



Policy

On Assessment and Quality Assurance Processes

Summer 2021

Centre Name: Ysgol Gyfun Gwent Is Coed	Centre Numner: 68397
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Contents

1. [Introduction](#)
2. [Statement of intent](#)
3. [Roles and responsibilities](#)
4. [Subject assessment plans](#)
5. [Centre devised assessments](#)
6. [Assessment delivery](#)
7. [Quality assurance of assessment and grading decisions](#)
8. [Learners and parents/carers communication](#)
9. [Internal reviews and complaints](#)

1. Introduction

Following a policy decision by the WG to abolish the summer 2021 examination arrangements and the developments with the pandemic, schools and colleges will set learner interim grades for the summer of 2021. Following the establishment of the National Design and Implementation Advisory Group, Qualifications Wales has published its Guidelines on alternative arrangements for approved GCSEs, AS and A levels. In collaboration WJEC will be checking school and college policies and procedures to assure the quality of all awarding processes in the summer of 2021.

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2. 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
- Ensure the operation of effective processes with clear guidelines and support for staff
- Ensure that all staff involved in the processes clearly understand their roles and responsibilities
- Support teachers to take evidence-based decisions in line with Qualification Wales requirements
- Achieve a high standard of internal quality assurance in the allocation of CDGs · Ensure the centre meets its obligations in relation to equality and disability legislation
- Ensure the Centre meets all requirements set out in the Special Regulatory Conditions, and the 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.

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3. Roles and responsibilities

Chair of Governing Body - to ensure, with the Headteacher, that the policy is consulted on and formally adopted by staff. They should ensure through the Headteacher that all staff have read the policy, understand it and monitor its implementation.

Headteacher - responsible at a high level for the implementation of the policy as a whole ensuring everyone has a clear understanding of their roles. They will ensure the effective implementation of quality assurance processes and ensure the support and access to training for staff. They have an overarching responsibility on learners' provisional grades and will sign the Head of Center Statement at the end of the process in the summer.

Senior Leadership Team (SLT) - supporting key staff through the appropriate line management structure to implement the policy correctly, fairly and transparently. They communicate the information clearly with stakeholders including learners and parents and make sure everyone understands. Using the national resources they will ensure active access to training for staff. They will be responsible for implementing the quality assurance systems and ensuring consistent records of all actions. They will be responsible for ensuring that there is an Assessment Plan for each subject and assuring the quality of departmental processes in grade determination. They will work with the Steering Team to standardise and verify grades internally and ensure the effectiveness of the school-to-school support and validation processes.

Additional Learning Needs Co-ordinator (ALNCo) - in conjunction with the SLT and Examinations Officer the key role of the ALNCo will be to ensure equality, fairness and full access to all processes for any learners entitled to access arrangements.

Subject leaders - responsible for;

- producing an Assessment Plan for the subject outlining the requirements of the WJEC Qualification Assessment Framework, assessment timetable and quality assurance processes
- co-operating with other teachers to ensure that the assessments are conducted fairly and consistently in accordance with the quality assurance processes described in this document and the WJEC Guidance on assessment and grading for alternative arrangements in summer 2021
- ensuring access arrangements are in place for specific learners
- recording and collecting grades for the subject
- storing Learner Decision Records
- secure storage of assessment evidence



- ensuring that subject teachers have access to training that enables them to carry out the assessments effectively
- ensuring internal standardisation
- co-operating with other schools in moderating and standardising their processes

Teachers and support staff - responsible for;

- following this policy and subject assessment plans under the guidance of the subject leader, in order to prepare learners, implement assessments, mark and quality assure according to the timeline
- putting in place access arrangements for specific learners
- keeping all learners' assessment evidence secure for any internal reviews and / or learner appeals
- completing Learner Decision Records
- ensuring that learners do not have the opportunity to improve their work once it has been submitted

Examinations Officer - responsible for;

- completing subject registrations in a timely and accurate manner
- distributing key information from WJEC or Qualifications Wales to appropriate staff

4. Subject assessment plans

Each subject will produce a plan that outlines how grades will be awarded and is consistent with the requirements of the WJEC Qualification Assessment Framework (which includes grade descriptors). This will include the evidence to be used, the way grades will be awarded, the timetable for the proposed assessments, the assessment mechanisms including the level of control and what the quality assurance arrangements will be in order to ensure consistency and rigor . All grades awarded by the school must be supported by sound evidence.

Each subject plan will outline how access arrangements and equality issues will be addressed. Training requirements will also be set out in the subject plan.

The leader of an area of learning and then the link manager (SLT) assure the quality of the plans and monitor consistency across the subjects.

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

Modified past papers

The school uses WJEC-modified past papers when setting tasks to help determine a grade for each qualification. Modified past papers have already received external quality assurance, they are fully



supported by mark schemes and they are familiar to learners and staff. Teachers will ensure that these past papers are incorporated into the normal learning and teaching undertaken in lessons.

Non-exam assessments

Non-examination assessments exist 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 contributory evidence

- a) Teachers may use evidence from WJEC past papers which have been quality assured externally and have a standardised mark scheme. These will be completed under appropriately controlled conditions.
- b) Assessments undertaken prior to publication of existing assessment arrangements e.g. mock examinations. This type of evidence can be used to substantiate 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 equality for all learners.

The number of pieces of evidence required to determine a grade will vary by qualification. Teachers will ensure that there are sufficient opportunities for learners to provide evidence to demonstrate their competence across the key themes and skills.

Staff are directed to use the WJEC standardised assessment materials. However, if subjects decide to create their own assessment, it is necessary to ensure that the teacher devising an assessment has completed the WJEC online training 'Assessment foundations and Assessment guidance' and followed the WJEC Assessment Creation Guidelines. They will also need to quality assure the assessment, mark scheme and action plan with their SLT link.

The evidence produced will not be completed in the form of an examination.

Records of the mark / grades for assessments will be kept on Sims. This is a software that is compatible with data protection and GDPR requirements. Learners' work will be locked away and the evidence could be accessed if a review is required. All subject teachers are expected to complete a Decision Making Record form provided by WJEC for all learners and keep them safe on sims.

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5. Centre devised assessments



Staff are directed to use the WJEC standardised assessment materials. However, if subjects decide to create their own assessment, it is necessary to ensure that the teacher devising an assessment has completed the WJEC online training 'Assessment foundations and Assessment guidance' and followed the WJEC Assessment Creation Guidelines. They will also need to quality assure the assessment, mark scheme and action plan with their SLT link. In this way, the assessments should be valid, reliable and fair.

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6. Assessment delivery

Summative assessments are used to evaluate learning at the end of an activity. These are more structured and can bring together aspects of knowledge, understanding and the application of skills in different areas or aspects of units and / or the specification. Summative assessments are usually a more valid and reliable way of evaluating the level at which a learner has attained the required knowledge, skills and understanding outlined in the qualification specification.

To ensure that a learner is not at an advantage or a disadvantage we will follow the guidelines below when setting summative assessment activities:

- ensure that there is classroom supervision if the teaching and learning is face to face. With distance learning work the task will be presented immediately at the end of the time allocated during a synchronous 'live' lesson. Student cameras will be switched on to allow the teacher to supervise virtually the authenticity of the work.
- allocate a specific time to complete each assessment which reflects the amount of time required to complete these tasks during a normal examination series.
- learners will not receive feedback during the assessment.
- ensure that access arrangements for certain learners are in place when implementing the assessments.

In undertaking summative assessments learners will:

- be given sufficient notice of the assessment and are informed of the topics to be covered. The teacher should not, however, give the learner the assessment to look at in advance.
- have the same length of time to complete the assessment as they would in a normal examination series (eg 45 minutes to complete an essay).
- have the same access to resource materials as they would in a normal examination series (ie audio-visual material; non-annotated texts).
- be told that any evidence they produce should be unaided.
- be advised that mobile phones and the internet will be unavailable to them unless they are necessary to access the assessment.



In order to be fair to all learners, teachers need to be confident that any work completed remotely by a learner is authentic and unaided. We advise that teachers inform learners that the work they produce will be used as evidence to determine their final grade. That work must be the learner's own work and, if not, it would be misconduct. Where a learner received support, this must be recognised so that centers can award grades that are accurate and fair. Also, if a learner had access to additional resource material, had a long period of time to produce the evidence, had the opportunity to redraft work based on teacher feedback, or was assessed on only a very narrow aspect of the content, then this must be taken into account when considering the evidence and awarding the overall grade.

If teachers suspect that a learner's work is not their own unaided work, as stated by that learner, then this should be reported as misconduct. We advise that regular checks are carried out to ensure that any work not completed under the teacher's direct supervision is valid. This could be achieved by:

- holding a question and answer session with the learner to discuss aspects of their responses
- online video conferencing to observe the work and discuss any progress with the learner
- compare the learner's performance at home with work completed in the classroom
- set specific deadlines to start and finish the work, and keep records of when the work was produced
- remind learners of the risk of being helped at home by family members who may be considered too helpful and lead to an investigation of misconduct

To ensure fairness, it is recommended that all learners in the class do the same assessment at the same time. If a learner cannot do the assessment at the same time as other learners, then they should have a different assessment of the same nature.

As outlined previously, learners must be told how and when they will be assessed. If a learner produced a valid and reliable assessment that accurately reflects the standard they are working on prior to the Minister's announcement in January, then the teacher can use that work to determine the final grade.

Assessment of work will be the responsibility of all teachers teaching the subject at the relevant level. A subject teacher assesses students' work in their class using appropriate WJEC mark schemes to support the accurate awarding of grades. The subject teacher will record the mark and grade awarded using secure conditions (sims) and ensure that hard copies of evidence are stored securely. We will adhere to GDPR conditions when recording, storing and deleting pupil data.

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7. Quality assurance of assessment and grading decisions



Teachers will work with middle leaders to ensure that they act impartially and set grades this year on the basis of sound evidence. Through the process teachers are expected to record any internal discussions as they jointly standardise each other's work and agree grades and any adjustments. Where there is a need to review the marking or teacher's views on grade or grades it will be the responsibility of the Middle Leader to conduct the discussion, make the necessary adjustments and record the rationale. This can happen at any point in the process.

As part of the school-to-school work colleagues across the subjects will work together to support judgments and validate grades. This can happen informally throughout the assessment period and / or at the end.

As part of the internal verification processes the SLT will hold discussions with Middle Leaders to review procedures, evidence, decisions and grade profiles.

As part of the internal process it is expected that consideration will be given to a cross section of different learners when reviewing evidence to ensure that learners with particular protected characteristics are treated equally.

In accordance with the Equality Policy, which sets out the rights of all individuals to fairness, and in accordance with the Teachers' Code of Professional Practice, everyone involved in the process is expected to act fairly and consistently at all times.

In accordance with the WJEC Grading Guidelines we will consider the grade profiles in the subjects against knowledge of the cohort's historical performance and the internal knowledge of their target grades.

As part of its duties as a center, the school follows the WJEC External Quality Assurance Processes. Staff involved in the assessment processes will follow the WJEC training program on the key areas.

The school will handle learners' data and information in a safe and appropriate way.

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8. Learners and parents/carers communication

Once the school has confirmed all final processes and has received approval of this policy from WJEC we will communicate the relevant information to learners and parents including:

- Policy on The Assessment and Quality Assurance Processes Summer 2021
- Subject Assessment Plans
- The Timeline
- Information about the Learner Decision Record
- Information on the appeals process



The Policy on The Assessment and Quality Assurance Processes Summer 2021 and timeline will be circulated to parents via email. The subject assessment plans will be shared with learners and parents via Classcharts. In addition, learners will be reminded regularly about the assessment arrangements within lessons by the subject teacher. We will communicate any new developments / changes / adaptations with parents by email on a weekly basis. Once the process of marking together, standardisation and moderation is complete and a grade has been determined for learners we will share the Centre Determined Grades with learners. During the review period parents will be reminded of the appeals process by email.

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9. Internal reviews and complaints

All learners will be informed of their right to request a review of their grades once provisional grades are announced 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.

Step 2: After the final results are announced on results day, learners may appeal to WJEC through the school, if an award is felt to be unreasonable or inaccurate. 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.

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