

LLISWERRY HIGH SCHOOL



Llswerry High School Assessment and Quality Assurance Policy 2020-21

Centre Name: Llswerry High School	Centre Number: 68360
Policy adopted by Board of Governors on:	Policy issued to staff on:
Policy issued to learners and parents on:	Member of staff responsible for the policy: N Davies

Owner:	N Davies
Updated	March 2021
Next Review Date:	
Updated by:	
Governor Approval Date:	17th March 2021

Key Information

Chair of Governors	Mrs Victoria Jago
Headteacher/ Head of Centre	Mr Neil Davies (ND)
Deputy Headteacher	Miss Julia Fitzgerald (JFI)
SLT CDG Lead	Mrs Allison Harries (AIH)
SLT	Senior Leadership Team
SLT CDG Focus Group	ND, JFI, AIH, JEB
Examinations Officer	Mrs Deborah Bevan (DB)
ALNCO	Mr Paul White (PAW)
LOLs	Leaders of Learning (Head of Department/Faculty)

The purpose of this policy is to provide high level guidance and parameters for the following:

- to ensure that the processes to determine Centre Determined Grades are conducted fairly, consistently, free from bias and effectively within and across Learning Teams
- to ensure the operation of effective processes with clear guidelines and support for all staff.
- to ensure the all staff involved in the processes clearly understand their roles and responsibilities.
- to support teachers to make evidence-based decisions in line with Qualifications Wales requirements.
- to achieve a high standard of internal quality assurance in the allocation of Centre Determined Grades (CDGs).
- to ensure we meet obligations outlined in equality and disability legislation.
- to ensure we meet all requirements set out in the special regulatory conditions joint council for Wales and Awarding Organisation instructions for Summer 2021 qualifications
- to ensure that the centre is compliant with its Public Sector Equality Duty (PSED)¹

¹ <http://www.legislation.gov.uk/wsi/2011/1064/content/made>
<http://www.legislation.gov.uk/ukpga/2010/15/section/149>

It is the responsibility of every member of staff at Lliswerry High School to read, understand and implement this policy so we can ensure consistency and transparency in generating our Centre Determined Grades. The principles of fairness, validity and reliability must be adhered to so that our learners can achieve fair Centre Determined Grade. By sharing its approach, the school is seeking to offer clarity and confidence to learners, staff and families.

The Centre Determined Grade Timeline is linked to the Assessment and Quality Assurance Policy and will provide further robust detail and timescales.

1. Roles and Responsibilities	
1.1	Chair of Governors - approving Lliswerry High School Assessment and Quality Assurance Policy.
1.2	Headteacher - as Head of Centre, has overall responsibility for the qualifications offered at the school, as well as ensuring due care and regard is taken to account for the school's legislative and regulatory duties, as an examination centre. The Headteacher is responsible for ensuring the planning and management of Centre Determined Grades, in line with existing policies and practices, are conducted efficiently and in the best interest of all learners. The Headteacher, working closely with the SLT CDG Lead, is responsible for ensuring that publicised processes are followed by all staff. This includes internal quality assurance processes at subject level and school level. The Headteacher will ensure that appropriate training for all staff involved in the determination of grades is provided.
1.3	SLT CDG lead - leads the quality assurance of assessment plans, the creation of the whole school Assessment and Quality Assurance Policy. Leads the quality assurance of evidence for learners' Centre Determined Grades and ensures it is stored securely. Facilitates a consistent and robust approach to awarding Centre Determined Grades across Learning Teams, supporting the Headteacher, Senior Leadership Team and Leaders of Learning with the final decision. Ensures that all Centre Determined Grade conversations/discussion are minuted through Learning Team minutes or Centre Determined Grade discussion records.
1.4	Senior Leadership Team - support internal quality assurance of assessment plans for the Learning Teams they line manage. Support Leaders of Learning to create a robust and effective assessment plan in line with the whole school assessment plan. Record Centre Determined Grade discussions in the SLT log as evidence for consistency in decision-making. Support LOLs in creating an assessment timeline to be shared with learners and parents/carers.
1.5	SLT CDG Focus Group - plan strategic delivery, evidence and quality assurance of whole school process of Centre Determined Grades.
1.6	ALNCO - identify and list the arrangements for individual learners in respect of concession allowances. ALNCO to make all staff aware of the learners who are entitled to concessions. Identify and test of candidates' requirements for access arrangements and notifying the Examinations Officer in good time so that they apply for a concession.
1.7	Leaders of Learning - will ensure that evidence is gathered within the published schedule and that activities set follow the expectations set by WJEC Qualification Assessment Frameworks. Develop an overarching team assessment plan with subject specific assessment plan, including a clear timeline for staff, parents/carers and learners, in line with the whole school quality assurance policy

to ensure consistency of assessments across their teams are used as robust evidence for Centre Determined Grades. Use consistent evidence of decision-making within their Learning Team and managing teachers storage of evidence. Quality assure processes for teaching staff awarding Centre Determined Grades through Learning Team meetings. Ensure that professional learning is carried out by all members of the time in line with the school Centre Determined Grade timeline. Sign off the Centre Determined Grade agreement.

1.8 Teachers - Teaching staff will ensure that evidence is gathered within the published schedule and that activities set and follow the expectations set by Leaders of Learning and relevant WJEC Qualification Assessment Frameworks. Teachers must make learners aware of the nature and criteria of the task set and ensure learners understand when an activity will contribute towards the determination of a grade. Teaching staff will collect and store submitted work securely. They will ensure that reasonable adjustments for identified learners are met. Teachers will mark submitted work within the agreed timeframes set by Leaders of Learning. Teachers will not provide learners with an opportunity to improve their work once submitted. Teachers will work with relevant Leaders of Learning and ALNCO to ensure that learners entitled to access arrangements, within their designated classes, have these in place.

1.9 Examinations officer - The Examinations Officer is responsible for managing the administration of qualifications. This includes coordinating the collation of entries of learners to the appropriate qualifications, as well as assisting Leaders of Learning and members of the leadership team, specifically those with responsibility for examinations and Headteacher and/or SLT CDG Lead to ensure agreed processes are followed.

2. Centre Determined Grades

2.1 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 learner has covered.

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

2.3 Adapted past-paper questions - The school will make use of WJEC adapted past-papers when setting tasks to help determine a Centre Determined Grade for each qualification. There are recognised benefits of using these materials. The adapted past-papers have already been externally quality assured; are fully supported by clear mark schemes; and are familiar to both learners and staff. Teachers will ensure these past-papers, which will form a key part of the evidence, will be incorporated within their delivery of teaching and learning, in replacement of other activities undertaken in lessons.

2.4 Non-Examination Assessment - Non-examination assessment exists in many qualifications. The weighting towards the overall grade is, in most cases, much lower than unseen elements. Where non-examination assessment remains part of an adapted qualification, teachers will use the performance of learners in this element to help contribute towards the determination of a Centre Determined Grade. However, teachers will need to consider the weighting of the element, in light of the qualification as a whole, to ensure that the Centre Determined Grade awarded accurately

reflects the overall standard. For example, in a qualification where the weighting of non-examination assessment is equivalent to 20% of the overall grade, teachers will take this into account against the other evidence provided when determining the Centre Determined Grade.

2.5 Other contributing evidence - Teachers may use evidence from previously completed WJEC past-paper questions, which have been externally quality assured, with a published mark scheme, and where they have been completed under controlled conditions; **and** assessments undertaken prior to the publication of the centre approach eg. Mock Examinations (also known as 'Pre-Public Examinations') and/or other assessed work may only be used to help confirm a judgement. However, this evidence may not be used in isolation to determine Centre Determined Grades since, at the time of completion, it is possible that learners would not have been aware of the importance of these tasks. This is designed to ensure fairness and equity to all learners.

2.6 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 learner. 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.

2.7 In determining Centre Determined Grades, the school will be required to make 'best-fit' judgements. This means that learners are not required to demonstrate all aspects of a grade descriptor to be awarded the Centre Determined Grade; learners should be awarded a Centre Determined Grade which supports evidence of attainment across sufficient breadth of content, within the specified qualification, as determined by WJEC; and may achieve the same Centre Determined 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' Centre Determined Grade may be awarded.

2.8 Where there is insufficient evidence, or where evidence suggest attainment is below that required of the lowest grade for a qualification (ie. G grade at GCSE; E grade at AS/A level) then a learner will be awarded a Centre Determined Grade of U.

2.9 While the standard expected for any particular Centre Determined Grade will not be lowered in 2021, the use of Centre Determined Grades acknowledges that the volume of work completed by a learner 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 learners are not unfairly disadvantaged by the process. At the same time, they are designed to enable all learners to progress to their next stage of learning and/or employment.

3. Subject Assessment Plans

3.1 Leaders of Learning will develop individual subject assessment plans for each qualification they are responsible for, which will be shared and approved by their Line Manager, SLT CDG Lead and Headteacher, as Head of Centre. Individual assessment plans will meet all required levels of consistency in line with WJEC guidance and exemplar materials.

3.2 All subject assessment plans will be developed considering the qualification assessment frameworks set out by WJEC and the whole school policy.

3.3 All subject assessment plans must be discussed during Line Managers meetings and are subject to Line Manager quality assurance and approval before submission to AIH and ND. These will then be stored centrally.

3.4 Leaders of Learning must outline their chosen assessments and specific pieces of evidence, instructions for assessments and associated mark schemes within their subject area following the WJEC assessment plans guidance.

3.5 All Learning Teams will produce a timeline of required assessments and the dates of these are to be completed. These must be quality assured and approved by their Line Manager.

3.6 Leaders of Learning will create a tracking sheet, in line with their timeline and chosen assessments, to ensure robust and accurate recording of outcomes and the associated decision-making for each qualification. This will be a working document for all members of each Learning Team to track and monitor learners in line with Leaders of Learning expectations.

3.7 Any change to predicted grades by the class teacher must be based on secure evidence and must be communicated and justified to LOLs. All changes must be discussed and minuted. If changes are approved by the Leader of Learning these must be discussed with Line Manager, approved and minuted in Line Managers Meeting minutes.

4. Centre devised assessments

4.1 If Leaders of Learning are devising assessment materials they must refer to the WJEC guidance document and give due consideration to the WJEC assessment provided (*see section 2*).

4.2 The creation of any centre devised assessments must be discussed and monitored through Line Managers meetings (*see section 2*).

4.3 There must be valid reasons for producing centre devised assessments within Learning Teams and these must be discussed in Line Managers meetings before creating any assessments. Team assessments plans must feature the elements outlined in section 2.

4.4 Any assessment produced must adhere to the '[Centre Assessment Creation Guide](#)' to produce reliable and fair assessments to evidence learners' progress. Line Manager discussion and quality assurance checks of any assessments created must be reviewed and minuted in Line Manager meeting minutes.

5. Assessment Delivery

5.1 All assessment tasks will be carried out face to face. Only in a minority of cases, subject to year group and individual learner self isolation periods, will remote learning be used. This must be clearly identified in the team assessment plan and validated by the Line Manager. Prior discussion and agreement by Line Manager is required. All conversations must be minuted.

5.2 Assessment tasks will be completed independently by learners, under similar 'control levels' to existing arrangements, during timetabled lessons and within timetabled classrooms in line with subject assessment timelines. These will be supervised by class teachers and any teaching assistants timetabled, for non-examination assessment. This is to ensure evidence produced is the learner's own. Wherever possible, this work will be completed in class in place of standard work,

which is then assessed. Undertaking any class assessments will ensure the authenticity of each learner's work and therefore minimise any plagiarism.

5.3 The provision provided for those learners who have special considerations will be coordinated by the ALNCO and shared to all staff.

5.4 Leaders of Learning, alongside class teachers, will monitor and record assessments completed by all learners and monitor the evidence available for each learner referencing the assessment framework. The number of pieces of evidence required to determine a grade will vary per qualification. Teachers will ensure there is sufficient opportunity for learners to provide clear evidence to demonstrate competency against the key themes and skills, as specified in each WJEC Qualification Assessment Framework.

5.5 Leaders of Learning must ensure learner evidence is stored securely and is easily accessible if called for moderation. Securely constitutes evidence being held in a in a locked cupboard/drawer or on the staff secure area on the school computer system in line with GDPR regulations

5.6 Assessment delivery and gathering of learner evidence must be discussed in all Learning Team meetings and all conversations minuted.

5.7 The evidence generated will not be completed in the form of an examination. However, learners will produce work within a specified timeframe, to reflect the volume of work. 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 could be produced over a series of lessons.

5.8 Assessments undertaken by learners will be assessed and a raw score awarded and recorded. Learners will not have the opportunity to improve on an assessment once completed but are provided opportunity to improve their grade and subsequent evidence in undertaking further assessments.

5.9 Where external factors prevent in class assessments from happening, such as national lockdowns etc, then work will need to be completed at home. However, where this is the case, the school will introduce mechanisms to support authenticity of learner's work by ensuring the learner's work is immediately submitted at the end of the set timeframe. In addition, the school will consider work produced against previously assessed work to verify authenticity, where the evidence submitted is atypical of the usual standard by the learner. Any suspected cases of plagiarism or malpractice will be challenged and addressed on a case-by-case basis

5.10 In case of general concerns about candidate and centre staff malpractice, the centre will refer to its existing examinations policy, as well as the exam board malpractice guidance. Learners may be asked to do the following to ensure that their work is their own:

- Take part in a question and answer session with their teacher to discuss aspects of their responses
- Online video conferencing to observe work and discuss progress
- Comparing student performance at home with work completed in the classroom
- Setting specific timescales for the work to be started and finished, and keeping record of when the work was produced
- Reminding students of the risks of getting help at home from family members which could constitute over assistance and might lead to a malpractice investigation

5.11 Assessments will be sampled to ensure appropriate moderation and to manage any conflicts of interest. Any conflicts of interest will also need to be declared by teaching staff and HoDs will manage these in liaison with their line managing member of the leadership team

6. Quality assurance of assessment and grading decisions

6.1 In line with usual practices, WJEC will require internal processes to be undertaken to promote consistency. The school will undertake quality assurance processes, within subjects and across subjects, to ensure the grades determined are valid, reliable, equitable and fair, while seeking to avoid discrimination. The school will ensure training is provided to all staff to support this.

6.2 Centre Determined Grades will be discussed during all Learning Team time and Line Management meetings to ensure consistency, reliability and fairness within departments when awarding grades. All discussions will be minuted.

6.3 All Centre Determined Grade conversations within Learning Teams or with individual teachers must be minuted including any email correspondence to ensure fairness and equity.

6.4 Internal moderation processes are designed to verify standards and seek to ensure fairness and equity for all learners. The school will apply the following approach to the assessment of evidence:

6.5 The teacher will assess the learners' work, using WJEC mark schemes to support the accurate awarding of grades. Moderation activities, to establish standardised approaches to assessments will take place as soon as is reasonable and practicable, once the evidence has been submitted.

6.6 Leaders of Learning will ensure that all samples of work to be moderated cover the full spectrum of grades and all teachers who have assessed work.

6.7 When a piece of evidence is moderated, additional comments by a separate member of staff will be signed and dated.

6.8 Internal quality assurance and moderation in reviewing evidence for each learner and their Centre Determined Grade is to take place in Learning Team meetings, individual conversations with teachers and as part of Line Manager meetings. Moderation activities may involve a number of teachers.

6.9 Internal quality assurance is undertaken by SLT Line Managers meetings, Headteacher's line management meetings with members of SLT and SLT focus group meetings. These fortnightly meetings are minuted with discussion points and actions moving forward. All discussions are reviewed fortnightly.

6.10 LOLs, Line Manager and SLT CDG Lead will analyse and consider historical data concerning each subject area which will inform any actions required to review and address any atypical trends in awarding Centre Determined Grades within the Learning Team .

6.11 Fortnightly meetings take place between ND, JFI, JEB and AIH to discuss Centre Determined Grades within the Learning Teams they line manage and identify actions to be discussed with LOLs. These meetings will be minuted.

6.12 AIH to discuss the Centre Determined Grade process with Headteacher during Line Managers fortnightly meetings, to quality assure consistency when awarding Centre Determined Grades and any areas that have been identified as needing to be actioned.

6.13 Headteacher is to meet with LOLs to be fully informed of the processes undertaken in each Learning Team and decisions surrounding the awarding of Centre Determined Grades.

6.14 LOLs, supported by Deputy Leaders of Learning, must undertake random evidence sampling of learners across all teachers, all grade boundaries and all classes, to ensure consistency and objectivity in awarding provisional Centre Determined Grades.

6.15 Outcomes from the random sample are to be shared with Learning Teams and Line Manager/SLT to support the moderation process. Evidence of the sampling is to be stored securely.

6.16 As a school we will undertake a data protection impact assessment and review and, if appropriate, update its privacy notices.

6.17 Training will be provided on quality assurance processes and ensuring objectivity and assessment decisions via the WJEC secure website and online training (to be accessed by all teaching staff at all levels).

6.18 No one member of staff will be able to both assess and verify the evidence of a learner. In learning teams where teachers work in isolation, the school will provide an opportunity for evidence to be moderated, through another centre. Similarly, any staff who have a conflict of interest (eg. Teacher who is relative or known to a learner), will need to be declared, and suitable mitigation in place to ensure the process is not compromised (eg. Teacher not involved in either assessment or verification of work).

6.19 There will be no external moderation of Centre Determined Grades. However, grades submitted to WJEC may be reviewed and investigated where performance profiles are atypical.

6.20 The school will share its policies and timelines for determining Centre Determined Grades with other examination centres across the Local Authority to support consistency and share good practice. This may also involve the school's regional consortia challenge advisor to provide a further degree of objectivity. This layer of quality assurance does not form part of WJEC or Qualifications Wales' regulatory framework. However, it is designed to ensure the process applied is valid, reliable and fair.

7. Learners and parents/carers communication

7.1 Communication of school policy to be shared with staff, parents, carers and learners in line with WJEC timeline to ensure the process applied is valid, robust, reliable and fair.

7.2 A timeline of subject assessments will be shared with learners across Key Stage 4 and Key Stage 5.

7.3 Specific information on assessments used by class teachers to determine a learners Centre Determined Grade shall be shared with parents and carers .

7.4 Class teachers to inform parents, carers and learners of any change in Personal Aspirational Target grade once authorised by Leaders of Learning (*see section 2*).

7.5 Provisional Centre Determined Grades to be shared with parents/carers and learners in line with the timeline.

8. Equalities

8.1 In developing an approach to Centre Determined Grades in 2021, the school will take steps to ensure it meets its Public Sector Equality Duty. This is a legal requirement and forms part of the [Equalities Act 2010](#).

8.2 The Equalities Act (2010) ensures due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited.

8.3 The Equalities Act (2010) ensures advance equality and opportunity between people who share a relevant protected characteristic and those who do not.

8.4 The Equalities Act (2010) ensures the need to foster good relations between people who share relevant protected characteristics and those who do not.

8.5 Communicate with learners, and parent/carers in a clear, transparent, and accessible way, and take into consideration the needs of those who share protected characteristics as identified in the [Equalities Act 2010](#).

8.6 The evidence gathered by the school to support the determination of grades will have already been through a robust process of equality impact assessment, as part of their own process of quality assurance, to ensure they meet the needs of the general equality duty.

8.7 Decision making processes will include collection of robust evidence for making holistic, best fit grading judgements for learners Centre Determined Grades.

8.8 We will ensure grade judgements are objective, as fair as possible and avoid bias. All staff will receive training using the WJEC training tools during professional learning time (*see section 10*).

8.9 Evidence for why and how assessments were selected and how agreed decisions were made is evident in the Subject Assessment Plan, will take place through documenting a decision making record for each learner, Line Manager meetings and SLT meetings .

8.10 The decision-making record will include evidence that we have considered reasonable adjustments for learners who are entitled to them.

8.11 Clear decision-making records will ensure that decisions provide learners and parents/carers assurance that decisions were made objectively, fairly and without bias.

8.12 Quality assurance processes will support consistency in grade decisions across the Local Authority and within and across the school's Learning Teams.

8.13 Should any staff have a conflict of interest, this will be declared, and suitable mitigation put in place to ensure the process is not compromised.

9. Internal reviews and complaints

9.1 Provisional Centre Determined Grades review dates and appeals windows will be adhered to in line with WJEC timelines.

9.2	Where a learner is satisfied with the grades determined by the school, there is no further action.
9.3	A learner who is not satisfied with their grade will be able to appeal their grade. The appeals process will have three stages.
9.4	Stage 1 - involves a centre review of the provisional Centre Determined Grade on the grounds of judgement and/or a procedural error has been made.
9.5	Stage 2 - will involve an appeal to WJEC on the grounds that the judgement that the centre has made is unreasonable and/or a procedural error has been made.
9.6	Stage 3 - involves a request to Qualification Wales for an Exam Procedures Review Service (EPRS) to review whether WJEC has followed the required procedures.
10. Professional Learning	
10.1	Working with Welsh Government, Qualifications Wales, WJEC, regional consortia (EAS) and the Local Authority, Lliswerry High School will ensure that appropriate training is provided to staff at all levels. This will ensure that the CDG process is completed fairly, accurately, without bias and in line with Welsh Government, Quals Wales and WJEC guidance.
10.2	In addition to providing training on the assessment plan and associated actions for staff at all levels, the school will revise its existing training programme to help manage staff workload. Specific training on avoiding unconscious bias when assessing work will be provided for all staff involved in the marking of evidence.
11. Application of special consideration	
11.1	The ALNCO will ensure that all staff are aware of the necessary access arrangements in place for learners, including reasonable adjustments for learners who are entitled to these. In addition, the ALNCO will coordinate the provision of additional support to help learners achieve the course aims, as they would do in normal circumstances.
11.2	The school will apply the WJEC published special considerations document to those learners who meet the specified criteria.
11.3	As is standard, the school may require evidence to demonstrate that the learner meets the criteria.

This policy has been developed in line with the release of materials by WJEC.