



**Assessment and Quality Assurance Policy
2021
Ysgol Dyffryn Conwy**



**Policy on assessment and
quality assurance
processes for alternative
arrangements summer
2021**



Ysgol Dyffryn Conwy Assessment Policy Centre

Policy on assessment and quality assurance processes for alternative arrangements summer 2021

centre Name: <u>Ysgol Dyffryn Conwy</u>	centre Number: 68470
The Policy was adopted by the Board of Directors on (insert date):	The Policy was distributed to staff on (insert date):
Member of staff with responsibility for the Policy:	OWAIN GETHIN DAVIES

Statement of

Purpose of the centre Policy this is to:

- ensure that Centre Determined Grades (CEGs) are conducted fairly, consistently, without bias and effectively within and across departments and are maintained throughout the process
- so that processes are implemented effectively with clear guidelines and support for staff
- to ensure that all staff involved in the processes understand their role and responsibilities
- to support teachers in making decisions on evidence base in line with Qualifications Wales requirements
- to achieve a high standard of internal quality assurance in allocating the grades determined by centres
- to ensure that 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, and the Joint Council for Qualifications and Awarding Institutions' instructions for Summer 2021. Qualifications

Reading and understanding and implementing the policy are the responsibility of all those involved in the production of Centre Determined Grades.



Please note that this policy is supported by relevant Appendices.

1. Roles and Responsibilities

The **Chair of Governors** will obtain approval of this policy from the full Governing Body, and incorporate it into school policy documentation.

The **Headteacher and Senior Leadership Team** will ensure that all CDG assessments and related processes are properly maintained. This will include:

- drawing up this centre Policy,
- the process for carrying out assessments,
- conducting appropriate data collection and quality assurance processes,
- ensuring that learners' interests remain central to the process,
- informing parents and learners through throughout the process,
- provide any necessary training for staff (see Professional Learning section)

Members of the **Senior Leadership Team** will assure the quality of CDGs to be awarded to ensure consistency of outcome and to bring them in line with the grades awarded in previous years. The **Senior Leadership Team** will provide staff with data on outcomes over the last three years, learners' FFT information and 4Matrix analysis of attainment outcomes.

The **ALNCo** will ensure that all staff are aware of the necessary access arrangements, and reasonable adjustments for learners who are entitled to these. (Appendix 1) The **ALNCo and administrative team** will also co-ordinate the provision of additional support as they would in normal circumstances.

Heads of Faculty and / or **Heads of Department / Field** will work closely with the **ALN Co-ordinator** to ensure that assessments are carried out appropriately (including provision of access arrangements), eg prepare learners, collecting and recording marks, securely storing assessments and following the Quality Assurance process as described in this document. (See Appendix 1 and 6)

Heads Faculty and / or **Heads of Department / Field** will produce assessment framework for each subject (Annex 5)

Heads of Faculty and / or **Heads of Department / Field** in conjunction with subject teachers will identify any conflict of interest (Appendix 3) and how they are managed in conjunction with the **Senior Leadership Team** and examination invigilation staff, following guidelines from WJEC. (See Appendix 3)

Heads of Faculty and / or **Heads of Department / Field** will identify and meet the training needs for staff involved in assessments to enable them to run and administer the assessments accurately.

Teaching Staff will work under the direction of their **Heads of Faculty** and / or **Heads of Department / Area** and ensure that they follow this policy and subject



assessment schemes (Appendix 4) when preparing learners, carrying out the assessments, including noting those learners who are entitled to access arrangements and reasonable adjustments will receive any requirements. They will be responsible for marking assessments and being part of the quality assurance process within the timetable agreed by the school.

It will be the responsibility of teachers to prepare any assessments in terms of ensuring that administrative staff have already made paper copies before the assessment set-up period and collated the evidence following the assessment. Assessments should be kept in a safe place in the run-up to the assessment to ensure that students are not able to see the assessments in advance.

Teachers will keep all evidence based on a learner's grade within the department, including copies of the learner's work and any mark entries digitally in a secure place. Evidence of this will be required to support the quality assurance and appeal processes.

Teachers will not give students the opportunity to improve their work, after submitting their assessments.

The **Examinations Officer** will be responsible for managing the administration of qualifications, including co-ordinating the collection of learner data for the appropriate qualifications, and supporting teaching staff and the School leadership team.

The Examinations Officer will provide teaching staff with information on any special consideration that is not happening in the same way this year as usual. Special consideration (For Appendix 2 Staff) by selecting work completed when the special circumstance did not affect the learner.

Reading, understanding and implementing the policy is the responsibility of everyone involved in collecting Centre Determined Grades (CEGs).

2. Subject assessment plans

For each qualification, teachers will use WJEC Assessment Frameworks that include descriptors for specific grades. All grades awarded by the school must be supported by sound evidence.

Each subject will produce a plan that outlines how grades will be awarded and the planning process. (Appendix 4 - Departmental Scheme determined by centre)

This will include the evidence to be used, the way grades will be awarded, the date of the proposed assessments, the assessment mechanisms including the level of management and what the quality assurance arrangements will be in place to ensure consistency and rigor. The evidence will be used consistently for all pupils except in circumstances where different groups of learners study different elements e.g. a novel set for English / Welsh Lit.



Subject assessment plans will be quality assured by the relevant line manager in the **Senior Leadership Team** and then jointly by the **Headteacher**.

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

Modified Past Papers

The school will use old WJEC-modified papers when setting tasks to help determine a grade for each qualification. Modified past papers have already undergone an external quality assurance process; are fully supported by mark schemes; is familiar to learners and staff. Teachers will ensure that this past paper is incorporated as part of the normal teaching and learning process in place of other activities undertaken in lessons.

Non-examination assessment

NEA exists in many qualifications. Teachers will use learners' performance in this element to help inform grade determination. However, teachers will need to consider the weighting of this element to ensure that the grade awarded accurately reflects the overall standard.

Other evidence a

- a) Teachers may use evidence from previously completed WJEC past papers that have been through an external quality assurance process and publish them with an approved mark scheme and completed under appropriately controlled conditions.
- b) Assessments carried out prior to the publication of this WJEC approach eg mock examinations. This type of evidence can be used to confirm an award but not necessarily to determine an award. This is because, at the time of completion, learners would not have been aware that this piece of work would be needed to determine their grade. This is designed to ensure fairness and fairness for all learners.

The number of pieces of evidence required to determine a grade will vary by qualification. Teachers will ensure that there is sufficient opportunity for learners to provide clear evidence to demonstrate competence against the key key assessment requirements of the qualification in question; such key themes are documented in the WJEC subject frameworks.

The evidence produced will not be collected or completed in the form of an examination i.e. in a hall under normal examination conditions and duration of examination time.

Each subject area will complete a subject assessment plan (Appendix 4/5) which outlines the process they will adopt in carrying out the assessments and evidence to be collected. Any training required by staff will also be noted at this point.

Staff will be encouraged to use the standardised assessment materials (SAMs). However, if a subject decides to create their own assessment, they **MUST** consult



their line manager in the first instance, having read the centre Assessment Creation Guide. Subject staff will also need to provide evidence that online training has been completed.

In the subject assessment plan **Heads of Faculty** and / or **Heads of Department / Field** will identify what assessments they will use, and how they will quality assure the outcomes.

Quality assurance will take place at Departmental and Senior Leadership Team levels. Specific periods will be allocated to ensure the Quality Assurance process including:

- Departmental Tuesday evenings
- Departmental meetings during the School
- day Planning days
- Liaison meetings with a member of the Senior Leadership
- Team Senior Meetings Strategic Leadership Devised

3. Assessments devised by the centre

Staff will be encouraged to use the standardised assessment materials (SAMs) where possible.

If a subject decides to use a centre-devised assessment they should first discuss the implications of doing so and outline their plans to their line manager. Activities **MUST** meet all assessment criteria and carefully reference the WJEC Centre Assessment Creation Guide.

Teaching staff should also note their attendance at WJEC training sessions.

4. Providing Assessments

Assessments will be conducted under a level of management that satisfies the Centre and that the work being submitted is the learners' own work. A subject plan (Appendix 4) will document the following assessment mechanisms:

- Location of assessment
- Level of control
- Nature and duration of assessment
- Access arrangements

For NEAs, if it is the case that levels of management are changed part way through in the process and that work can be completed without the usual level of supervision it is necessary to consider how comparisons can be made with work that has been



supervised with that completed unsupervised. Consideration may be given to holding a 'viva voce' session where relevant to check the authenticity of the work.

The work will be completed independently by learners, under similar levels of control that teachers use for existing arrangements such as AVA. This is to ensure that the evidence produced is the learner's own. Wherever possible, the work will be completed in class and in lieu of normal classroom activities. Pupils will not receive any feedback following the submission of the assessments (as is typical of summative assessment).

There may be occasions when work needs to be completed at home e.g. in the event of another national lock-in period or a period of self-isolation.

The school will introduce additional mitigation measures at this point to ensure that a learner's work is their own work as far as possible.

The school will also consider work produced by the learner against previously assessed work to verify authenticity; this is particularly relevant where evidence presented is atypical of the usual standard demonstrated by the learner.

As far as possible, assessments will be completed simultaneously within a subject. Learners who are absent during classroom assessments will be given another opportunity to sit the assessment, but will receive a different assessment.

The results of all assessments will be recorded by the class teacher. Learners will not have the opportunity to improve their work.

Heads of Faculty and / or **Heads of Department / Fields** also need to consider whether any conflicts of interest exist in relation to teachers assessing the work of their family or close friends. (See Appendix 3)

Decisions relating to the grade awarded will not be communicated to students and / or parents by individual staff in the subject, until the specified date in June.

In line with current Public Examination and Controlled Assessment policies, the school will ensure that it complies with its Public Sector Equality Duty.

The school will ensure that it complies with data protection and data processing regulations.

5. Quality assurance of assessment and grading decisions

Assessment of work



It will be the responsibility of all teachers teaching the subject at this level to assess work, they will assess students' work in their class, using RED pen and the appropriate WJEC mark schemes to support the accurate award of grades. The subject teacher will record the mark and grade awarded securely. Physical copies of evidence will be stored and stored securely.

Subject staff will undertake moderation activities, (to establish consistency in methods of assessment) as soon as is reasonable and practicable, once the evidence has been presented.

Determining the final grade

Grades will be decided on a holistic approach but grades must be based on evidence of achievement in areas that a learner has achieved. The centre will ensure that processes are in place to consistently document the rationale for grading decisions for all learners, including any access arrangements and special considerations applied. Decision-making records will provide clarity for learners and parents / carers.

The school will document all decisions through **the learner decision-making record**. This document will outline all the evidence used to determine a grade and provide a rationale for the grade awarded. On this form a clear explanation is given to help parents and learners understand the reason for the grade awarded. This can form the basis of any appeal inquiry.

WJEC will provide decision making templates to the centre.

Subject teachers are not permitted to issue Centre Determined Grades (CDG) based on a learner's professional prediction or potential in a particular subject. Teachers will need to apply professional judgment and decide whether the knowledge and skills demonstrated by a learner meet the normal standard for a particular degree.

The school will be required to use 'best fit' awards when determining a grade. Learners are not required to demonstrate all aspects of a degree descriptor in order to award the grade. Learners should be awarded a grade that supports evidence across sufficient content as determined by WJEC. The same grade can be achieved by demonstrating different combinations of knowledge, skills and understanding. Although weightings are not prescribed, teachers will consider unit and assessment objective weightings in the specification. Evidence of high achievement in a narrow aspect of the qualification will not, of itself, justify a high grade.

Learner assessment data (ie the pupil's previous performance in that subject) will inform discussions about the decisions made.

Grading will be completed objectively. Judgments are made as fairly as possible. Teaching staff will receive training on equality law and unconscious bias starting March 22nd.



Where there is insufficient evidence, or where evidence is below that required for the lowest award grade in a qualification, a U grade will be awarded.

Special consideration applications will not be considered this summer, if learners aren't able to complete an assessment or suffer an event traumatic performance that could affect its performance, because learners do not sit exams.

When considering learners' extenuating circumstances, learners will be graded on their performance in the subject content they have been taught. See Annex 2

Guidance on Special Consideration

The school will document all decisions through **the learner decision-making record**.

This document will outline all the evidence used to determine a grade and will provide a rationale for the grade awarded.

On this form a clear explanation is given to help parents and learners understand the reason for the grade awarded. This can form the basis of any appeal inquiry.

Assuring the Quality of Assessment

In subjects where there is more than one teacher and / or class in the department there is a requirement for an Internal Moderation process among departmental staff. The purpose of internal moderation is to:

- Provide teachers with confidence in the Centre Determined Grade (CDG) they have assigned,
- Ensure fairness and objectivity of decisions, and
- Ensure consistency in the application of assessment criteria and standards.
- Resolve differences of opinion of any teachers over grades awarded.

Quality Assurance processes will be undertaken in accordance with the Ysgol Dyffryn Conwy centre Assessment Policy. Each area / subject will determine the size of the internal moderation sample and identify any conflicts of interest e.g. colleagues' staff with their child in the year group / subject or class area. The exception to this is where a cohort size is less than 20; in this case the whole class cohort will be moderated.

Internal moderation will include all those involved in teaching the subject within the department and provide an opportunity to cross check the marking across the full range of marks and include learners from all classes.

Internal moderation will also ensure that learners of different specific characteristics are included in sampling and cross checking (to comply with Equality and Disability legislation).

All work sampled will be marked anonymously where this is practically possible to mitigate the risk of conscious / unconscious bias.



Records will also be kept of internal moderation processes.

Heads of Faculty and / or **Heads of Department / Field** will ensure that the sample of work to cover the full spectrum of moderate degree and work by all the teachers who have prepared learners (including themselves) and assess work .

When a piece of evidence is moderated, additional comments from a separate member of staff will be made in a GREEN color; The **Heads Faculty** and / or **Heads of Department /** review any discrepancies, commenting in BLUE.

Learner assessment data (ie the pupil's previous performance in that subject) will inform discussions about the decisions made.

As a result of internal moderation it may be necessary to adapt a teacher's decision to:

- Comply with the standards that will have been established and understood in the guidance provided
- Make judgments in line with the views of other teachers in the department.
- Requirements in relation to Equality and Disability legislation

Quality Assurance Degree set by centre

All **Heads of Faculty** and / or **Heads of Department / Field** will sample a selection of records **Learner Decision Making** to ensure grading decisions are made fairly and fairly constantly.

Heads of Faculty and / or **Heads of Department / Field** ensure that CDGs according to subject performance over recent years. Any variances, adjustments etc. as a result of the internal moderation process will be recorded. The **Senior Leadership Team** will undertake a further Quality Assurance process to ensure that the grades awarded are in line with those of previous external examination series.

The school will participate in centre to centre discussions to review its grade-setting processes. This process is intended to further ensure that the award of degrees is carried out in a valid, reliable and fair manner.

The **Senior Leadership Team** will draw together and present contextual performance information for a particular year group. This may include MIDYiS data, Key Stage 3 levels, National tests and Key Stage 4 tracking data. This information will provide the background to the performance data.

When submitting the Provisional Centre Determined Grades to WJEC, the centre will present a general statement in relation to the processes that have been undertaken. This will include an explanation of the overall pattern of centre results, at an aggregate level, at GCSE, AS and A level, at the time of the submission of the Centre Determined Grades to WJEC.



Following the introduction of the degrees WJEC will undertake a Quality Assurance process at the centre grades and liaise with the centre if applicable.

Relevant staff training

Throughout the process the school will ensure that staff at all levels have access to training opportunities specifically in the area of assessment and quality assurance. Whether provided by WJEC, in-house or through collaboration with other schools or the region.

A series of training sessions have already been published by WJEC on various aspects of the process. These are available to staff on the WJEC secure website and time will be allocated to undertake the training.

As a school we will ensure training on the following aspects when considering staff needs:

- Record
- keeping Evidence storage
- Malpractice / maladministration
- Providing access arrangements and reasonable adjustments
- Quality Assurance
- Processes Effective standardization processes
- consider most appropriate evidence when selecting evidence,

We regularly discuss with staff and take account of any professional learning needs staff may have and provide as required. Training information and documentation will also be available to revisit the information following the training sessions.

6. Communicate with learners and parents / guardians

The involvement of learners and parents and the use of a clear and transparent communication plan will be a priority to install confidence in the approach taken by the school.

A parent and learner communication plan will be implemented to provide information on the following areas as appropriate:

Before Easter, learners will be provided:

- An overview of the CDG process
- When assessments will be completed
- What information will be considered by subject teachers in determining their CDGs.

Following WJEC Quality Assurance of the centre Assessment Scheme, parents and learners are given a copy. In addition to the above points, it will also set out:



- How specific and relevant access arrangements and special consideration are organised.
- How we record evidence that contributes to determining their final qualification grade
- The internal moderation processes the school will undertake
- Recording reviews requested by learners and the outcome of such reviews (Complaints procedures)

After Easter and through subject teachers, learners will be informed of:

- Subject assessment dates
- The topics / themes to be covered in each assessment. Please note that learners will not receive the assessment in advance.
- The need to ensure that all work completed in an assessment activity is their own and if this is not the case, this would be considered misconduct.
- Their right to their usual 'access arrangements' if appropriate.

These will all be shared with parents via email (School comms) and available on the School's website <https://www.ysgoldyffrynconwy.org/> and we will also be sharing a copy on each class's Google classroom. Where necessary we will share a paper copy for those who do not have access to digital communications.

Any public information from WJEC / Welsh Government or Qualifications Wales will also be shared on the School's social media - Twitter and Facebook.

Pupils will be notified of their Centre Determined Grades (CDG) at the beginning of June 2021

7. Internal reviews and complaints

Reviews

All learners will be informed of their right to request a review of their grade once provisional grades are obtained were published in June.

Step 1: A learner may request that a provisional grade be reviewed prior to submission to WJEC. This can lead to a rise or fall of a grade. The member of staff undertaking this review process will be an objective member of staff and not the relevant subject teacher the **Senior Leadership Team** will be involved in this process.

WJEC will provide guidance on the centre's review process including documentation to support consistency and manageability across centres. The Headteacher will need to ensure that processes are in place to facilitate the internal review of grades which may include:

- Identifying a suitable person (s) to lead reviews, who are not part of the original degree determination process.
- How it will inform learners about the grade decisions made and the evidence on which the decision was based, for example, the decision-making record.
- Effective arrangements to support learners if they wish to submit a stage 2 appeal to WJEC.



Step 2: After the final results are announced on results days, learners may appeal to WJEC through the school, if it is felt that there are unreasonable or erroneous judgments. WJEC may reduce or increase the grade following this process.

Step 3: Learners can request a Qualifications Wales Examination Procedure Review Service to check if WJEC has followed the required procedures.

Internal Complaints

In the event of a complaint then the School will deal with these in accordance with the School's Complaints Policy. This is part of the process that centres normally undertake as outlined in the JCQ document, [General Regulations for Approved centres](#)

Qualifications Wales has updated its [alternative arrangements document](#) setting out the high level requirements for internal reviews to be undertaken by centres, and the appeals process to be undertaken by WJEC. As a School we will undertake to read and abide by the guidelines produced by WJEC to meet this regulatory requirement.

The centre will take full account of WJEC's internal review and appeals guidelines (issue week commencing 26 April). The centre will undertake to read and consider these guidelines and to review and update the centre's internal complaints and appeals procedure (s).

8. Professional Learning

Throughout the process the school will ensure that staff at all levels have access to professional learning opportunities. Whether provided by WJEC, in-house or through collaboration with other schools or the region.

A series of training sessions have already been published by WJEC on various aspects of the process. These are available to staff on the WJEC secure website and time will be allocated to undertake the training.

As a school we will ensure training on the following aspects when considering staff needs:

- Record
- keeping Evidence storage
- Malpractice / maladministration
- Providing access arrangements and reasonable adjustments
- Quality Assurance
- Processes Effective standardization processes
- consider most appropriate evidence when selecting evidence,

We regularly discuss with staff and take account of any professional learning needs staff may have and make arrangements for any provision as required.



9. Private Candidates

The school sometimes has a very small number of students sitting examinations as private candidates. These individuals attend unprecedented exams, which are assessed by the board exam.

School staff are unlikely to be able to validate the work of private candidates. Therefore, on this basis, the school will not accept private applicants for the summer 2021 series. Private applicants will be able to apply to the local authority for arrangements to conduct assessments in the summer of 2021.



APPENDIX 1 Guidance on access arrangements and reasonable adjustments - Summer 2021

Introduction

The purpose of this guide is to provide advice to centre staff on access arrangements and reasonable adjustments **for Summer 2021**. The guide covers the following Qualifications Wales approved qualifications:

- Qualifications Approved GCSE, AS and A
- Skills Challenge Certificates
- Level 2 and Level 3 Health and Social Care: Principles and Contexts
- for Children's Care, Play, Learning and Development Level 2 (Unit 216)

The following NVQ guidelines should also be taken into account:

- Book Access Arrangements and Reasonable Adjustments 1 September 2020 - to 31 August 2021.
- Notification to centres - Special Educational Needs Coordinators and assessors - June 2021
- Important supplementary information for ALNCO Special Educational Needs Co-ordinators and assessors 2020/21

Access arrangements and reasonable adjustments allow learners with specific needs, such as special educational needs or disabilities, and that they have access to assessments, which meets the needs of the individual without affecting the integrity of the assessment. They are agreed before an assessment takes place and should reflect the candidate's normal way of working.

Where access arrangements or adjustments have been agreed for a candidate (for example a reader or scribe), the centre must make every effort to ensure that these arrangements are in place when assessments are made. If for some reason this has not been possible, the final decision should reflect this.

It is strongly recommended that the School seeks advice from relevant specialist teachers or other experts supporting the candidate on the evidence used in radio.

Under the requirements of the Public Sector Equality Duty (PSED), schools and colleges need to make decisions in a way that is fair, transparent and accountable, taking into account the needs and rights of different learners.

Applying for admission arrangements

The School will continue to test for, submit applications to WJEC, and apply relevant entry arrangements (and adjustments to papers), as if standard examinations.

This is to ensure that any candidate's work has been taken into account in determining the centre's rating, the relevant access arrangement (s) / adjustment (s) have been put in place, to



ensure that they represent as accurately as possible ability and in order to have as smooth a sequence as possible in the arrangement of future examination series.

However, an access arrangement must be completed before 31/3/2021 in the current exceptional and challenging circumstances an application can be processed online after 31/3/2021.

Modified papers

A full list of modified papers can be found on the WJEC secure website and can be downloaded electronically. The centre will need to print and distribute any papers.

Grade Setting

All decisions about a Center Determined Grade must be objective and based on evidence of the candidate's knowledge, understanding, skills and abilities in relation to the subject. In the case of students with special educational needs and / or disabilities (SEND), the school should make its decision assuming that students have continued to receive any normal additional learning support.

Evidence should be gathered from relevant professionals so that teachers can make informed decisions about center-determined grades. This might, for example, involve seeking information from teachers at another school or college or other provision such as a Hospital. It may also include peripatetic or advisory teachers who may work with several centers, such as qualified teachers for deaf children, children with visual impairments and children with multi-sensory impairment and young people.

Appeals

As in other series, appeals can be made on the basis of access arrangements and reasonable adjustments. Further information will be available in the appeal guidance.

See Appendix 6 for a list of names of learners who have access to access arrangements or reasonable adjustments

Appendix 2 Guidance on Special Consideration for Summer 2021 Guidance - See separate document

Appendix 3 Conflict of Interest Guidance - See separate document

Appendix 4 - Departmental Plan for Centre Determined Grades - See separate document

Appendix 5 - Subject Assessment Frameworks - See separate document

Appendix 6 - List of names of learners accessing access arrangements or reasonable adjustments - See separate document