



The John Frost School Centre Assessment Policy 2021

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: to ratify the policy

Headteacher (HT): to manage and lead the Deputy Headteacher and Assistant Headteacher (Standards) in writing and implementing all stages of the assessment policy; to ensure that the internal quality assurance process has been completed effectively; to sign the Head of Centre Declaration

Deputy Headteacher (DHT): to write and implement all stages of the centre assessment policy

Assistant Headteacher (AHT): to support the Deputy Headteacher to write and implement all stages of the centre assessment policy

Assistant Headteacher ALNCO: to oversee the provision of assessments/grading/access arrangements for all ALN students

Heads of Department (HOD): to write and implement subject assessment plans in line with the centre assessment policy

Teaching Staff: to follow the subject assessment plan in liaison with their Head of Department (HoD)

Examinations Officer: to manage entries and submission of marks. To ensure all access arrangements are met for ALN students.

Reprographics: to photocopy all assessments and mark schemes according to the timelines of HoDs' assessment plans

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.

2. Subject Assessment Plans

- 2.1 For each qualification, HoDs will devise subject assessment plans ensuring that they meet the WJEC Qualification Assessment Frameworks.
- 2.2 The subject assessment plans will refer to 'anchor assessments'; these assessments will be in the form of WJEC provided assessment materials and mark schemes, and any NEAs relevant to the subject.
- 2.3 The assessment plans will also refer to 'subsidiary assessments'. These are any pieces of assessment that may have been completed throughout the course that can be used to support the CDG awarded. The department will decide on a holistic, best-fit approach to the CDG awarded, with the anchor assessments providing the greatest weighting wherever possible. The subsidiary assessments will be used as part of a holistic approach to awarding the CDG.
- 2.4 HoDs will avoid creating their own assessments and mark schemes wherever possible. Where this is unavoidable, HoDs will have completed all training on the creation of assessment materials and mark schemes. If a HOD creates their own assessments this must be agreed by the Line manager, Assistant Headteacher (standards) and Deputy Headteacher.
- 2.5 To quality assure subject assessment plans, these will be submitted to line managers (member of leadership) for consultation and discussion.
- 2.6 Approved subject assessment plans will then be shared with all members of the department by the HoD to ensure clarity for all teachers.
- 2.7 Subject assessment plans will include set dates for standardisation and moderation sessions for departments, which will take place after each anchor assessment is completed. There will also be a process of moderation for any subsidiary assessments completed within each department and qualification. Standardisation training will take place using the WJEC marked exemplars.
- 2.8 Subject assessment plans will be monitored by line managing members of the leadership team throughout the process. All subject assessment plans must be confirmed by Assistant Headteacher (standards) and Deputy Headteacher.

3. Centre Devised Assessments

- 3.1 All students will be given the opportunity to sit the WJEC devised assessments and the WJEC provided mark schemes will be used to determine the grade provided. These will be known as anchor assessments.
- 3.2 For those students who have not completed anchor assessments, subsidiary assessments will be gathered to provide evidence of the Centre Determined Grade.
- 3.3 While the standard expected for any particular grade will not be lowered or raised 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 progress to their next stage of learning and/or employment.
- 3.4 The number of pieces of evidence required to determine a grade will vary per qualification. Teachers will ensure there is sufficient opportunity for students to provide clear evidence to demonstrate competency against the key themes and skills, as specified in each WJEC Qualification Assessment Framework. It may be that relatively few pieces of clear evidence would be sufficient to demonstrate attainment across overarching key themes for many qualifications.

4. Assessment Delivery

- 4.1 Work will be completed independently by students, under similar 'control levels' to existing arrangements, which are supervised by teachers, for non-examination assessment. This is to ensure evidence produced is the student's own. Wherever possible, this work will be completed in class in place of standard work, which is then assessed.

4.2 The examinations officer will devise arrangements for students who have access requirements and these will be adhered to.

4.3 All NEA work being used as part of the assessment plan will be sat according to the centre policy and WJEC policies on NEA task setting and completion.

4.4 In cases where students are at home, students will be prepared for the assessment via live lessons and stream videos. Students will be allocated times to complete their assessments and will submit these via Teams on Hwb or these will be returned directly to the school if paper based. Where this is the case, the school will introduce mechanisms to support authenticity of student's work by ensuring the 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 student.

4.5 Teachers will be mindful that work completed at home is broadly in line with previous work submitted by a student. Any suspected cases of plagiarism or malpractice will be challenged and addressed on a case-by-case basis.

4.6 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. Students 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.

4.7 Assessments will be held securely by teachers in a locked cupboard/drawer.

4.8 Teachers will record marks on the spreadsheet provided by the WJEC.

4.9 Marks of individual anchor assessments and comments will remain confidential and students will not be told the results of individual anchor assessments.

4.10 The subject teacher will keep a record to clearly document the rationale for grade decisions, in line with the expectations from the school. This will include clarity of explanation which enables students and parents/carers to understand grades awarded. The HoD will monitor the records kept by subject teachers.

4.11 Decisions will not be communicated to students and/or parents/carers by individual staff within the subject or the school until Centre Determined Grades are released.

4.12 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.

4.13 Key Stage Four and Five staff within departments will complete the relevant WJEC pre-recorded training and read relevant guidance materials. Heads of Department will also read/watch and disseminate relevant training/guidance. Heads of Department will coordinate key parts of the training to be completed by their departmental staff.

4.14 All students with ALN and/or access arrangements will be accommodated appropriately. The exams officer will keep a list of these students and liaise with HoDs regarding their needs for each anchor assessment. The ALNCO will liaise with HoDs about particular needs of ALN student/students with access arrangements during the preparation for and sitting of anchor assessments.

4.15 Formative feedback will be provided to students as part of the teaching and learning process between Easter and Half Term. This formative feedback will be provided in line with the departmental assessment policy. Formative feedback will not be provided on specific anchor assessments.

5. Quality Assurance of Assessment and Grading Decisions

5.1 Internal moderation processes are designed to verify standards and seek to ensure fairness and equity for all students.

The school will apply the following approach to the assessment of evidence:

- The teacher will assess the students' work in green pen, using WJEC mark schemes to support the accurate award 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.
- Heads of Department will ensure that the sample of work to be moderated covers the full spectrum of grades and all teachers who have assessed work;
- Moderation activities may involve a number of teachers. Therefore, where a piece of evidence is moderated, additional comments by a separate member of staff will be made in red pen;
- Heads of Department or senior staff within the department will review any discrepancies, with comments made in purple pen.
- At all stages, appropriate forms (either provided by WJEC or school developed) will be retained as evidence to support the final determined grade.
- No one member of staff will be able to both assess and verify the evidence of a student. In departments 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 student), will need to be declared, and suitable mitigation in place to ensure the process.
- The leadership team will also randomly sample anchor and subsidiary assessments to quality assure assessment to ensure accuracy, reliability and fairness.

5.2 The school will record all evidence of CDGs on the WJEC provided spreadsheet. This will include clarity of explanation which students and their parents/carers will understand.

5.3 Records will be kept from internal moderation to standardise work and verify performance.

5.4 The school will record the reviews requested by students and the outcome of these, along with reasons for the decision.

5.5 Staff will not undertake any marking of assessment tasks completed by students in their own classes where possible. Cross-set marking will be undertaken where possible to avoid any unconscious bias.

5.6 The school will 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; and
- Foster good relations between people who share relevant protected characteristics and those who do not.
- The evidence gathered by the school to support the determination of grades will make use of standardised materials, produced by WJEC. This includes the use of adapted past-paper questions, and mark schemes. These materials 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. This approach, and individual subject assessment plans, ensure that arrangements for those students entitled to concessions are met. Moderation activities will ensure that a broad range of students, which include those from protected characteristics, are included. This is to enable the school to ensure that its approach contributes to the equality of opportunity.

- 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.
- The school will devise an Equality Impact Assessment Plan that all staff will read and sign, being aware of what they are responsible for.

5.7 Subject assessments plans will be monitored throughout the process by line managing members of the leadership team.

5.8 The centre will complete WJEC training on all relevant areas covered and this will be signed off by Heads of Department within their subject assessment plan.

5.9 The centre will work within the Newport secondary schools collaboration to determine policies, to quality assure plans and assessment and to moderate a range of students' work from a range of subjects and levels.

6. Students and Parents/Carers Communication

6.1 An overview document of the processes for the summer exam series will be given to all parents. All parents will be provided with a timeline.

6.2 All students will watch a centre devised clip devised by the Assistant Headteacher (standards) sharing an overview of what evidence will be gathered and how. All students will be provided with a student-friendly timeline.

6.3 The information to parents and students will also include reference to access arrangements and special consideration; the decision making record which aids students and their parents/carers to understand the final evidence that will contribute to the determination of their final qualification made; the appeals process, the training staff have received and the moderation and quality and assurance process.

6.4 All students with ALN and/or access arrangements will be accommodated appropriately and parents informed of any particular issues in relation to these arrangements. The exams officer will keep a list of these students and liaise with HoDs regarding their needs for each anchor assessment. The ALNCO will liaise with HoDs about particular needs of ALN students/students with access arrangements during the preparation for and sitting of anchor assessments. Parents are able to contact the school at any time to discuss their child's ALN and to discuss this in relation to the awarding of CDGs in 2021.

Amendment 29/04/21

6.5 On the day of the CDG release, students will receive a list containing their qualifications and the Centre Determined Grade for each qualification. Students may then request the decision-making record for the Centre Determined Grades within 48 hours.

6.6 Collaboration students will receive their Centre Determined Grades in line with that school's policy on the release of Centre Determined Grades

7. Internal Reviews and Complaints

At the time of writing, the process of reviewing centre grades and the appeals processes has not been finalised.

7.1 Currently the position is thus: the school will share the CDG on the centre determined date. At this point, the student grade will be provisional. Where a student is satisfied with the grades determined by the school, there is no further action.

7.2 A student who is not satisfied with their grade will be able to appeal their grade. The appeals process will have three stages:

- 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;

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

At the centre, a student will be required to fill in an appeals form stating the reason they believe the grade is incorrect. The appeals process will be consistent across all Newport secondary schools to ensure fairness and consistency of approach. The reasons for believing a grade is incorrect could be:

1) Administrative error

2) Student has reason to believe their grade should be higher

- Appeals form is submitted to AHT (Standards) and reviewed by AHT, DHT and HT.
- In association with DHT, AHT reviews all evidence, including anchor assessments and subsidiary assessments; moderation minutes; records; historical data tracking on the individual student; previous test records.
- AHT consults with HoD and considers the evidence.
- AHT presents information to DHT and HT and a decision is made on the grade awarded.
- Appeal is upheld and grade is changed OR current grade is upheld.
- A letter is sent to the student and their parent to explain the decision made.

If a student/parent wishes to make a complaint in relation to CDGs, he/she will be given access to the existing complaints policy and this will be followed by the centre.

Review process for collaboration students:

- Student requests a review and submits the request to home school.
- Home school sends this request for a review to the teaching school.
- Teaching school undertakes the review.
- Teaching school sends the result of the review to the home school who then conveys the result to the student.

8. Professional learning

8.1 Working with Welsh Government, Qualifications Wales and WJEC, the school will ensure that appropriate training is provided to staff at all levels in order to ensure that the assessment plan, and associated processes, are implemented fully.

8.2 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.

8.3 Key Stage Four and Five staff within departments will complete the relevant WJEC pre-recorded training and read relevant guidance materials. Heads of Department will also read/watch and disseminate relevant training/guidance. Heads of Department will coordinate key parts of the training to be completed by their departmental staff.

Centre policy portability across jurisdictions

Centre Name: The John Frost School

Centre Number: 68358

As this centre is located in Wales, this section outlines our approach to Ofqual-regulated awards, where it differs from those of WJEC and to whom a Centre Policy or equivalent has been submitted.

A. Centre policy portability

This section outlines our approach to the grades determined by this centre for Ofqual-regulated qualifications only where the requirements differ from those in my centre's jurisdiction.

- *Our arrangements for ensuring confidentiality of teacher assessed grades for Ofqual-regulated qualifications are compliant with those outlined in the JCQ Guidance on Release of Results, June 2021.*