



# Centre Assessment Plan

## Summer 2021

Version: 2 (pending Governing Body ratification)

Publication date: 14 April 2021

Centre number: 68747

### 1. Introduction

- 1.1 On 22 January 2021, the Minister for Education agreed and accepted as policy the revised proposals of the Design and Delivery Advisory Group (DDAG). Learners undertaking GCSE, AS and A levels approved by Qualifications Wales will have their qualifications awarded through a Centre Determined Grade (CDG) model. This means that grades awarded to learners in summer 2021 will be based on the school's assessment of the learner's work.
- 1.2 This Centre Assessment Plan sets out the school's approach to determining grades for those qualifications which are regulated in Wales only.
- 1.3 In designing its approach, the school has given due consideration to the 'Guidance on alternative arrangements for approved GCSEs, AS and A levels' (version 3.0) published by Qualifications Wales on 23 March 2021.
- 1.4 In forming this plan, the school has applied its own missional objectives of improving excellence, increasing equity and deepening faith to enable learners to progress to their next stage of learning, training or employment.

### 2. Aims

2.1 The aim of this Centre Assessment Plan is to:

- Ensure that CDGs are conducted fairly, consistently, free from bias and effectively within and across departments and maintained throughout the process;
- Ensure the operation of effective processes with clear guidelines and support for staff;
- Ensure that all staff involved in the processes clearly understand their roles and responsibilities;

- Support teachers to take evidence-based decisions in line with Qualification Wales requirements;
- Achieve a high standard of internal quality assurance in the allocation of CDGs;
- Ensure the school meets its obligations in relation to equality and disability legislation;
- Ensure the school meets all requirements set out in the Special Regulatory Conditions, and the Joint Council for Qualifications and Awarding Organisation instructions for Summer 2021 qualifications; and
- Ensure every reasonable effort is made to protect the wellbeing of learners and staff.

### 3. Roles and Responsibilities

- 3.1 The **Chair of Governors** will seek approval of this policy from the full Governing Body, and incorporate it into the policy documentation of the school.
- 3.2 The **Headteacher** and **Senior Leadership Team** will ensure the proper conduct of all CDG assessments and the associated processes. This will include the formulation of this Centre Assessment Plan and 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, and providing any necessary training for staff. The Senior Leadership Team will quality assure the grades to be awarded to ensure consistency in outcome and ensure they are in line with grades awarded in previous years.
- 3.3 The **Additional Learning Needs Coordinator** will ensure that all staff are aware of the necessary access arrangements, and reasonable adjustments for learners who are entitled to these. The Additional Learning Needs Coordinator will also coordinate the provision of additional support as they would do in normal circumstances.
- 3.4 **Subject Leaders** will work closely with the Senior Leadership Team to ensure the appropriate conduct of assessments (including the provision of access arrangements). This will include the preparation of learners, the collection and recording of marks, the secure storage of assessments and engagement with the quality assurance process. Subject Leaders will identify any conflicts of interest and determine how they will be managed in collaboration with the Headteacher, following guidance from WJEC. Subject Leaders will identify and meet any training needs for the staff involved in assessments to allow them to correctly run and administer the assessments.
- 3.5 **Teachers** will work under the direction of Subject Leaders and ensure that they follow this policy. Teachers will retain all evidence on which a learner's grade is based, including copies of the learner's 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.

- 3.6 The **Examinations Officer** will be 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 Senior leadership Team.
- 3.7 It will be the responsibility of **all staff** involved in the generation of CDGs to read, understand, and implement the policy.

#### **4. Subject Assessment Plans**

- 4.1 There will be a Subject Assessment Plan for every qualification that is undertaken in the school and regulated in Wales. These plans will set out the evidence to be used and the process of awarding grades.
- 4.2 As far as is practicable, all Subject Assessment Plans will be based upon assessment materials approved by the examination board. These may include Sample Assessment Materials, Non-Examination Assessments, Past Examination Papers and examination board-approved assessment support materials. In so doing, learners can have confidence that assessments are valid, reliable and fair.
- 4.3 All Subject Assessment Plans will be agreed between Subject Leaders and a member of the Senior Leadership Team. This quality assurance process will ensure that Subject Assessment Plans meet the WJEC Qualification Assessment Frameworks.
- 4.4 Assessment evidence will come from content taught to the learner, on adapted specification content, during the course of study for the qualification.
- 4.5 The number of pieces of evidence to support judgements will vary between qualifications but will be broad enough to demonstrate attainment across the overarching themes of the qualification.

#### **5. Centre-Devised Assessments**

- 5.1 There will be no Centre-Devised Assessments.

#### **6. Assessment Delivery**

- 6.1 As far as is practicable, all assessments will take place within the controlled environment of the classroom. **Exceptions may apply for larger classes, to ensure assessment integrity and provide confidence that a learner's work is their own.**
- 6.2 Learners will not be provided with assessments in advance.

- 6.3 All assessments will take place between 19 April 2021 and 28 May 2021. Every effort will be made to schedule assessments regularly throughout the duration of this assessment period.
- 6.4 As far as is practicable, all assessments will be 45 minutes in length.
- 6.5 Access arrangements will be provided as usual. This may require a small number of learners to undertake assessments in a separate room or to return to an assessment at a later point in the day.
- 6.6 Teachers will indicate to learners which topics will be covered in advance of assessments. On the assessment day, learners will be offered a 'master class' to provide confidence before undertaking the assessment.
- 6.7 There will be no more than four assessments in each subject (at Key Stage 4) and six assessments in each subject (at Key Stage 5). Subject Leaders will ensure that the minimum number of assessments required is undertaken in order to protect the wellbeing of learners whilst providing sufficient evidence for grade judgements. An assessment timeline will be provided to learners.
- 6.8 The school will develop contingency arrangements on a personalised basis should learners be required to self-isolate during the assessment period such that no learner is disadvantaged as a consequence of the ongoing public health situation. **There will also be flexibility for medical appointments which cannot be reasonably rescheduled or religious festivals (such as Eid-ul-Fitr).**
- 6.9 Learners will not receive feedback on individual assessments. All CDGs will be awarded on the basis of demonstrated attainment by learners during the assessment period. There will be no judgements indicating the potential of a learner in a subject.
- 6.10 Conflicts of interest will be declared and mitigation put in place. Likewise, no one teacher will both assess and verify the evidence which leads to grade determination. Subjects teams will work collaboratively to ensure the integrity of grades awarded.
- 6.11 All assessments will be retained securely according to the school's normal operating procedures.
- 6.12 The overarching principles of the school's Malpractice Policy will continue to apply. Training for staff in the management of candidate malpractice and maladministration of assessment in the context of Centre Determined Grades will be conducted in Subject Group meetings on 13 April 2021. No substantive changes to the Malpractice Policy are required.**
- 6.13 Training will be provided to all school staff on this Centre Assessment Plan on 12 April 2021. Additional training will be provided to teaching staff on 13 April 2021 on record**

keeping, evidence storage, the provision of access arrangements and malpractice (as in 6.12). A record of training will be retained.

## **7. Quality Assurance of Assessment and Grading Decisions**

- 7.1 Assessments will be based on materials approved by the examination board to ensure fairness, accessibility, validity and reliability. As far as is practicable, teachers will pay due consideration to published mark schemes and examiner reports.
- 7.2 Moderation will take place within and between departments. There will be a further moderation process between centres in as many qualifications as is practicable. The size of moderation sample will vary between qualifications.
- 7.3 No one member of staff will be responsible for assessing a learner. The assessments undertaken within a qualification will be marked by a number of teachers from within the subject team. All assessments will be anonymised and learners will not write their name on assessments.
- 7.4 The school will liaise with its Improvement Partner who, on behalf of the Regional Consortium, will review the school's assessment practices providing advice and guidance as needed.
- 7.5 Every effort will be taken to ensure that grade distribution profiles are broadly aligned to the school's past performance. If grade distribution profiles are significantly lower than expected in a subject, historic data will be used to adjust grades upward. There will be no application of historic data to the detriment of an individual learner.
- 7.6 Overall grading decisions will be made on the basis of demonstrated attainment using modelled grade boundaries. All learners will be ranked and, as far as is practicable, a Uniform Mark Scale applied. Grading decisions will be objective. There will be no professional predictions.
- 7.7 The standard expected for any particular grade will be no lower than in previous years however the volume of evidence may be lower.
- 7.8 Where a learner attains within a range of 2 UMS below a grade boundary, their assessments will be remarked to ensure accuracy before a provisional grade is published.
- 7.9 Where there is insufficient evidence, or where evidence is below that required for the lowest awarding grade of a qualification, a U grade will be provided.
- 7.10 Where necessary, staff will access training provided by the WJEC. All other professional learning needs will be met within subject team meetings for the duration of the assessment period.

7.11 The school will manage data according to its usual policy. The Privacy Notice can be viewed on the school's website.

## **8. Communication**

8.1 A draft Centre Assessment Plan will be published to learners and their parents and carers by 26 March 2021.

8.2 There will be a consultation period of one week until 2 April 2021 for learners and their parents and carers to express views about the draft Centre Assessment Plan.

8.3 The final Centre Assessment Plan will be agreed by the Headteacher on 12 April 2021 and ratified by the Full Governing Body immediately thereafter.

8.4 The Centre Assessment Plan, a summary of its contents and 'frequently asked questions' will be published on the school's website. A link to this information will be sent to parents' and carers' telephones and shared via social media. An email will be sent to student email accounts including an indicative timeline for assessments.

8.5 A live 'question and answer' session will be broadcast for learners and their parents and carers on 13 April 2021 at **6.00pm**.

## **9. Internal Reviews and Complaints**

9.1 An internal review process will be set out following the publication on 26 April 2021 of the WJEC Internal Review and Appeals Guidance. Learners will be informed of their right to request a review upon the publication of provision CDGs.

## **Appendix 1: Key Dates**

### **15 March 2021**

WJEC publishes final Qualification Assessment Frameworks

### **23 March 2021**

Qualifications Wales publishes updated guidance on alternative arrangements

### **24 March 2021**

School publishes draft Centre Assessment Plan to learners and their parents and carers

### **26 March 2021 (no later than)**

School submits Centre Assessment plan to WJEC for approval

### **2 April 2021**

Consultation period for learners and their parents and carers ends

### **12 April 2021**

WJEC provides feedback to school

### **19 April 2021 – 28 May 2021**

Assessments take place in school

### **13 April 2021**

Live Q&A session with Headteacher broadcast for learners and their parents and carers

### **21 June 2021\***

Provisional Centre Determined Grades published

### **21 June 2021 – 30 June 2021\***

Internal review window (to school)

### **2 July 2021\* (no later than)**

Centre Determined Grades submitted to WJEC

### **2 July 2021 – 16 July 2021\***

WJEC quality assurance and discussions with school

### **10 August 2021**

AS and A2 results published

### **10 August 2021 – 7 September 2021\***

AS and A2 results appeal window (to WJEC)

### **12 August 2021**

GCSE results published

### **24 August 2021 – 21 September 2021\***

GCSE results appeal window (to WJEC)

\*Provisional

## Appendix 2: Timeline for Centre Assessed Grades

**REMINDER: THE ASSESSMENT PERIOD IS 19 APRIL 2021 – 28 MAY 2021.**

### Year 13

A **maximum** of one assessment per qualification in each week from 19 April 2021 until 28 May 2021. Assessments will take place by mutual agreement with subject teachers. Final assessments may be completed at any time.

### Year 12

A **maximum** of one assessment per qualification in each week from 19 April 2021 until 28 May 2021. Assessments will take place by mutual agreement with subject teachers. Final assessments **must** take place in the week commencing 24 May 2021.

### Year 11

A **maximum** of four assessments per qualification between 19 April 2021 and 28 May 2021 (with up to six assessments in science). Timetables will be published for individuals with specific dates by 26 March 2021.

### Year 10

Assessments will take place in English Literature only. Teachers will make arrangements directly with learners.

### **Appendix 3: Guidance on Special Consideration for Centre Determined Grades**

The process of centres submitting special consideration applications to awarding bodies will not apply in summer 2021.

As the evidence is flexible and can be tailored to an individual candidate according to the coverage of the specification, instances of special consideration should be limited. Centres should be able to select work completed by candidates where they are unaffected by adverse circumstances.

Where this is not possible and a temporary illness, injury or other event outside of a candidate's control may have affected their performance in assessments which will be used to determine a grade, teachers should take this into account.

The event must relate to the candidate's performance(s) at the time of taking relevant assessments which contribute to the centre determined grade and due to events outside of their control. These include:

- Temporary illness or accident/injury;
- Bereavement;
- Domestic crisis;
- The centre not implementing previously approved access arrangements.

Candidates will not be eligible for special consideration if preparation for, or performance in their assessments is affected by:

- Long term illness, disability, or other difficulties unless the illness or circumstances manifest;
- themselves at the time of an assessment;
- Bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment or there are on-going implications such as an inquest or court case;
- Consequences of disobeying the centre's internal regulations.

Special consideration is never applied due to lost teaching and learning time. Lost teaching and learning is being addressed this summer via the assessment methods and the flexibility afforded to the centre in the content that will be assessed, as outlined in the qualification assessment frameworks provided by WJEC. Centre determined grades are based on the evidence produced by the candidate and not their potential.

#### **How to apply for special consideration**

Special consideration should be implemented by the centre at assessment level through applying an allowance of additional marks to each assessment affected. The size of the allowance depends on the timing, nature and extent of the illness or other circumstance. The maximum allowance given will be 5% of the total raw marks available in the assessment. The severity of the circumstances and the date of the assessment in relation to the circumstances should be considered.

Centres must be satisfied that the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to demonstrate his or her normal level of attainment in an assessment.

Special consideration cannot be applied in a cumulative fashion. For example, because of a recent trauma at the time of the assessment and the candidate suffering from a viral illness. Special consideration should only be applied for the most serious indisposition.

The following are examples of circumstances which must apply at the time of the assessment.

### **5%**

This is the maximum allowance and will be reserved for the most exceptional cases, such as:

- terminal illness of the candidate;
- terminal illness of a parent/carer;
- death of a member of the immediate family within two months of the assessment;
- very serious and disruptive crisis/incident at or near the time of the assessment.

### **4%**

Very serious problems such as:

- life-threatening illness of candidate or member of immediate family;
- major surgery at or near the time of the assessment;
- severe disease;
- very recent (within one month) death of member of extended family;
- severe or permanent bodily injury occurring at the time of the examination;
- serious crisis/incident at the time of the assessment.

### **3%**

A more common category (more cases will fall into this category), including:

- recent (within four months) traumatic experience such as death of a close friend or distant relative;
- recent illness of a more serious nature;
- flare-up of a severe congenital/medical condition or a psychological condition;
- broken limbs;
- organ disease;
- physical assault trauma before an assessment;
- recent crisis/incident;
- witnessing a distressing event on the day of the assessment.

### **2%**

The most common category of allowance (most cases will fall within this category) including:

- illness at the time of the assessment;
- broken limb on the mend;
- concussion;
- effects of pregnancy (not pregnancy per se);
- extreme distress on the day of an assessment (not simply assessment related stress).

### **1%**

Reserved for more minor problems:

- illness of another candidate which leads to disruption in the assessment;

- stress or anxiety for which medication has been prescribed;
- hay fever on the day of an assessment;
- minor upset arising from administrative problems.

Candidates may apply for special consideration by emailing **headteacher@stteilos.com** at the time of experiencing the qualifying circumstance.

## **Appendix 4: Internal Review and Complaints Process**

To be published with provisional Centre Determined Grades.

## **Appendix 5: Subject Assessment Plans**

To be published with provisional Centre Determined Grades.

## **Appendix 6: Moderation and Quality Assurance**

To be published with provisional Centre Determined Grades.