

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

When submitting their policy as outlined in WJEC requirements and guidance booklet, centres must ensure that the seven areas identified are included in their submission. Centres do not have to structure their policy using the WJEC headings for each of the seven areas. The only requirement is that the seven areas are covered within the policy. However, some centres may wish to complete this Word template, but they are not obliged to do so.

Centre Name: The College Merthyr Tydfil	Centre Number: 68551
Policy adopted by Board of Directors on (insert date):	Policy issued to staff on: 25.3.21
Member of staff responsible for the policy: Lesley Robins	

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
The Chair of Curriculum and Quality Committee (Katy Burns) will seek approval of this policy from the full Board of Directors.

The Principal (Lisa Thomas) and Leadership Group (Lesley Robins, Vice Principal Academic, Simon Evans, Director of Data and Performance, Chris Ford, Director of Learning) will ensure the proper conduct of all CDG assessments and the associated processes. This will include the formulation of this Centre Policy, the process by which assessments will take place: the appropriate conduct of data collection and Quality Assurance processes: ensuring the best interests of the learners remain central to the process, keeping parents and learners informed throughout, and providing any necessary training for staff. Members of the Leadership group will QA the Grades to be awarded to ensure consistency in outcome and ensure they are in line with grades awarded in previous years.

- **The Head of Student Support (Lynne Lloyd)** will ensure that all staff are aware of the necessary access arrangements, and reasonable adjustments for learners who are entitled to these. The Head of Student Support will also coordinate the provision of additional support as they would do in normal circumstances.

- **Heads of Division (Andrew Roach, Humanities, Mark Richards, Science and Maths, Hannah Salter, Business, Jo Richards, Digital and Creative, Sarah Kerrigan, GCSE / WBQ).** Subject teams and tutors will work closely with their Head of Division and the Head of Student Support to ensure the appropriate conduct of assessments (including the provision of access arrangements), e.g. the preparation of learners, the collection and recording of marks, the secure storage of assessments and following the Quality Assurance process as described in this document. The HOD/Subject team will produce a subject assessment plan. Heads of Division in conjunction with subject tutors will identify any conflicts of interest and how they will be managed in collaboration with the SLG with oversight of Examinations, and guidance from WJEC. Heads of Division and the Director of Learning will identify and meet any training needs for the staff involved in assessments to allow them to correctly run and administer the assessments.

- **Teaching Staff** will work under the direction of their HOD and ensure that they follow this policy and subject assessment plan in the preparation of learners, the conduct of the assessments, including identifying those learners who are entitled to access arrangements and reasonable adjustments receive their entitlement, marking and quality assurance within the given time scale.

Tutors will retain all evidence on which a learner's grade is based, including copies of the learner work and any marking records, which will be held securely. Such evidence will be needed to support both the quality assurance and appeals process.

Teachers will not provide students with an opportunity to improve their work, once submitted.

- **Examinations officer (Lynsey Davies / Sam Treweeks)** is responsible for managing the administration of qualifications, including coordinating the collation of entries of learners to the appropriate qualifications, as well as supporting teaching staff and the SLG. The Exam Officer will provide teaching staff with information on the provision of special consideration which does not occur in the same way this year as usual. Special consideration will be awarded by selecting work that has been completed when the learner was unaffected by the special circumstance.

It will be the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand and implement the policy.

2. Subject assessment plans

Each subject will generate a plan that outlines how grades will be awarded. This will include the evidence to be used, the way that grades will be awarded, the date of proposed assessments, the assessment mechanisms including level of control and what the quality assurance arrangements will be in place to ensure consistency and rigour.

Each subject plan will also outline how access arrangements and matters relating to equality will be addressed.

Subject assessment plans will be quality assured by the SLG. Subject specific moderation meetings planned to review the Assessment Plans produced prior to communicating with parents and learners (March 21).

For each qualification, teachers will make use of WJEC assessment frameworks which include descriptors for key grades. Each grade awarded by the college must be underpinned by robust evidence. (Appendix 1)

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

Adapted past paper questions.

The college will make use of WJEC adapted past papers when setting tasks to help determine a grade for each qualification. Adapted past papers have already been externally quality assured; are fully supported by mark schemes; are familiar to both learners and staff. Tutors will ensure that these past papers are incorporated into normal teaching and learning in replacement of other activities undertaken in lessons.

Non-examination Assessment

NEA exists in some subjects. Tutors will use the performance of learners in this element to help contribute towards the determination of a grade. However, tutors will need to consider the weighting of this element to ensure that the grade awarded accurately reflects the overall standard.

Other contributing evidence

- a) Teachers may use evidence from previously completed WJEC or Eduqas past papers which have been externally quality assured and published with an approved mark scheme and completed under appropriately controlled conditions.
- b) Assessments undertaken prior to the publication of the agreed WJEC approach e.g. mock examinations. This type of evidence may be used to confirm a judgement but not necessarily to determine a judgement. The reason for this is that at the time of completion, learners would not have been aware that this piece of work would be required for determining their grade. This is designed to ensure fairness and equity for all learners.

The number of pieces of evidence required to determine a grade will vary per qualification.

Tutors will ensure that there is sufficient opportunity for learners to provide clear evidence to demonstrate competency against the key themes of a qualification; such key themes are documented in the WJEC subject frameworks.

Staff are guided to use the standardised assessment materials (SAMs). However, if subject areas decide to create their own assessment, they MUST consult with their line manager in the first instance, having read the Centre Assessment Creation Guide. Subject staff will also need to evidence that online training has been completed.

The evidence generated will not be completed in the form of an examination i.e. in the Sports Hall with invigilators.

Within the subject assessment plan, teams will specify which assessments they will use, and how the outcomes will be Quality Assured. Quality assurance will take place at Divisional and SLG level and is referenced below in further detail.

3. Centre devised assessments

Staff are guided to use the standardised assessment materials (SAMs) where possible.

If a subject area decides to use a centre devised assessment they should first discuss the implications of doing so and outline their plans to their HOD. Activities MUST meet all of the assessment criteria and make careful reference to the WJECs Centre Assessment Creation Guide.

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

We aim to keep centre-devised assessments to a minimum and have only approved this where learners may have used the recommended past paper questions as part of their formative assessment. Teachers will not write their own questions in these circumstances, they will use a similar question from a past paper by WJEC or another awarding body.

4. Assessment delivery

Assessments will be delivered in a variety of ways depending on the recommended subject specific Assessment Framework.

The SLG will review the subject plans prior to release to ensure they fully adhere to WJEC guidelines and provide clarity and consistency across subjects.
(Appendix 2)

A range of assessments will be utilised to generate the evidence required on which to base a Centre Determined Grade. In the majority of subjects, work already completed by learners will contribute to their grade where that assessment is

deemed to be fit for purpose and the grade awarded an accurate reflection of the learner's ability. In many subjects, coursework will have already been completed and will contribute to the overall grade awarded for that subject. We believe it is important that, where possible, learners are rewarded for the hard work they have already demonstrated and that we keep future assessment to a minimum while adhering at all times to the WJEC frameworks.

Each subject leader has proposed which example from the WJEC framework they wish to follow based on the content already delivered and assessed. In the majority of cases this will involve learners completing a short series of approved WJEC past paper questions during their normal timetabled sessions. In Maths and Science-based subjects, tighter measures may need to be employed due to the nature of the skills and knowledge being assessed.

We would very much hope that these assessments are able to be facilitated on site and face-to-face, however we need to remain flexible in this so that assessments can be undertaken online should Welsh Government impose further lockdown restrictions, or should a large number of learners be required to self-isolate.

Assessments will be carried out under a level of control that satisfies the Centre that the learners work is their own. Subject areas will document the assessment mechanisms in their subject assessment plans.

The College Merthyr Tydfil is committed to ensuring fairness and accuracy for all learners and will support our learners fully throughout this process. The centre will be transparent in its approaches to assessment so that learners and their parents have full confidence that our processes are robust and inclusive.

The following subjects will require a Centre Determined Grade;

GCSE English
GCSE Maths
AS/A2 English Literature
AS/A2 English Language & Literature
AS/A2 Sociology
AS/A2 Psychology
AS/A2 History
AS/A2 Government and Politics
AS/A2 Geography
AS/A2 RS
AS/A2 Welsh
AS/A2 Maths
AS/A2 Further Maths
AS/A2 Biology
AS/A2 Physics
AS/A2 Chemistry
AS/A2 Computing
AS/A2 Law

AS/A2 Business
AS/A2 Art and Design
AS/A2 Photography
AS/A2 Drama
WBQ

5. Quality assurance of assessment and grading decisions

Assessing work will be the responsibility of each tutor who teaches the subject. They will assess the work of the students in their class, using the appropriate WJEC mark schemes to support the accurate awarding of grades. The subject teacher will record the mark and grade awarded. Physical copies of evidence will be retained and stored securely. All tutors will be asked to complete the unconscious bias and making judgement training developed by WJEC.

Overall Grading Decisions

Grades will be decided on a holistic approach but grades must be underpinned by evidence of attainment in areas a learner has covered.

It will not be permitted for subject teachers to issue a Centre Determined Grade based on professional prediction or the potential of a learner in a given subject. Teachers will be required to apply professional judgement and decide whether the knowledge and skills that has been demonstrated by a learner meets the usual standard for a specified grade.

The standard expected for any particular grade is no lower than previous years, but the volume of work completed in the specification will be inevitably lower.

The college will be required to make use of 'best fit' judgements when determining a grade.

Learners are not required to demonstrate all aspects of a grade descriptor in order to be awarded the grade. Learners should be awarded a grade supported by evidence across sufficient breadth of content as determined by WJEC. The same grade may be achieved by demonstrating different combinations of knowledge, skills and understanding.

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

Internal QA processes are well developed and implemented at the college. Ongoing tracking of working grades has been in place since learners started their course.

These working grades are compared to aspirational targets provided by ALPs.

Meetings reviewing performance are minuted. The college will document all decisions through the **learner decision making record**.

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

On this form a clear explanation will be given to help parents and learners understand the reason for the grade that has been awarded. This may form the basis of any appeal enquiry.

Quality Assurance

The purpose of internal standardisation and quality assurance is to:

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

Internal standardisation will also ensure learners of different protected characteristics are included in the sampling and cross checked (to conform with Equality and Disability legislation).

Internal standardisation will involve all those involved in teaching the subject, cross checking the marking across the full range of marks and include learners from each class.

Each subject area will determine the size of the internal moderation sample and identify any conflicts of interest e.g. staff colleagues with their child in the year group/subject area or class.

The exception to this is where a cohort size is less than 10; in this case the whole class cohort will be moderated.

The Head of Division will ensure that the sample of work to be moderated covers the full spectrum of grades and work from all tutors who have prepared learners and assessed work.

In subjects where there is more than one tutor and/or class in the division it is a requirement to carry out Internal Standardisation.

All work sampled will be reviewed anonymously to mitigate the risk of conscious/unconscious bias.

Subject staff will undertake moderation activities, (to establish a consistency in approach towards assessments) as soon as is reasonable and practicable, once the evidence has been submitted.

Learner assessment data (i.e. the students' previous performance in that subject) will form the basis of discussions around the decisions made.

As a result of internal moderation, it may be necessary to adjust a tutor's decision to:

- ☐ Match the standards as established and understood in the guidance provided.
- ☐ Bring judgements in line with those of other tutors in the division.
- ☐ Satisfy requirements in relation to Equality and Disability legislation

The Heads of Division will ensure that the CDGs are in line with the subject's performance in recent years and provide a rationale for any significant variation.

Any variances, adjustments etc. as a result of the internal standardisation process, will be recorded.

A further QA process will be undertaken by the SLG to ensure that the grades awarded are in line with those from previous external examination series. Senior leaders will conduct Grading Review Boards – challenging discrepancies in grades from ongoing tracking as well as sampling IQA activity.

Grading review boards will also include a review of historical data as well as considering Equality issues.

The college will engage in Centre-Centre discussions in order to review its processes of determining grades with leaders in other Centres. This will take place at key milestones of the process from planning to implementation to the review of outcomes. The intention of this process is to further ensure that the awarding of grades is done in a valid, reliable and fair manner.

6. Learner and parents/carers communication

The College will send all learners and parents confirmation of the assessment process and related timelines as well as a current working grade before March 26th 2021.

Detailed communication in relation to the Appeals process will be sent following the Easter break in Mid-April.

Communication about processes will be ongoing and will include online Q&A sessions for parents and learners to allay any concerns.

The involvement of learners and parents and the utilisation of a clear and transparent communications plan will be a priority to instil confidence in the approach used by the school.

Prior to Easter, learners will be provided with:

- ☐ An overview of the CDG process
- ☐ When assessments will be completed
- ☐ What information will be considered by subject teachers when determining their CDGs.
- ☐ A current working grade in each subject of study.

Once Quality Assurance of the Centre Assessment Plan by the WJEC has taken place, parents and learners will be provided with a copy. In addition to the points above, this will also set out:

- ☐ How specific and relevant access arrangements and special consideration have been met

- ☐ The recording of evidence contributing to the determination of their final qualification grade
- ☐ The internal moderation processes that will be undertaken by the college
- ☐ The recording of reviews requested by the learners and the outcome of such reviews (Complaints procedures)

After Easter and by subject teaching and learning, learners will be informed of:

- ☐ Their subject assessment dates
- ☐ The topics that will be covered in each assessment. Please note that learners will not be provided with the assessment to view in advance.
- ☐ The need to ensure that all work completed in assessment activities is their own and that if this is not the case then this would be considered malpractice.
- ☐ Their right to their usual 'access arrangements' if appropriate.

Pupils will be informed of their Centre Determined Grade at by June 11th 2021.

7. Internal reviews and complaints

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

Stage 1: A learner may ask for a provisional grade to be reviewed before submission to WJEC. This may lead to a grade being raised or lowered. The member of staff that undertakes this review process will be an objective member of staff and not the relevant subject teacher.

Stage 2: Once final results have been issued on results days, learners may appeal to WJEC through the college, if a judgement is felt to be unreasonable or erroneous. WJEC may lower or raise the grade following this process.

Stage 3: Learners may request an Exam Procedures Review Service from Qualifications Wales to check whether WJEC has followed the required procedures.

Appendix 1

AS and A2 Subject Assessment Framework 2020/21

Subject	
Number of Learners	
Units to be Assessed (name and number)	
Assessment Framework Example (1,2,3 or 4)	
Details of completed work to contribute to CDG and Assessment Objectives addressed	
Details of Coursework (NEA) to contribute to CDG Assessment Objectives addressed	
Details of further assessment to contribute to CDG Assessment Objectives addressed	
Mode of further assessment (remote, face to face, timed, open book, closed book etc)	
Learners requiring access arrangements	1. 2. 3. 4. 5.
Proposed timeframe including assessment, marking and standardisation dates	
Any further details...	

Appendix 2
AS Assessment Framework
March 2021

Subject	Framework Example	Completed Work	Further Assessment	Number of Further Assessments	Status
AS Drama	Example 1	Unit 1: NEA Coursework	Unit 2: WJEC Past Paper (Entire paper over three sessions open book)	1	Approved
AS Art & Design	Example 1	Unit 1: Personal Creative Enquiry	Unit 1: Personal Creative Enquiry (Continued)	1	Approved
AS Photography	Example 1	Unit 1: Personal Creative Enquiry	Unit 1: Personal Creative Enquiry (Continued)	1	Approved
AS Computing	Example 1	N/A	Unit 1: WJEC Past Paper (Entire paper) Unit 2: WJEC Past Paper (Entire paper)	2	Approved
AS Business	Example 2	Unit 1: WJEC Past Paper (2018)	Unit 2: WJEC Past Paper (Entire paper)	1	Approved
AS Psychology	Example 4	Unit 2: Research Methods/Debate	Unit 1: Centre Devised Questions	1	Approved
AS Sociology	Example 4	Unit 1: WJEC Past Paper (2018)	Unit 2: Centre Devised Questions	1	Approved
AS Law	Example 3	Unit 1: AO1/AO2	Unit 1: Centre Devised Question	2	Approved

			Unit 2: WJEC Past Paper Questions		
AS English Language & Literature	Example 4	Unit 1: Poetry & Creative Unit 2: Streetcar	Unit 2: WJEC Past Paper Question	1	Approved
AS English Literature	Example 3	Unit 1: Streetcar Unit 2: Poetry	Unit 1: WJEC Past Paper Question	1	Approved
AS History	Example 4	N/A	Unit 1: Centre-Devised Question Unit 1: Centre-Devised Question Unit 2: Centre-Devised Question	3	Approved
AS Government & Politics	Example 4	N/A	Unit 2: Centre-Devised Question Unit 2: Centre-Devised Question	2	Approved
AS Geography	Example 3	Unit 1: Coasts/Tectonics Unit 2: Changing Places	Unit 2: WJEC Past Paper Question	1	Approved
AS RS	Example 4	Unit 1: Unit 2:	Unit 1: Centre-Devised Question Unit 2: Centre-Devised Question	2	Approved
AS Welsh	Example 2	Unit 1: NEA (A) Unit 2: NEA (Task 1) Unit 3: WJEC Past Paper Question (B)	Unit 1: NEA (B) - Short individual speaking assessment (5 minutes) Unit 2: NEA – Remainder of written tasks to be	3	Approved

			completed. (Open book completed in students own time) Unit 3 - WJEC Past Paper Question (2019)		
AS Mathematics	Example 4	N/A	Unit 1: Centre- Devised Question Unit 2: Centre- Devised Question	2	Approved
AS Further Maths	Example 2	N/A	Unit 1: WJEC Past Paper (Entire paper) Unit 2: WJEC Past Paper (Entire paper) Unit 3: WJEC Past Paper (Entire paper)	3	Approved
AS Biology	Example 3	N/A	Unit 1: Centre- Devised Question Unit 2: Centre- Devised Question	2	Approved
AS Chemistry	Example 4	N/A	Unit 1: Centre- Devised Question Unit 2: Centre- Devised Question	2	Approved
AS Physics	Example 1	N/A	Unit 1: WJEC Past Paper (Entire paper) Unit 2: WJEC Past Paper (Entire paper)	2	Approved

A2 Assessment Framework

March 2021

Subject	Framework Example	Completed Work	Further Assessment	Number of Assessments	Status
A2 Drama	Example 1	Unit 3: NEA Coursework	Unit 4: WJEC Past Paper (Entire paper over three sessions open book)	1	Approved
A2 Art & Design	Example 1	Unit 2: Personal Investigation	Unit 2: Personal Investigation (Continued)	1	Approved
A2 Photography	Example 1	Unit 2: Personal Investigation	Unit 2: Personal Investigation (Continued)	1	Approved
A2 Computing	Example 1	Unit 5: NEA Coursework	Unit 3: WJEC Past Paper Questions Unit 4: WJEC Past Paper Questions	2	Approved
A2 Business	Example 4	N/A	Unit 3: Centre-Devised Question Unit 4: Centre-Devised Question	2	Approved
A2 Psychology	Example 4	Unit 4: Research Methods	Unit 3: Centre-Devised Questions	1	Approved
A2 Sociology	Example 4	Unit 3: WJEC Past Paper Questions	Unit 4: Centre-Devised Questions	2	Approved

A2 Law	Example 4	N/A	Unit 3: Centre-Devised Question Unit 4: WJEC Past Paper Question	2	Approved
A2 English Language & Literature	Example 1	Unit 3: Extracts on Lear Unit 5: NEA Coursework	Unit 3: WJEC Past Paper Question Unit 4A: WJEC Past Paper Question Unit 4B: WJEC Past Paper Question	3	Approved
A2 English Literature	Example 1	Unit 3: Poetry Unit 4: Lear Extracts Unit 5: NEA Coursework	Unit 4: WJEC Past Paper Question	1	Approved
A2 History	Example 4 (Route 2)	Unit 4: 3 PP Questions Unit 5: NEA Coursework	Unit 3: Centre-Devised Question Unit 4: Centre-Devised Question	2	Approved
A2 Government & Politics	Example 4	N/A	Unit 3: Centre-Devised Question Unit 4: Centre-Devised Question	2	Approved
A2 Geography	Example 4	Unit 3: Bulk Unit 5: NEA Coursework	Unit 3: Centre-Devised Question Unit 4: Centre-Devised Question Unit 4: Centre-Devised Question	3	Approved
A2 RS	Example 4	Unit 3: Unit 4:	Unit 5: Centre-Devised Question Unit 5: Centre-Devised Question	2	Approved
A2 Welsh	Example 3	Unit 4: NEA Coursework	Unit 4: NEA Coursework (C)	2	Approved

		Unit 5: Centre-Devised Question (A)	Unit 5: Centre-Devised Question (B) Unit 6: WJEC Past Paper Questions		
A2 Mathematics	Example 4	N/A	Unit 3: Centre-Devised Question Unit 4: Centre-Devised Question	2	Approved
A2 Further Maths	Example 1	N/A	Unit 4: WJEC Past Paper Question Unit 5: WJEC Past Paper Questions	2	Approved
A2 Biology	Example 4	N/A	Unit 3: Centre-Devised Question Unit 4: Centre-Devised Question	2	Approved
A2 Chemistry	Example 4	N/A	Unit 3: Centre-Devised Question Unit 4: Centre-Devised Question Unit 5: Centre-Devised Question	3	Approved
A2 Physics	Example 2	N/A	Unit 3: WJEC Past Paper Question Unit 4: WJEC Past Paper Question Unit 5: WJEC Past Paper Questions (Practical)	3	Approved

*All centre-devised assessment questions will be adapted from WJEC past paper questions or past paper questions from an alternative Awarding Body.