loss in teaching and learning time. Special consideration requests will be applied before final CDG are awarded.

To summarise, when considering how suitable the evidence is in determining the grade teachers should consider the following factors:

- Coverage of assessment objectives
- Coverage of content (reference Qualification Assessment Framework)
- Authenticity – how confident is the teacher that it is the student’s own work?
- Level of control – was the assessment taken in timed conditions, was there an opportunity for redrafting, was it supervised?
- The marking standard – what internal standardisation processes have been applied to ensure a consistent marking standard?
- The grading standard – is there a notional grade boundary provided for the assessment(s) which indicates the student’s attainment standard?
- The context in which each piece of evidence was completed – for example, if the teacher knows that a student completed an assessment at home, completed an assessment at home/school when they were ill etc. Teachers should consider whether the assessment is a fair reflection of the student’s performance.

While there is no type of evidence that takes precedence, evidence that the teacher believes is an authentic representation of the student’s performance will influence the overall holistic judgement.

The school will ensure that students and parents are fully aware of the Centre Determined Grades process prior to Easter and ‘where they are’ in terms of GCE/GCSE grades after Easter. The first half of the summer term will be dedicated to further assessment evidence gathering led by Curriculum Leader/subject teacher. The Assistant Headteacher responsible will design and distribute a template to all Curriculum Leader/subject teachers (to be submitted before Easter) which will request a summary plan and checklist for GCSE, AS & A Levels in the build-up to the final submission of grades in the summer– see **Appendix 1**. This template will include the content and management of the assessment, processes, timeline, arrangements for students with additional support needs, conditions under which assessments will be undertaken, support and training for staff and internal moderation and quality assurance. This will ensure that all teachers are fully informed of the intended plan, understand that the proposed assessments are valid, reliable and fair and are clear regarding the process of how grades will be awarded. Curriculum Leaders/subject teachers will ensure that all assessment evidence is securely stored and available for review if required.

Senior Leadership Team will check and quality assure all assessment plans.

All Centre Determined Grades will be quality assured by SLT with regards to whole school and Curriculum Area Grade. Individual pupil grades will be Quality Assured by the Deputy Headteacher, ALNCo and Learning Managers. To give students time to achieve their best possible grades, their Centre Determined Grades will not be finalised and shared with the WJEC until the summer term – see school Internal Timeline and Student Timeline– **Appendix 2**.

Procedure

The Exam Officer will ensure that Curriculum Leader/Subject Teachers are aware of WJEC guidance and materials and ensure they have access to the secure website. The Exam Officer and Deputy Headteacher will also direct staff to the school's Examination & Appeals and Non-Examination Policies for best practice when conducting assessments. Each Curriculum Leader/subject teacher will read all guidance, create their assessment plan using the template provided and ensure that all of their team understand the direction of travel and their responsibilities as class teachers. All WJEC training and guidance materials will be utilised. Whole school training will take place in meetings and through emails to ensure consistency across all subjects. Curriculum Leaders should quality assure the Curriculum Areas assessment plans before they are shared with teams and have a clear understanding of how the Curriculum Areas will award CDGs and ensure fairness to all students. All Curriculum Leaders/subject teachers will record meetings to ensure clarity regarding standardisation, moderation and ensure all action points are administered. A school Moderation Meeting Record proforma will be used across all Curriculum Areas for consistency – see **Appendix 3**.

The ALNCo, Learning Managers, Exams Officer, Assistant Headteacher (wellbeing) and Deputy Headteacher will collate student lists for special consideration and inform staff before Centre Determined Grades are completed. The ALNCo will also ensure that all staff are aware of students' access arrangements.

Once students have completed all assessments, teachers should complete the Learner Decision Record distributed by the WJEC for their subject – see **Appendix 4**. Other than when the assessment is completed in exam conditions, students will also sign a declaration that assessments are their own work – see **Appendix 5**.

The Deputy Headteacher will distribute a template for KS4 & 5 students for Curriculum Area use which will include internal assessment grades and an overall CDG. Via meetings each Curriculum Leader/subject teacher will direct their staff, ensure that all assessments are clear, ensure that the correct mark scheme(s) are in place and the best fit grade boundaries are understood and used and applied consistently by all teachers. To ensure that plagiarism does not take place the Curriculum Leader/subject teacher and teachers will meticulously check the authenticity of each student's work to minimise the risk of plagiarism. Each Curriculum

Leader/subject teacher will clearly outline their sampling strategy to include a broad section of students from all learner groups and from all staff and take the necessary steps if a teacher needs to adjust their decision to bring them in line with the rest of the team. Class teachers will provide CDGs for their own classes and ensure access arrangements and special consideration requests are applied if required.

Curriculum Leaders will analyse all data in the Curriculum Area, highlight queries/students for discussion and carry out internal moderation for consistency. Class teachers will make final adjustments to CDGs. Curriculum Leaders/subject teachers will then carry out a final 'check' of the data. It is at this point that Curriculum Leaders/subject teachers should be mindful of the distribution of grades awarded to its students in previous series and whether grades are much higher or lower. Curriculum Leaders/subject teachers may make further adjustments if required. This is to ensure final assessment decisions are accurate, reliable and recorded securely.

Curriculum Leaders/subject teachers will submit their final data to the Deputy Headteacher for approval. The Deputy Headteacher will analyse the data and present whole school and Curriculum Area analysis in an SLT meeting, to ensure fairness, consider any relevant issues if appropriate. Individual pupils will be discussed between the Headteacher, Deputy Headteacher and Learning Managers. Once approved, each Curriculum Leader/subject teacher will submit their Centre Determined Grades to the Deputy Headteacher. The Deputy Headteacher will take complete control of the data and lock it down and the Assistant Head responsible for Data Protection will ensure compliance with data protection and data processing regulations

All Curriculum Leaders/subject teachers should be familiar with the data for the areas they are responsible for and be able to answer questions. It is at this point that senior staff should be mindful of the distribution of grades awarded to its students in previous series and whether grades are much higher or lower. Further adjustments may be required. Any queries should be followed up immediately after the meeting.

Once the Headteacher provides the approval for whole school data, it will be made available to Curriculum Leaders and subject teachers in a secure area for a 'final check'. This is an opportunity for staff to raise any concerns/queries. All internal appeals should be directed to the Deputy Head outlining clearly what the issue is. A meeting will be arranged between the Headteacher and Deputy Headteacher for all internal appeals to be heard. The Headteacher and Deputy Headteacher will decide if an adjustment is required. The Deputy Head will report back to the member of staff who raised the internal appeal

It is at this point, that Centre Determined Grades will be shared with students. The Headteacher will remind students and parents of the Centre Determined Grade process (evidence that contributed to the award of their grade, access arrangements, reasonable adjustments and any special consideration) and the procedure for appeals. If there are

appeals or complaints, the Deputy Headteacher will take full responsibility for this liaison and keep a record of centre reviews requested by the candidates. The centre review will be considered by the Headteacher, Deputy Headteacher and a Governor. The Deputy Headteacher will log the outcome and inform students of the review. The Complaints Policy– Procedure can be found on the school website. Any adjustments in grades will be administered by the Deputy Headteacher. An appeal on the grounds of the grade being an unreasonable academic judgement and/or a procedural error can be requested by the student post-results and is carried out by WJEC.

The Deputy Headteacher and the Exam Officer will ensure the final input of data for all year groups on the WJEC secure website. The relevant Assistant Headteacher for each Curriculum Area will take responsibility for ‘approving the data’ on the secure website for a final time and submit results by the required date. If there are any errors, the relevant Assistant Headteacher should inform the Deputy Headteacher immediately to rectify them. Curriculum Leaders/subject teachers should not make changes themselves.

The Headteacher will sign the Head of Centre declaration and submit it to the WJEC.

Staff training

All staff should read the WJEC Assessment Creation Guide in the first instance and later participate in relevant meetings, WJEC training sessions and any other relevant support.

Evaluation

The school is committed to ensuring that all students are provided with opportunities to make the best possible progress and grades. We commit ourselves to doing what is outlined in the policy and aim to ensure fairness to all students.

Documents used to compile this policy can be found here:

- WJEC Assessment Creation Guidance – February 2021
- Qualifications Wales Guidance on alternative arrangements for approved GCSEs, AS and A Levels Summer 2021 v2
- WJEC Guide to Centre Policy on Assessment and Quality Assurance processes 2021
- Appendix 3 (Special Consideration) of WJEC Centre policy on Assessment and Quality Assurance Processes 2021.
- **Compiled:** 18th March 2021

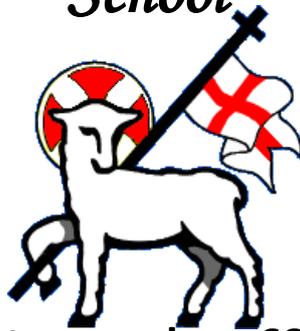
Timeline for Learners

Event	Date
Your school or college will tell you how you will be assessed and graded for your qualification	By Easter
You will receive your provisional Centre Determined Grades and you will have the opportunity to ask for your grades to be reviewed. Your school or college will explain the process they will use and tell you the outcome of any review.	In June
Your school or college will submit the provisional Centre Determined Grades to WJEC.	By 2 July
AS and A level Results Day	10 August
You will have the opportunity to appeal your AS or/and A level result to WJEC	10 August – 7 September
GCSE Results Day	12 August
You will have the opportunity to appeal your GCSE result to WJEC	24 August – 21 September *
You will have the opportunity to appeal to Qualifications Wales for an Exam Procedures Review Service (EPRS)	Post results day

(*provisional date)

Appendix 5

St. John Baptist Church in Wales High School



Centre number: 68510

Assessments 2021

Notice to student

The work you submit for all assessments must be your own. If this is found not to be the case, you may be disqualified from at least the subject concerned.

Name of learner: _____ **Learner number:** _____

Declaration:

I have read and understood the Notice to the student (above). I can verify that the assessments that I have completed across the courses of study in all my subjects are my own work.

Learner signature: _____

Date: _____