

MAESTEG
SCHOOL



Centre Assessment Policy

Summer 2021

Created March 2021



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: Maesteg School	Centre Number: 68545
Policy adopted by Board of Governors on (insert date):	Policy issued to staff on (insert date):
Member of staff responsible for the policy: Mr Neale Jones	

Statement of Intent

The purpose of this Centre Policy is:

- to ensure that Centre Determined Grades (CDG) are conducted fairly, consistently, free from bias and effectively within and across departments and maintained throughout the process
- to ensure the operation of effective processes with clear guidelines and support for staff
- to ensure that all staff involved in the processes clearly understand their roles and responsibilities
- to support teachers to take evidence-based decisions in line with Qualification Wales requirements
- to achieve a high standard of internal quality assurance in the allocation of CDGs
- to ensure the centre meets its obligations in relation to equality and disability legislation
- to ensure we meet all requirements set out in the Special Regulatory Conditions, Joint Council for Qualifications and Awarding Organisation instructions for Summer 2021 qualifications.

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

1. Roles and responsibilities

Chair of Governors

- The Chair of Governors has overall responsibility for ensuring that all school policies are examined by the Governing Body and ratified when regarded as being fit for purpose. This would include all policies relating to assessment and equality and diversity.
- The Chair of Governors also sits at the top of the school's complaints procedure and will chair any meeting that is called due to non-compliance with any such policy.
- The Chair of Governors is responsible for forming relevant sub-committee groups in order to review any updates and amendments to policies on an annual basis.



The Headteacher

- The Headteacher has overall responsibility for the safe and effective day to day running of the school.
- The Headteacher is responsible for ensuring that the school has up to date and effective policies in all areas of assessment and equality and diversity including policies on equality and diversity, Public Sector Equality Duties, examinations, NEA's and internal QA processes relating to the awarding of Centre Determined Grades (CDGs).
- The Headteacher is responsible for allocating staff to develop such policies and to ensure that such policies are fit for purpose.
- The Headteacher, via her Senior Leadership Team, is responsible for ensuring that all staff adhere to the requirements of the policies and follow any procedures set out within them.
- The Headteacher will allocate senior staff to a faculty in order to line manage all aspects of faculty management, including the assessment process relating to Centre Determined Grades.
- The Headteacher is responsible for ensuring that all aspects of the assessment process, including the allocation of Centre Determined Grades, is carried out in a fair and professional manner.
- The Headteacher is responsible for signing the Centre Declaration Form by which she is confirming that all assessments and Centre Determined Grades have been conducted and awarded in a fair and professional manner.

Senior Staff Involved in quality assurance of assessment plans and final decisions.

- All Senior Staff within the school have been allocated a Faculty to line manage.
- The Senior Staff will ensure that all assessment procedures that are conducted by the faculty staff are carried out in accordance with the school Centre Assessment Policy.
- Senior Staff will ensure that subject leaders (largely Directors of Learning) are familiar with all up to date guidance from Qualifications Wales and WJEC in relation to development of their assessment plans.
- Senior Staff will ensure that any necessary training is brought to the attention of Directors of Learning/Subject Leads via the WJEC Professional CDG Learning programme.
- Senior staff will quality assure the faculty assessment plan before it is submitted to form part of the Centre Assessment Policy.
- Senior staff will ensure that all members of the faculty that they line manage are totally familiar with all procedures that are required to be followed with respect to the awarding of Centre Determined Grades.
- Senior staff will ensure that a robust Quality Assurance process is carried out when final CDGs are awarded that conforms to the Centre Assessment Policy.
- Senior staff will sign the faculty/subject assessment plan to say that they are happy with its contents.
- Senior staff will sign off on all CDGs awarded by the faculty/subject before they are submitted to WJEC.
- Senior Leaders will assist the Director of Learning/Subject Lead in any process involving a review or appeal against a CDG.



ALNCO

- The ALNCO will ensure that all pupils who are entitled to Access Arrangements receive their entitlement where possible under current circumstances.
- The ALNCO will base their decision on entitlement by analysing information from observations, ALN provision and teacher/support staff feedback obtained throughout KS3 – 'normal way of working'. Information obtained from National Test Scores is used as historical evidence.
- The ALNCO will ensure that an appropriate formal assessment is carried out by the SPLD coordinator (who has obtained the necessary qualifications in order to conduct this assessment) in order to evidence need.
- The ALNCO will then ensure that a formal AAO application is made and formal guidance is followed using Access Arrangements and Reasonable Adjustments (AARA).
- The ALNCO will then distribute a spreadsheet to all staff detailing any pupil requirements/entitlements.
- If implementation of any Access Arrangement entitlement is not feasible due to current circumstances, the ALNCO will ensure that any CDG awarded is adjusted to reflect a grade that would have been obtained if the Access Arrangement entitlements were in place.

Directors of Learning/Subject Leaders

- DOLs/Subject leaders are responsible for ensuring that the assessment plans that are created are in line with the requirements of the Centre Assessment Policy and WJEC guidelines.
- DOLs/Subject Leaders are responsible for ensuring that all staff within their department have a clear understanding of all assessment procedures and that initial CDGs that they award their learners are awarded in line with procedures set out within the school's Centre Assessment Policy.
- DOLs/Subject Leaders must ensure that all CDGs that are awarded are subject to the rigorous quality assurance process as detailed in the Centre Assessment Policy.
- DOLs/Subject Leaders must work with their SLT link to ensure that the grades awarded to their learners are equitable to learners of a similar standard in other subjects across the school. Historical performance of the pupils in the subject must also be considered.
- DOLs/Subject Leaders are responsible for the safe and secure storage of Learner Decision Records once these have been completed.
- DOLs /Subject leaders must ensure that any evidence used to award a CDG is stored in a safe and secure location in the event that it may be required for any subsequent review or appeal. DOLs must record the names of all staff who have access to this storage.
- DOLs/Subject Leaders will be responsible for providing any evidence that is required following a review or appeal against a CDG that has been awarded. They will be responsible for any explanation needed whilst receiving support from their SLT link.

Teaching Staff

- Teaching staff are responsible for ensuring that any assessment tasks used to award CDGs are completed according to the Centre Assessment Policy.
- Teaching Staff are responsible for ensuring that the CDGs that they award are a valid, reliable, fair, and unbiased reflection of the assessed evidence for each learner.



- Teaching staff are responsible for ensuring that any work that is submitted which has completed outside of a High Level controlled school environment is the candidates own work according to the Centre Assessment Policy (based on current JCQ guidelines).
- Teaching Staff are responsible for ensuring that the CDGs they award are recorded on Learner Decision Records and that these records, along with any evidence used to determine CDGs are stored safely and securely as directed by the Director of Learning/Subject Leader and according to the Centre Assessment Policy.

Examinations Officer

- The Examinations Officer is responsible for ensuring that all learner examination entries are correctly entered before any relevant deadlines.
- The Examinations Officer is responsible for the day to day organisation of examination and assessment locations including the supply of necessary equipment and ensuring that all necessary examination regulations are adhered to.
- The Examinations Officer is responsible for ensuring that all correct examination materials have been supplied to the examination boards.
- The Examinations Officer is responsible for overseeing the receiving of examination results on results day and dealing with the examination boards if there are any queries.
- The Examinations Officer is responsible for submitting any examination grade appeals following instruction from subject leaders and Senior Staff.

2. Subject assessment plans

Directors of Learning (DOLs) have been given online training and advice by senior staff on the guidance that has been produced by WJEC with respect to the production of assessment plans. This advice/training has been in the form of:

- Training/advice via live Teams meetings
- Summary documents produced and distributed detailing important aspects of WJEC guidance.
- Copies of all WJEC guidance documents have been supplied to DOLs along with instructions that they must be read.
- Live Teams meetings have taken place following distribution of these materials in order to provide Q&A opportunities as well as a forum for discussion.
- Instructions to staff familiarise themselves with the WJEC training videos on the secure website according to a school produced schedule.

DOLs will develop their assessment plans based on WJEC guidance. DOLs will almost exclusively base their assessment plans around assessment tasks that use WJEC developed questions, mark schemes and support material. Use of such material will mean that WJEC requirements will be met so that assessment tasks will be:

- Valid
- Reliable
- Fair
- Unbiased
- Objective
- Manageable
- Conform to Public Sector Equality Duties



DOLs have been provided with a template to enable them to develop their assessment plans. This will ensure a level of uniformity for these assessment plans along with a sound basis for covering all required content. A template was produced by senior staff and distributed to DOLs.

This template requires DOLs to clearly state:

- The type of assessment task (Past Paper Task, Mock Exam etc.)
- Where has content been drawn from (WJEC questions etc.)
- What Assessment Objectives are being assessed by the assessment task.
- What form of mark scheme has been used
- Duration
- Location
- Feedback given (if any)
- Learner supervision/control details
- Quality Assurance Processes
- Storage of Learner Decision Records and Evidence
- How is authenticity and plagiarism managed
- Learners that require Access Arrangements along with what these arrangements are.
- When the ALNCO will meet with the DOL do discuss how Access Arrangement requirements will be met.

This template also requests further information from DOLs if they decide to use Centre Deviced Assessment Tasks such as how will they ensure validity, reliability, objectivity, fairness, lack of bias, conformity to PSEDs etc.

Following initial construction of their assessment plan, DOLs will share their plan with their SLT link so that the plan can be quality assured and to check that it meets all of the requirements of the Centre Assessment Policy (16.03.21). Any alterations that are deemed necessary for the assessment plan to conform with the Centre Assessment Policy must be made at this stage.

SLT will attend a final moderation meeting where one exemplar assessment plan from each subject will be shared (17.03.21). Feedback from this meeting will be provided to DOLs and assessment plans adjusted accordingly.

Following this “signing off” of the assessment plan, the DOL will then share the assessment plan with all faculty staff during the weekly faculty meeting (WB 22.03.21)

DOLs will conduct a monitoring process to ensure that all staff are following the assessment plan. This will involve all assessments that are to be used to determine CDGs being scrutinised by the DOL and as a final quality assurance stage, having them checked by the SLT link during weekly faculty meetings.

3. Centre devised assessments

Directors of learning have been encouraged to use WJEC suggested material within the initial assessment framework or other WJEC content when setting and assessing assessment tasks used to generate CDGs. This will mean that the content will already have been subject to rigorous checks with respect to its validity, reliability, fairness, lack of bias, objectivity, manageability and compliance with Public Sector Equality Duties.

If for whatever reason, teaching staff decide to use a centre devised assessment, then additional evidence will be required to ensure compliance with the considerations mentioned above. All



Directors of learning have been instructed to read the WJEC Centre Assessment Creation Guide as well as to watch the associated video on this topic on the WJEC secure website. Any centre devised assessment will be subject to a vigorous QA process involving senior staff at the school as well as being sent off for consideration to the WJEC subject officer as part of the subject assessment plan.

4. Assessment delivery

- Additional assessments deemed necessary for the awarding of CDGs will commence the week beginning Monday April 12th.
- DOLs have been encouraged to use WJEC suggested tasks where possible.
- DOLs will ensure that enough tasks are completed to ensure that there is sufficient coverage of all AOs and to ensure sufficient evidence is obtained in order to award a fair and accurate CDG.
- SLT link will be provided with all requests for assessments by Friday 19th March to enable an assessment timetable to be drawn up ready for the week beginning 12th April.
- The assessments will be delivered according to a timetable which will have the aim of spreading the assessments out in such a way as to attempt to minimise undue pressure on learners and staff.
- Assessments will be completed as part of the normal teaching and learning process in a classroom environment.
- Assessments will be delivered according to the subject assessment plans.
- Assessments will be conducted under controlled conditions as appropriate, according to WJEC and JCQ NEA guidelines.
- Assessments tasks will be completed under three levels of control (see CDG adapted school Examination and NEA policies which can be accessed via the following link <https://www.maestegcs.bridgend.sch.uk/examination-policies/>)
 - **High Level control** – Full exam conditions as required by JCQ/School examinations policy that has been adapted for CDGs.
 - **Medium Level control** – JCQ NEA guidance – Section 4 (with particular reference to adaptations contained in the “Notice to Centres” update of March 17th 2021). [Notice-to-Centres-NEA-June-2021-v2-1.pdf \(jcq.org.uk\)](#)
 - **Low Level control** – Completed at home without supervision following JCQ guidance as above. This includes :
 - Comparing unsupervised work with work completed in class.
 - Comparing work to that of work submitted by learners of similar ability
 - Reviewing work for evidence of corrections
 - Face to face Q&A sessions where necessary
 - Setting and recording specific timescales for setting and completion of work.
- Any assessments that are intended to be carried out under Medium or Low Control conditions must be agreed by SLT link.
- All learners must sign a Learner Work Authentication Form if an assessment was conducted under Medium or Low control conditions.
- Students will have no prior knowledge as to where assessment content has been drawn from.
- Where a past paper has been split into sections for delivery on different occasions, only the assessment material used on that particular day will be known to the student.
- **Skills Challenge Certificate:** Pupils at the school will be following either of the two available “Routes” that have been prescribed by WJEC depending on the content that has



already been covered. The project was/will be completed under Low Level control as described in the School NEA policy and the challenges will be completed under Medium Level control. All work will require a Learner Work Authentication Form to be completed by the learner as described above.

- Once assessments have been completed, they will be immediately collected by the DOL and stored in a safe and secure location in readiness for the commencement of the moderation/quality assurance process.
- ALNCO to meet with DOLs to ensure Access Arrangements have been considered.
- The school will ensure that the assessments are delivered in line with its conflict of interest policy, accessed via the following link <https://www.maestegcs.bridgend.sch.uk/wp-content/uploads/2021/03/Maesteg-School-Conflict-of-Interest-Policy.pdf>
- There is one example where the school has had to enact this policy and all relevant procedures have been applied.
- Any instances of malpractice will be dealt with according to the School's Malpractice Policy which can be accessed using the following link <https://www.maestegcs.bridgend.sch.uk/wp-content/uploads/2021/03/Maesteg-School-Malpractice-Policy-1.pdf>
- The school will ensure it meets data protection and processing regulations. This may result in modifications to existing policies and practices. However, it is anticipated that joint examination regulators may coordinate this to provide assurances that data is handled appropriately and for the intended purpose.
- In developing an approach to centre determined grades in 2021, the school has taken steps to ensure it meets its Public Sector Equality Duty. This is a legal requirement and forms part of the Equality Act (2010), which ensures due regard to the need to
 - Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act (2010).
 - Advance equality and opportunity between people who share a relevant protected characteristic and those who do not.
 - Foster good relations between people who share relevant protected characteristics and those who do not.
- The use of WJEC standardised materials as described in Section 2 will ensure that the requirements of this duty are met.

5. Quality assurance of assessment and grading decisions

- Subject assessment plans will be quality assured according to the process described in Section 2.
- Once assessments have been completed, they will be marked using WJEC generated mark schemes and grading criteria (or mark schemes that have been written to ensure compliance with the WJEC Centre Devise Assessment guidance if centre devised assessments have been used).
- Once assessments have been completed and marked, DOLs will arrange for a sample of work from each class to be moderated (2 low, 2 middle and 2 high ability) in a faculty meeting using the following process:
 - Original marking of the class teacher will be in red pen.
 - The work will be re-marked by another subject specialist in green pen.
 - A final moderation will be completed by the DOL and any comments/adaptations will be recorded in purple.



- Following this moderation, information will be communicated back to the class teacher and any grades awarded will be adjusted accordingly.
- If there are faculties/subjects where this moderation process cannot be completed due to small staff numbers, the following procedure will apply:
 - The initial assessment will be marked in red pen by the class teacher.
 - A sample of learner work is selected (two low, two middle and two high ability) which will be re-marked by another subject specialist within the faculty using a green pen.
 - The Director of Learning will then complete a final moderation even though they are not a subject specialist.
 - The red and green markers will explain their justification for their marking and the Director of Learning will record their final judgements in purple pen.
- If the DOL is the only teacher of the subject, then the following procedure will apply:
 - The initial assessment will be marked in red pen by the class teacher (Director of Learning).
 - A sample of learner work is selected (two low, two middle and two high ability) which will be re-marked by another subject specialist within the faculty using a green pen.
 - The red marker (DOL) will then have a moderation discussion with the green marker and following this discussion the DOL will make a final judgement on the work in purple pen. If there is any disagreement between red and green markers about what final grade should be awarded, the matter will be referred to the SLT Line manager.
- The Headteacher will calendar an INSET date which will be devoted to the faculty moderation process (Thursday 6th May).
- Once moderated by the faculty and agreed by the DOL, initial CDGs will be entered on the Learner Assessment Record. Previous historical attainment of learners in the subject will also be considered using data from SMID.
- The DOL will now meet with their SLT link who will QA the initial CDGs. It is at this point that the DOL and SLT link will **also** analyse recent historical performance of the faculty using data from SMID.
- A final decision will be made on the CDGs and any adjustments that are needed to the Learner Assessment Record will be made and recorded on The Grade Adjustment Form provided.
- The Learner Assessment Record, The Grade Adjustment Form and all evidence used to arrive at the awarding of a grade will be safely and securely stored in readiness for any request for a review of the initial CDG or appeal.
- The final part of the QA process will involve all SLT link staff attending a moderation meeting where sampling of student assessment tasks from each subject is undertaken (week commencing Monday 7th June). This will ensure equitable grade allocation on a school wide basis.
- Once again, any adjustments to student CDGs will be recorded on The Grade Adjustment Form which will then be returned, along with any student work to the secure location.
- The initial CDGs (following the conclusion of any initial CDG review) will be entered on the official WJEC site and the Head of Centre Declaration Form will be signed by the Headteacher.



6. Learner and parents/carers communication

The school will share its plans for the assessment of learners and awarding of CDGs with learners and parents/carers during the week beginning Monday 22nd March. This information will be posted on the school website as well as being sent out via email using the school's "in touch" system.

This information will include:

- What guidance has been used to develop the school's procedures for determining CDGs.
- What type of assessments will be used to determine CDGs.
- The schedule for any upcoming assessments that will be used to determine CDGs.
- Internal Quality Assurance procedures.
- Information on the Appeals Process.

Initial CDGs will be shared with learners and parents/carers on Friday 11th June

7. Internal reviews and complaints

Initial Guidance from Qualifications Wales which was published on March 4th 2021 has stated that a 3 stage review process will be in place for summer 2021 examinations. There will be further guidance on the area of reviews/appeals in the near future and the school undertakes to read this documentation and make any amendments to the procedures below if required.

Stage 1 - a request for a review of the initial CGD will be carried out by the school on the grounds of judgmental or procedural error. This process will consist of:

- A member of SLT being appointed to check for any procedural error.
- If no procedural error is found the member of SLT will instruct the Director of Learning/Subject Leader to produce all evidence that was used to determine the grade that was awarded. If there is obvious evidence that an error has been made with respect to the awarded grade, the member of SLT will instruct the Director of Learning/Subject Leader to change the grade and amend the Learner Decision Record.
- If the member of SLT and Director of Learning/Subject Leader do not agree at this point, the evidence will be presented to the Headteacher for a final decision on what grade should be awarded.
- If following this process, it is agreed that the grade should be amended, the candidate will be informed of this decision at the earliest opportunity.
- If there is agreement between the member of SLT and the Director of Learning/Subject Leader that the initial CDG is a correct result, the candidate will be informed and they would be afforded the opportunity of attending a meeting in school (with a parent/carer if requested) to discuss the grade.
- This meeting will be conducted by the Director of Learning/Subject leader with support from the SLT link.
- The evidence used to arrive at the CDG will be presented and explained to the candidate (along with any accompanying person).
- If the candidate (parent/carer) feels that the grade is not appropriate following this explanation, then they will be directed to request an appeal to WJEC via the school.



Stage 2 - 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.

Stage 3 - a request to Qualifications Wales for an Exam Procedures Review Service (EPRS) to review whether WJEC has followed the required procedures.