



Centre policy on assessment and quality assurance processes for the summer 2021 alternative arrangements



Centre Name: **St Martin's School**

Centre Number: **68533**

Policy adopted by Board of Governors on: March 22nd 2021

Policy issued to staff on: March 26th 2021

Member of staff responsible for the policy: Lois Banks

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

Chair of Governors:

- Works with the Headteacher and the Governing Body to ensure there is confidence in the centre's processes and procedures and that they meet the requirements outlined by the WJEC and Qualifications Wales;
- Approves centre's Centre Determined Grades Policy along with the Governing Body.

Headteacher:

- Head of Centre;
- Ensures clear and separate roles and responsibilities are determined and all parties understand theirs;
- Ensures the centre's legislative and regulatory duties are met;
- Ensures the centre's Public Sector Equalities Duty is undertaken - ensures all staff access the ECHR and unconscious bias and objectivity training released by WJEC and on Hwb.
- Ensures published policies and processes are followed;

- Oversees internal quality assurance process so that it is completed effectively;
- Scrutinises data;
- Signs off declaration form.

Assistant Headteacher (Standards):

- Writes CDG Policy;
- Quality assures subjects' assessment plans;
- Updates Internal Quality Assurance Guidance;
- Provides training and supports HOFs in their role (including accessing WJEC's training materials)

Assistant Headteachers (Faculty links):

- Scrutinise data and quality assurance processes for linked faculties;
- Support linked faculties in the implementation of the centre's CDG Policy.
- Scrutinise the moderation processes within faculties and supports faculty leaders in their administration of CDGs

Examinations officer:

- Manages the administration of qualifications;
- Coordinates the verification and authenticity of learners' work;
- Advises on due processes according to the centre's Examination Policy;
- Shares all information from the WJEC promptly with relevant staff;
- Works with ALNCo to ensure learners entitled to access arrangements receive those reasonable adjustments outlined by the examination board;
- Ensures Data Protection legislation is followed;
- Communicates the centre's approach to generating and quality assuring CDGs;
- Writes internal appeals procedure and processes reviews/appeals.

ALNCo:

- Ensures all staff are aware of the access arrangements in place for learners;
- Coordinates additional support for learners who are eligible;
- Where relevant, advises staff to provide additional support to the learners entitled to it.

Heads of Faculty:

- Ensure the processes within the faculty they lead meet the requirements of the publicised WJEC Qualification Assessment Framework;
- Where relevant, ensure any centre designed assessments follow the WJEC's Centre Assessment Creation Guide and that they are fair for all learners, including those who share protected characteristics;
- Carry out internal quality assurance in-line with the centre's Centre Determined Grade Policy and Internal Quality Assurance Guidance so that decisions are consistent;
- Oversee the faculty's completion of Learner Decision Records;
- Ensure that each learner's work is stored securely and can be retrieved to support internal reviews and/or appeals;
- Report results and an overview of the decision-making discussions (including internal moderation processes) to AHT Links and the Headteacher.

Heads of Learning:

- Work with Exams Officer to ensure that the centre applies special considerations in line with WJEC policy to those learners who qualify;

- Liaises with HOFs to check assessment plans so that special considerations are applied to those learners who qualify (date-specific).

Teaching staff:

- Read, understand, and implement the centre's CDG Policy;
- Complete any relevant training outlined by the Senior Leadership Team;
- Ensure appropriate evidence is gathered, stored safely and is assessed and submitted by the agreed deadlines;
- Ensure any assessment activities set, meet the expectations of the Heads of Faculty and relevant WJEC Qualification Assessment Frameworks;
- Ensure assessments are completed under the centre's appropriate level of control;
- Have sufficient evidence in line with the centre policy to provide GDGs for each learner which are a fair, valid and reliable reflection of the assessed evidence available for each learner;
- Participate in internal quality assurance processes;
- Ensure learners complete the centre's evidence record forms;
- Complete Learner Decision Records for all learners.

2. Subject assessment plans

All HOFs and teachers read and understand the WJEC Qualification Assessment Frameworks. This is further supported by training for HOFs by SLT on the WJEC QAFs.

Following training from AHT (Standards), HOFs and their teams produce assessment plans for every subject on a standard, centre-devised proforma to include the following information:

- Type / title of assessment
- Assessment Objectives demonstrated
- When the assessment will take place
- Level of control

HoFs and teams will focus on Assessment Objectives to ensure there is sufficient breadth of coverage in the assessment plans.

These plans are reviewed by SLT Faculty links in line-management meetings to ensure they allow for sufficient evidence (refer to QAFs) to be gained from fair, valid and reliable assessments.

Any amendments to the plans following these meetings will be submitted to AHT (Standards) for scrutiny prior to sign off.

Assessment plans are centrally stored by SLT so that they can be scrutinised and/or referenced in line-management meetings to ensure the plans have been implemented by all teachers / assessors.

Where WJEC materials are used, the accompanying mark schemes will be implemented.

If teachers make minor changes to WJEC designed tasks, the relevant sections of the WJEC's Centre Assessment Creation guidance will be used.

The Online Exam Review is used for exemplification and internal quality assurance purposes to ensure consistency across all teachers / assessors and learners (see section 5).

3. Centre devised assessments

The centre will be using WJEC materials where appropriate. Where teachers make minor changes to WJEC designed tasks, the relevant sections of the WJEC's Centre Assessment Creation guidance will be used.

4. Assessment delivery

Where assessments have been completed remotely, learners will be required to sign a centre-devised declaration that the work produced is theirs (mirroring the NEA declaration forms used in a traditional examination series). A sample of these declarations and assessments will be scrutinised by HOFs and SLT links for faculties.

In each assessment plan, subjects are required to outline the levels of control for each assessment. There is a range of low-high.

Before the assessment deadline, it is hoped all learners will have had the opportunity to attend school site to complete assessments under a high level of control, as they would in a normal examination series.

Where WJEC materials (i.e. past papers) are used, the timings of those papers will be adhered to (whilst allowing extra time for those who are eligible). However, papers may be 'chunked' over a series of lessons as gathering large numbers of learners together in a hall, for example, contravenes Welsh Government guidelines on the safe return to school.

Marks for assessments will be stored using faculty-devised tracking documents, as is common practice in the centre. SLT will have access to these tracking documents to ensure the process is transparent.

Each subject teacher will create an evidence folder for each learner in which all completed assessment will be stored. Due to the nature of blended learning, there is likely to be both physical evidence and evidence stored online. Physical evidence will be stored securely in locked cupboards. Online evidence will be stored securely in teacher-created folders with no access permissions granted to learners.

The following sections of the centre's Examination Policy are updated:

- Special consideration
- NEA administration
- Internal Quality Assurance
- Malpractice
- Reviews/appeals

All relevant staff are to be trained on record-keeping, evidence storage, prevention of malpractice/maladministration, and provision of access arrangements and reasonable adjustments.

To mitigate any potential conflicts of interest, the centre will follow the published WJEC flow chart and any necessary reports will be made to the examination board.

5. Quality assurance of assessment and grading decisions

All teachers /assessors and HOFs will follow the centre's updated Guide to Internal Quality Assurance. Updates include:

- Centre-devised learners authentication procedures
- References to training materials from WJEC
- References to the grading guidance from WJEC (March 15th), including the centre's commitment to read and take into account this guidance during the assessment stages and when the Head of Centre declaration is signed.

This is supported by training sessions for all staff on how to carry out IQA procedures.

The internal moderation processes:

1. Within subject areas:
 - 1.1. Once an adapted past paper is selected, OER materials are used to exemplify what constitutes, for example, a 3/10, 5/10, 7/10 and 10/10 response. All assessors (i.e.

subject teachers) are clear before they begin marking any learner-produced assessments.

- 1.2. Once marking is complete, HOFs and teams meet to compare assessments, creating an atmosphere conducive to collegiate discussions around marks awarded. At this stage, the OER materials will be used for comparison also. Here, the HOF will request that the assessments of learners with protected characteristics are included in each teacher / assessor's sample.
 - 1.3. Assessors check over their assessments, in light of the moderation meeting and make any adjustments.
 - 1.4. HOF reviews a sample of marked assessments before final sign off of marks.
2. By SLT:
- 2.1. SLT links for each faculty attend a moderation meeting to verify validity of processes.
 - 2.2. HOF meets with the senior link and Head teacher to scrutinise moderated grades and sample evidence that supports these. HOFs will be challenged on their approach to ensuring no unconscious bias has been applied and that grade decisions have been reached objectively.

Evidence of all internal quality assurance discussions and processes will be kept (e.g. minutes). These will be shared with SLT links.

The Governing Body will scrutinise existing policies and meet with SLT to interrogate how the centre is compliant with the Public Sector Equalities Duty.

HOFs must ensure that potential equalities issues such as provision for learners with protected characteristics are appropriately resolved. This may include working with SLT, Examinations Officer or ALNCo.

All teaching staff will access the WJEC/QW's Unconscious bias and objectivity training (March 22nd). The Examinations Officer will ensure all procedures for access arrangements, special consideration and Data Protection are duly and fairly followed by all those involved in the process.

HOLS will meet with HOFs to check assessment plans and evidence folders so that special considerations are applied to those learners who qualify (date-specific).

6. Learner and parents/carers communication

The centre's CDG Policy will be published on the website, and the attention of learners and parents / carers will be drawn to other relevant policies (including the written complaints policy).

A more accessible version of the CDG Policy will be shared with learners and their parents/carers in which the following is included:

- The centre's overall approach;
- A timeline of assessments and processes;
- An explanation of the evidence-gathering process and the decision-making process;
- How access arrangements / special consideration will be implemented for those learners entitled to them;
- An overview of the decision-making records;
- An overview of the review process;
- An overview of the training staff have accessed;
- The centre's written complaints procedure.

This information will also be conveyed in a video recording.

This information will be available to learners and parents / carers by March 26th.

7. Internal reviews and complaints

There is a designated complaints officer on SLT.

The Exams Officer manages reviews of CDGs.

In accordance with JQC 5.7f, the centre's written internal appeals procedure will be shared with learners and parents/carers. The centre draws the attention of learners and their parents/carers to its written complaint policy through the communications outlined in the previous section.

The centre's Examination Policy will be updated to include the internal review procedures for the summer 2021 examination series.

The centre is committed to read and take into account the forthcoming guidance (April 26th). Its complaints and internal appeals procedure(s) will be duly reviewed and updated.

When more information is released on the process, this will be published in an accessible document for learners and parents / carers.

Abbreviations :

- AHT: Assistant Headteacher
- ALNCo: Additional learning Needs Co-ordinator
- AO: Assessment Objective
- CDG Policy: Centre Determined Grade Policy
- ECHR: European Convention on Human Rights
- HOF: Head of Faculty
- HOL: Head of Learning
- HT: Head Teacher
- IQA: Internal Quality Assurance
- OER: Online Examination Review
- QAF: Quality Assurance Framework
- SLT: Senior Leadership Team
- WG: Welsh Government
- WJEC: Welsh Joint Education Committee (examination board)

Addendum: Where WJEC appears, read as examination board.