



YSGOL GYMUNEDOL  
**CWMTAWE**  
COMMUNITY SCHOOL

# ASSESSMENT AND QUALITY ASSURANCE POLICY

DATE OF POLICY: March 2021

HEADTEACHER / HEAD OF CENTRE: Mr. C. L. Hitchings

EXAMINATIONS OFFICER: Mrs. C. A. Parkhouse



## INTRODUCTION

In the absence of an exam series and ongoing disruption to teaching and learning, centres will be determining the GCSE, AS or A level grades awarded to learners in summer 2021.

The Assessment and Quality Assurance Policy aims to provide clear guidance of the school's approach to assessment and quality assurance of Centre Determined Grades, based on the evidence which has been produced in accordance with the WJEC Qualification Assessment Frameworks. This guidance provides an overview of the decisions teachers need to make, how they will make those decisions and the types of evidence which will be used to support those decisions.

This plan only applies to qualifications which are regulated in Wales. With reference to the very few qualifications outside of this which are regulated by Ofqual, the school will apply the relevant guidance once it is published.

To ensure transparency and inspire confidence, we endeavour to communicate with pupils, parents and other stakeholders an up-to-date assessment approach via our website ([www.cwmtawe.org](http://www.cwmtawe.org)), our school twitter account and through direct correspondence with pupils and parents. Further information on the policy is available from the WJEC [www.wjec.co.uk](http://www.wjec.co.uk).

## PURPOSE

The policy aims to:

- ensure that Centre Determined Grades (CDGs) are conducted fairly, consistently and free from bias within and across departments;
- secure the operation of effective processes with clear guidelines and support for staff;
- ensure that all staff involved in the process 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 Joint Council for Qualifications and Awarding Organisation instructions for Summer 2021 qualifications.

## CENTRE DETERMINED GRADES

A Centre Determined Grade is the grade awarded by the school, as an examination centre, on the basis of attainment which has been demonstrated in the areas of the qualification content that a student has covered.

For each qualification, teachers will make use of WJEC Assessment Frameworks, which include descriptors for key grades to support the accurate distribution of awards. Each grade awarded by the school must be underpinned by robust evidence to demonstrate a student's attainment across key themes and skills. These will vary per qualification, as determined by the requirements of each WJEC Qualification Assessment Framework.

It will not be possible or permitted for teachers, or the school, to attempt to issue a Centre Determined Grade based on professional prediction or the potential of a student. Teachers will be

required to apply their professional judgement and decide whether the knowledge and skills demonstrated meets the usual standard for a specified grade.

In determining grades, the school will be required to make 'best-fit' judgements. This means that students are not required to demonstrate all aspects of a grade descriptor to be awarded the grade. Students should be awarded a grade which supports evidence of attainment across sufficient breadth of content, within the specified qualification, as determined by WJEC. Individual students may achieve the same grades by demonstrating different combinations of knowledge, skills and understanding. This ensures that strengths in some areas counterbalance shortcomings in others. As a result, the 'best-fit' grade may be awarded.

Where there is insufficient evidence, or where evidence suggest attainment is below that required of the lowest grade for a qualification (i.e. G grade at GCSE) then a student will be awarded a Centre Determined Grade of U.

While the standard expected for any particular grade will not be lowered in 2021, the use of Centre Determined Grades acknowledges that the volume of work completed by a student will be less than in previous years, owing to the ongoing impact of the global health crisis. Therefore, the use of Centre Determined Grades seeks to ensure students are not unfairly disadvantaged by the process. At the same time, they are designed to enable all students to be able to progress to their next stage of learning and/or employment.

## RESPONSIBILITIES

It is the responsibility of everyone involved in the generation of CDGs to read, understand and implement this policy. However, the assessment and quality assurance of CDGs involves a wide range of staff to ensure it is an effective process.

- **Governing Body / Chair of Governors** - approval of the policy.
- **Headteacher** - overall responsibility for the school ensuring clear and separate roles and responsibilities; coordinating communication to learners and parents and ensuring that the internal quality assurance process has been completed effectively; signing the Head of Centre declaration.
- **Senior staff** - involved in quality assurance of assessment plans and final decisions e.g. providing training and support for staff, supporting the Head of Centre in the internal quality assurance of final CDGs.
- **Examinations Officer** - organising and overseeing the assessment and quality assurance process, providing a clear centre policy on how records and evidence are stored securely, achieving a consistent approach across departments, liaising with external agencies (e.g. awarding body staff) ensuring accurate and timely entries and submission of CDGs, ensuring all information from WJEC is shared promptly with all relevant staff and other key duties undertaken such as making applications for appeals.
- **ALNCo** - responsible for identifying and communicating requirements for access arrangements and reasonable adjustments and completion of relevant awarding body documentation to facilitate the application of access arrangements. Also responsible for organising the provision detailed in the support plan through the effective deployment of Learning Support staff and communicating any potential issues to the Examination Officer.

- **Curriculum/subject leaders** - responsible for accuracy of entries and amendments and general subject-based administration, making decisions on assessment plans, ensuring consistency in decisions within their curriculum/subject area, including how agreed adjustments are made, managing teachers' storage of evidence and Learner Decision Records.
- **Teaching staff** - ensuring assessments are completed under the centre'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.
- **Admin Office i/c examinations** – responsible for entries /amendments and all examinations administration including the accurate submission of CDGs.

## ASSESSMENT

The Centre Determined Grade will be generated using the following evidence in line with WJEC adaptations published in September 2020:

- **Adapted Past Paper Questions**  
WJEC have provided a range of past papers, which can be adapted where appropriate, to suit the programme of learning and may be used to provide sufficient evidence of each learner's knowledge, skills and understanding. Departments are advised to make use of these existing materials which have been externally quality assured, are supported with consistent mark schemes which are familiar to both learners and teaching staff and meet the needs of the [Public Sector Equality Duty](#). The subject leader is responsible for determining which past paper questions will form the basis of the evidence. Teachers are responsible for the delivery of the assessment within a controlled environment.
- Where subject leaders have chosen not to use past papers in the production of learners' evidence, subject leaders must follow the guidance as prescribed in the [Assessment Creation Guidance](#) document to ensure the key principle of fairness and accessibility, validity and reliability are achieved within the assessment. Subject leaders will also need to ensure the assessment meets all the relevant assessment objectives and criteria and that relevant staff have completed online training provided by WJEC. All centre-devised tasks will be discussed with the line manager to consider any implications.
- **Non-Examination Assessment**  
Non-Examination Assessment will also be used to inform centre determined grades. NEA is fundamental to the development of knowledge and understanding of skills in subjects with significant practical elements and therefore will form part of the overall assessment of a learner's work. The proportion of the assessment objective weightings in each adapted specification must be applied and teachers must also use other evidence available to determine the overall grade.

- **Other contributing evidence.**

Other contributing evidence may include a range of activities completed by the learner during the course of study for the qualification. Evidence may include any assessed work which has been completed in school or at home, if the school is able to authenticate it is the learner's own work. Other contributing assessment evidence includes mock examinations, class-based completion of past paper questions and/or practical assessed work.

Subject leaders will generate a Subject Assessment Plan for the qualification they are responsible for which must be shared and approved by their line manager within the senior staff. To ensure consistency across teachers and learners, each plan will identify the specific pieces of evidence which will be collected, the quality assurance measures adopted to authenticate the centre determined grade and measures to ensure any additional needs are considered.

The number of pieces of evidence required to support judgements is not prescribed by the school. However, departments may create a portfolio of evidence for each learner to demonstrate the sound, impartial determination of the correct grade. Teachers will ensure all learners are given reasonable opportunity to demonstrate attainment in areas of the qualification. However, it should be noted that relatively few pieces of evidence would be sufficient in demonstrating attainment across overarching key themes for many qualifications. Subject leaders need to ensure that the generating of portfolios does not involve excessive assessment/workload for both learners and staff. Where possible, existing evidence should be used to support judgements.

If further evidence is necessary, assessments will not take the form of an examination but will be completed independently, under similar control levels to the existing arrangements for NEA. It is anticipated that the time to produce evidence would not exceed the length of the unseen examination in the qualification. However, unlike an unseen examination, evidence would be produced over a series of lessons during the assessment window. Furthermore, an approved schedule will allow for effective distribution of Learning Support Assistants for learners with approved access arrangements and reasonable adjustments.

Where learners have access arrangements or reasonable adjustments (e.g. a reader, a scribe or modified paper), the school will make every effort to ensure these arrangements are in place when assessments are being taken. Where, for some reason, this has not been possible (e.g. existing evidence where arrangements were not in place), this should be reflected in the final judgement and documented within the rationale for grade decisions for the pupil.

If teaching and learning becomes further disrupted, due to additional lockdowns, self-isolation etc., work may need to be completed at home. Where evidence is used which was completed at home, to minimise the risk of plagiarism or candidate and centre malpractice, work will need to be authenticated using a range of the following methods:

- Conducting a question and answer session with the learner to check their understanding and to help decide whether work is authentic. Teachers should keep a record of the questions asked and notes on the candidate's responses.
- Online video conferencing to observe working and discuss progress with the learner.
- Comparing a learner's performance at home with work completed within the classroom.
- Setting specific timescales for the work to be started and finished and keeping records of when the work was produced.

- Reminding learners of the risks of getting help at home from family members which could constitute over assistance.

In the event of suspected plagiarism, malpractice or maladministration, the Head of Centre will arrange an investigation and appoint an investigating officer. The outcome of the investigation will be reported to the Head of Centre and appropriate action taken in line with JCQ requirements and in consultation with the awarding body.

To ensure consistency across teachers and learners when determining the grade, teachers should consider unit and assessment objective weightings in the specification and consider the learners evidence overall in relation to the grade descriptions provided. The conditions under which the assessment was taken e.g. supervised etc. should also be considered. The assessments do not have to be completed under examination conditions to be considered valid and reliable. To ensure learners fully understand how grades are determined and which work will be used as evidence, pupils will have access to their assessment outcomes. While departments can feedback on individual assessment outcomes, teaching staff must not inform pupils of their Centre Determined Grade. Pupil Centre Determined Grades will be released to each pupil as a whole school report in accordance with the school's timeline.

All evidence on which a learner's grade is based, including copies of the learner's work and any mark records, and rationale for grade decisions for the pupil need to be retained securely, in the department's storage cupboards, which must be kept locked. This will be needed to support the quality assurance, review and appeals processes. The rationale for grade decisions for the pupil record sheet must include the following information:

- Name and date of assessor
- The judgement
- Identification of any learner's access arrangements or reasonable adjustments
- Identification of any special consideration applied

## QUALITY ASSURANCE

An internal quality assurance process is required to ensure consistency in grade decisions across the school. The following procedures will be adopted by all staff:

- **Assessment** – teachers will assess all learners work using the WJEC mark schemes or centre devised mark schemes to ensure consistency in the application of assessment criteria and standards. Teachers may create a portfolio of evidence for each learner to demonstrate attainment in specific tasks.
- **Standardisation** – department meetings will be utilised to ensure a common understanding of the application of awarding of marks and if possible, further training and support will be made available for department staff utilising the subject network for teachers.
- **Department Moderation** – departments will involve all relevant staff. The sample will be identified by the subject leader and approved by the line manager. In instances where it is deemed necessary to adjust a teacher's decision to bring judgements into line with those of other teachers within the department or the school, the adjustment must be recorded on the internal moderation form.

- **Network of Teachers Moderation** – where possible, a cross-section of determined grades may be moderated by other examination centres to verify standards and ensure objectivity.
- **School Moderation** – departments may be required to submit a sample of final teacher judgements, which reflects each grade descriptor to their line manager within the senior staff. Senior staff will determine the sample. A panel of staff, which includes the ALNCo, will moderate learners with access arrangements from across the breadth of the curriculum. The CPO and Examination Officer will be responsible for the moderation of learners who meet the specified criteria of special considerations.
- **External Moderation** - there will be no moderation of Centre Determined Grades, once results are finally submitted to WJEC. Grade profiles may be reviewed and any atypical profiles discussed with the centre.

A sample of evidence produced will be assessed and verified by a second member of staff. The sample must include at least 20% of the entry, which considers a range of student profiles where possible, which would normally include:

- The breadth of grade points
- Representative sample of male and female pupils
- Representative sample of e-FSM pupils
- Representative sample of able and talented pupils
- Representative sample of Additional Learning Needs pupils
- Learners with access arrangements
- Any other protected characteristics

In compliance with the Public Sector Equalities Duties, the samples provided must be anonymised to avoid potential bias and discrimination. Each stage of the process will need to be documented and will be used as evidence in support of the CDG.

In circumstances where departments work in isolation or work solely with an NQT, support will be sought using the subject network support, which has been set up in NPT. Likewise, if there is an identified conflict of interest, where staff are involved in assessing and/or internal quality assuring assessment/grading decisions of members of their family or close friends, it will need to be declared and measures taken to mitigate any potential risk to the integrity of the grade (e.g. teacher not involved in assessment of moderation of work).

On completion of CDGs, Subject Leaders should analyse data and compare with similar previous cohorts. Grade outcomes tend not to vary significantly year-on-year where the ability of the cohort is similar. This data will be made available to the Headteacher as Head of Centre prior to submitting the signed Head of Centre declaration.

All evidence relating to the internal moderation process needs to be retained securely within departments storage cupboards which should be kept locked, as this will be needed to support the quality assurance, review and appeals processes. The internal moderation will need to include the following information:

- Name and date of moderator
- Sample list of moderation

- Any adjustments to align judgements into line with those of other teachers along with the rationale for the adjustment
- Requests of learners to review record, the outcome and the rationale for the decision
- Identification of any special consideration applied
- Signed declaration of the analysis of data

## INTERNAL REVIEWS AND COMPLAINTS

The school will be required to submit CDGs to WJEC in June. At this point, students will be informed of the provisional grades awarded. Where a student is satisfied with the grades determined by the school, there is no further action.

If learners, or their parents/carers, are dissatisfied at any stage of the CDG process, learners are able to appeal their CDG. Qualifications Wales has published the appeal process, which has been communicated to parents/carers. The process has three stages:

- **Stage 1** – In June, the school will share the provisional Centre Determined Grade with learners. Learners can ask it to be reviewed and/or correct any errors before it is submitted to WJEC. This could lead to the provisional grade being higher or lower than it was before the centre review.
- **Stage 2** – After results day, learners can appeal to WJEC through the school, if they feel that the judgement made by the school is unreasonable and/or an error in the process has been made. If WJEC decide there has been an error or that the grade is unreasonable learners will be awarded a new grade. This grade could be higher or lower than the one they appealed.
- **Stage 3** – Following completion of a Stage 2 review, learners can request an Exam Procedures Review Service (EPRS) from Qualifications Wales to check whether WJEC has followed the required procedures. This is the final stage in the appeal process.

If pupils and/or their parents/carers are unhappy with any other aspect of the process, they should follow the school's published [Complaints Policy](#). In the event of any further changes and/or updates from Qualifications Wales or the awarding body, the school will review and update this policy.

## PROFESSIONAL LEARNING SUPPORT

Communication from Welsh Government, Qualification Wales and WJEC is disseminated promptly to subject leaders via email. Head of Department meetings are utilised to discuss and provide clarification on implementation of documentation. This information is then presented and discussed within department meetings to all teaching staff. Senior Staff will continue to ensure that appropriate training is provided to relevant staff using the professional learning support available including:

- Assessment, including avoiding unconscious bias;
- Equalities and managing conscious and unconscious bias;
- Data processing and data protection, particularly fair processing notices.

## DATA PROTECTION & GDPR

All candidates should be aware that the school is required to share personal pupil data with the awarding bodies to process examination entries and for the general administration of examinations. Access to this information is strictly controlled but may be shared with other education partners where appropriate (e.g. Local Authorities and Welsh Government). This is exercised under Article 6 of GDPR. The school and/or awarding bodies do not share data with organisations involved in direct marketing or similar activities. The school's privacy statements are available from the school website.

Cwmtawe Community School is registered with the Information Commissioner for the purposes stated above, as are the main awarding bodies. More information may be found on their website [ico.org.uk](http://ico.org.uk). Candidates have a range of rights including the right of access to data held at school level and at individual awarding bodies. However, the school and/or awarding body reserve the right to charge an administration fee for providing details following a request from a candidate.

## PRIVATE CANDIDATES

Occasionally, the school has a very small number of students who sit examinations as private candidates. These individuals attend unseen examinations, which are assessed by the examination board. Staff at the school are unlikely to be able to authenticate the work of private candidates. Therefore, on this basis, the school will not be accepting private candidates for summer series 2021. Private candidates will be able to apply to the local authority for arrangements to undertake assessments in summer 2021.