This policy covers qualifications accredited by Qualifications Wales - all GCSEs, AS and A Levels taught at school (the 'centre') and a few vocational courses.

The courses below are accredited by Ofqual in England and therefore this policy does not apply to these subjects:

Level 3 Tourism

BTEC Sport Level 3

|  |  |
| --- | --- |
| **Centre Name: Ysgol Gyfun Gymraeg Glantaf** | **Centre Number: 68724** |
| **Policy adopted by governing Body on: 19th April 2021** | **Policy shared with staff on: 13th April 2021** |
| **Member of staff with responsibility over policy:**  **Matthew HT Evans (Head)** | **Policy approved by WJEC on: 13th April 2021** |

**Statement of Intent**

The purpose of this Policy is to:

● ensure that Centre-Determined Grades are maintained fairly, consistently, without prejudice and effectively within and across departments and are maintained throughout the process

● effective implementation of processes with clear guidance and support for staff

● ensure that all staff involved in the processes understand their role and responsibilities

● supporting teachers to make evidence-based decisions in accordance with Qualifications Wales' requirements

● achieve a high standard of internal quality assurance in allocating the grades set by the centre

● ensure that the centre meets its legislative, equality and disability obligations

● ensure that we meet all the requirements set out in the Special Regulatory Conditions, and the Joint Council for Qualifications and Awarding Organisations' instructions for summer 2021 qualifications.

It is the responsibility of all those involved in the production of Centre-Determined Grades to read, understand and implement this policy.

**1. Roles and Responsibilities**

**Chair of Governors and Curriculum Sub-Committee:** To approve the policy on behalf of the full Governing Body.

**Headteacher:** Overall responsibility for the school's procedures as an examination centre; ensure that clear roles and responsibilities have been allocated to staff; ensure that the internal quality assurance process is planned and implemented effectively; ensure that all centre documentation is signed in a timely manner, including the Head of Centre's statement.

**Assistant Headteacher with responsibility for assessment:** Assisting the Headteacher in allocating clear roles and responsibilities to staff, planning and implementing the quality assurance process, and maintaining an overview of the necessary documentation; assist the Examinations Officer in fulfilling the requirements of duties; assist with training and support for staff; Provide a clear centre policy on how to keep records and evidence secure; convey messages about the importance of consistency to other Members of the Leadership Team (LT) and other members of staff.

**Assistant Headteacher with responsibility for reviews and appeals:** To assist the Headteacher, the Assistant Headteacher with responsibility for assessment and the Examinations Officer to undertake a thorough process of grade review within the timescale specified in order to report back to the learner or to parents / guardians.

**Leadership Team Members:** To assist the Headteacher and Assistant Headteacher in implementing this policy by ensuring that staff members of the departments on which they are line managers have received appropriate training and support; assist in ensuring internal quality verification; provide advice on how to keep records and evidence of work secure; ensure that there is consistency within, and across departments**.**

**Additional Learning Needs Co-ordinator:** Ensure that departments implement the school's access policy correctly and that pupils receive what they are eligible to receive.

**Heads of Department and staff with responsibility for qualifications:** determining the assessment plan; ensuring consistency across their area of learning including how any agreed adjustments will be completed; manage the way teachers keep the pupil's evidence and record. All this in consultation with the Departmental Verifier.

**Departmental Verifier :** the second member of the department who works with the Head of Department to ensure accuracy throughout the process.

**Teaching staff:** Ensure that assessments are completed in accordance with the department's assessment plan; ensure that an appropriate level of management control is retained on assessments; ensure that sufficient evidence is available to determine a grade for pupils; ensure that the grade assigned to the pupil is a fair, valid and reliable reflection of the evidence assessed; completion of pupils' individual records; keep pupils' work safe and accessible if needed for grade review or appeal**.**

**Examination Officer:** Ensure registrations are accurate and timely; timely sharing of information from WJEC with all staff; implement the procedures of applications for grade review or appeal.

All staff are required to ensure that the documentation in relation to ensuring that Grades Determined by the Centre have been correctly submitted to WJEC. To facilitate this the following process will be followed:

Teaching staff to complete appropriate documentation / records

Text Box

Departmental Moderation and Verification

Text Box

Moderation and Verification with Dept Line Manager (LT)

Text Box

Further verfication by Line Manager and Head

Text Box

Final Verification by Assistant Head and Examination Officer

**2.** **Departmental Assessment Plans**

* The school, as an examination centre, will provide a grade determined by the centre on the basis of a pupil's attainment in the content of the qualification the pupil has studied.
* In order to be able to provide pupils with grades determined by the centre, departments will plan their own subject assessment plans based on what is included in this policy.
* For each qualification teachers will use WJEC Assessment Frameworks which include key grade descriptions to support the correct allocation of grades.
* Each grade determined by the centre is based on robust evidence that shows a pupil's attainment across a range of different themes and skills. These will vary from subject to subject depending on the requirements of the Assessment Frameworks submitted by WJEC.
* It will not be possible for teachers, or the centre, to give a pupil a grade determined by the centre based on a pupil's predicted or potential grade. Teachers will need to use their professional judgement and decide whether the evidence of knowledge and skills the pupil has demonstrated meets the usual standard for a particular grade.
* In order to determine a grade the centre will need to make 'best fit' decisions. This means that pupils do not have to achieve all aspects of a grade in order to award them that grade. Pupils should be awarded a grade based on the evidence available, across a suitable range of content, within the specific specification, as set out by WJEC. They can achieve the same grade by demonstrating different combinations of knowledge, skills and understanding. This ensures that weaknesses in others are offset by strengths in some aspects. This can determine a 'best fit' rating.
* Where there is insufficient evidence, or where the available evidence suggests a lower achievement than is expected to receive the lowest grade for a qualification (i.e. grade G at GCSE, grade E at AS/A level) then a pupil will receive a Centre-determined Grade of 'U'.
* The standard required for a particular grade will not be lower in 2021, the use of Grades Determined by the Centre recognises that the volume of work completed by a pupil is less than in previous years due to the impact of the global pendemic. The Grades Determined by the Centre are therefore intended to try to ensure that no pupil is disadvantaged by this. At the same time they are designed to enable all pupils to be able to progress to the next stage of their educational career or to the world of work.

**3.** **Assessments designed by the centre**

* The centre recommends all departments to use the assessments provided by WJEC. If departments use these assessments then the departmental policy will specify this and nothing additional to this will be included in this section.
* Sometimes a department will need to make minor adjustments to the assessment material provided by WJEC. If this is done then departments will need to refer to the WJEC Centre Assessment Creation Guide and identify any training delivered by the department's staff including the online training on the WJEC secure website.
* Departments will occasionally need to create their own assessment material. If this is done departments will need to check with the Assistant Headteacher with responsibility for assessing that the assessments are valid, appropriate, in line with the school's policies and values, reliable and fair to all learners, particularly those pupils with protected characteristics. Departments are also expected to use the relevant sections in the WJEC Assessment Creation Guide and any training undertaken by department staff e.g. the online training provided by WJEC on their secure website.

**4.** **Providing assessments and application of subject plans**

* For each qualification, WJEC provides centre staff with a Qualification Assessment Framework which outlines what is needed for the determination of a Grade Determined by the Centre.
* These Frameworks set an element of flexibility for departments, but at the same time promote an element of consistency across the school, and from school to school, to ensure the credibility of the grades set in 2021.
* The Grade Determined by the Centre is produced using evidence of work completed by the pupils, following the modified specifications.
* To determine the grade the following types of evidence are used:

Results of external modules

Where departments already have external examination modular results (e.g. from the January 2020 series) these results can be used as part of the evidence considered by departments.

Modified past papers

The centre will use WJEC's modified past-papers when setting tasks to help determine a grade for each qualification. These past-papers are already guaranteed in terms of quality, supported by clear marking schemes, and understood by pupils and parents. Teachers will ensure that these past-papers, which will form a key part of the evidence, are incorporated into their learning and teaching activities, replacing other activities undertaken in the classroom.

Non-Examination Assessments (NEA)

NEA exists in many qualifications. In most cases the weighting in terms of contributing towards the final grade is lower than the elements examined. Where NEA is used as part of the evidence to determine a grade for pupils, teachers will use pupils' performance in this element to help determine the grade. Where the NEA is considered a core component of the qualification, the weighting on the NEA may be higher.

Other evidence that can contribute

Teachers can use WJEC past papers that have already been published, with previously published marking schemes and therefore have been through the quality assurance process, which have been completed under controlled conditions.

Other assessments completed by pupils prior to the publication of the new guidance for centres can also be used to help determine a grade. However, it is not possible to use this evidence on its own to determine the grade as pupils were not aware of the importance of these tasks when they were being carried out. This is to ensure fairness and equality for all pupils.

* The number of pieces of evidence needed to determine a grade will vary from subject to subject. Teachers will ensure that there are sufficient opportunities for pupils to present clear evidence of competence against key themes and skills, in line with the WJEC Assessment of Qualifications Framework. A few unambiguous pieces of evidence may be sufficient to demonstrate achievement across overarching aspects for many qualifications. The production of evidence does not require unnecessary duplication of work.
* The evidence required will not be completed in the form of an examination. However, pupils will produce work within a set timescale, which reflects the volume of work. It is anticipated that the time given to complete a piece of work will not exceed the time normally specified for individual examinations; however unlike individual examinations, the evidence will be produced over a number of different lesson periods.
* Work is completed independently by pupils under a similar situation, as long as is practically possible, for NEA. This will ensure that pupils' individual work is produced. Where practicable the work will be completed in lessons. Where this is not possible then the work will need to be completed at home under the teacher's control through e.g. live learning sessions. Measures will be put in place, in these cases, to ensure that teachers are satisfied that the standard of pupils' work is comprable to the work normally completed e.g. through a question and answer session with the pupil.
* Pupils will need to sign a statement stating that the work presented in NEA is the pupil's own personal work.
* If there is a suspicion that the work submitted for consideration at any time during the process is not the pupil's work, the centre will use the documents "Plagiarism in assessments" from JCQ and "Misconduct - a guide for centres" (2020) from WJEC to follow the correct procedures. That work will be disregarded and will not form any part of the decision in determining the final grade.
* Measures are in place to ensure that pupils' work is kept safe. This may include keeping evidence of work in pupils' books, completed assessments, archiving the Google Classroom and any other relevant measures. In addition, a copy of mark records and final decision-making records will be kept. This is to facilitate internal quality assurance, the grade review process and the appeal process.
* Heads of Department will develop individual Assessment Plans for the qualifications for which they are responsible, and these will be shared with the Headteacher and Assistant Headteacher with responsibility for assessment. These plans will identify the type of evidence that the department will use to determine the grade, weighting the different components, and the internal quality control plans that the department will put in place to ensure that the grades are a fair reflection of pupils' achievement and that the needs of all pupils are met.
* To ensure that pupils understand how grades are determined and what work is used as evidence, the school will publish a timeline showing when the evidence will be produced and that the workload is consistently divided over a given time.
* The period April 19 - May 27 will be used for pupils to complete assessments. Specific periods will be allocated for each department to carry out the different assessments through an agreed timetable, and there will also be an opportunity for departments to carry out practical / performing / oral assessments to contribute to the grade determined at the beginning of the period – if they wish to do so.
* The school's Additional Learning Needs Co-ordinator will have an overview of the access arrangements for pupils taking qualifications this year. Staff are provided with clear instructions to remind them of their responsibilities and the ALNCo will support any member of staff who is unsure of the regulations. Staff are also given information about any personal circumstances affecting pupils' performance that may need to be taken into consideration when determining a grade. This information is shared in a consultation with the Assistant Headteacher responsible for Safeguarding and Child Protection and the relevant Progress and Wellbeing Leads.
* Staff will receive the online training provided by WJEC on record keeping, evidence retention, prevention of professional misconduct, and access arrangements and reasonable adjustments. In accordance with the individuals listed in 1 above, members of staff will also be available to provide support to specific departments in implementing this policy. In the event of suspected professional misconduct by a member of staff, the centre will follow the guidelines outlined in the document "Suspicion of Misconduct – Policies and Procedures" by JCQ and the centre's internal disciplinary policies.

**5.** **Quality assurance on assessment decisions and grading**

* In order to ensure internal quality assurance the centre will folow this agreed process on moderation and administration:

Teaching staff assess students and complete appropriate documentation

Text Box

Departmental moderation and verification by the Head of Dept and Dept Verifier

Text Box

Moderation and verification with Line Manager (LT) - evidence and grades determined

Text Box

Further verification by Line Manager and Head - evidence and grades determined

Text Box

Final verification by Head, Assistant Head, Line Manager - grades determined and whole school level data

* The above processes ensure that the grades awarded in summer 2021 are in line with what is expected for pupils in previous years.
* To ensure objectivity in assessing learner evidence the centre will ensure that staff have received WJEC training on unintended bias. In addition, the internal processes for departmental moderation will ensure that the grades determined are consistent across the department. A further verification will be made to avoid this in the process outlined above.
* The centre will also follow the centre's policy on compliance with the Public Sector Equality Duties.
* In the departmental quality assurance process a sample of pupils is looked at to ensure fairness for all learners. Departments in this process should identify any pupil who has performed differently than expected in order to look in more detail at the outcome for the relevant pupil. Departments will also ensure that a full range of pupils at the centre are in the sample to ensure fairness for all pupils, including pupils with protected characteristics and pupils eligible for access arrangements.
* In the final whole-school quality assurance process LT members will look at a range of pupils attainment across subjects to ensure fairness and reliability of grades.
* A departmental spreadsheet is kept centrally outlining those pupils who have been involved in departmental quality assurance. The spreadsheet will feed a central spreadsheet that will provide an overview of pupils' attainment across all subjects. The verification process outlined above will ensure that the grades set are fair and reliable.
* Small departments with one teacher teaching the subject (e.g. Economics) will follow the same process by checking with a teacher in another school teaching the subject.
* Throughout the process staff will follow any training provided externally by WJEC, for example on avoiding bias and discrimination, and internally by members of school staff. This will ensure that staff are fully aware of their responsibilities in determining grades this year.
* This policy is fully assessed against the school's data protection regulations to ensure that we fully meet data protection duties.
* We will ensure that a member of school staff does not assess work or be involved in any part of the process of verifying and validating the work of a family member / close friend within a department. If this is unavoidable (e.g. a small department with 1 or 2 teachers) then a specialist opinion will be sought from an experienced member of staff of another school / department to ensure the rigour and reliability of the grade determined.
* As students complete the assessments prepared by WJEC, they will only include their personal exam number and not their name on the cover of the paper to ensure that no unintended bias is shown to an individual's work in marking.

**6.** **Results of previous cohorts**

* The school is fully aware that there are few differences between pupils' achievement of the same ability from year to year. As a result, having determined grades in subjects, the Head of Department with the Line Manager will look at the 2018-2020 results to ensure consistency. If there is a significant difference in the (atypical) outcomes, more detailed scrutiny will be required to see if that difference is justified.

**7.** **Communication with learners and parents/guardians**

* In the timeline of activity the school will share key dates with learners and parents/guardians. These will include the procedures for completing the assessments, for requesting a review of the grade or for appealing the grade to WJEC together with the key dates of the whole process.
* See the timeline in the appendix indicating dates –

i. Live virtual evenings of presentations (which include Q&A opportunities) in February and April on TEAMS;

ii. Timetable of Assessments and summary of the Centre Designated Grade Setting Method (all subjects) shared in March;

iii. Guidance on how to apply for a review of the Centre's Provisional Grades in June;

iv. Guidance on how to appeal a Grade to WJEC in August.

**8.** **Internal Reviews and Complaints**

* The centre will inform learners and parents/guardians of the right to request a review of the grade, or to appeal the grade to WJEC following the results day.
* It should be explained that the grade may decrease, remain the same or increase following a review.
* To ensure fairness for all pupils, and to ensure that all applications are looked at objectively the following steps are followed for the internal grade review process:

Learner or Parent / guardian request a Grade Review through Examination Officer following formal process

Text Box

Initial check by Examination Officer in order to verify the correct procedures to be followed in each case

Text Box

Joint verification by Head of Dept and Line Manager. Initial decision on verification of grade.

Text Box

Report back to Assistant Head with assessment responsibility and to Assistant Head with responsibility for appeals and grade verification.

Text Box

Both Assistant Heads report back any findings to learner or parent / guardian.

* If a learner or parent / guardian does not agree with the findings of the above process, in accordance with the school's complaints policy they will be entitled to make a further request for a review to the Headteacher, and then to the Governors.
* Alternative arrangements will be made if the request for review comes from a learner, or the parent / guardian of a learner taught by the Headteacher, Assistant Headteacher with assessment responsibility or the 2nd Assistant Head with responsibility for appeals.

**Subjects delivered though the BroPlasTaf Partnership**

Subjects delivered through our BroPlasTaf partnership will follow the assessment, grade-determination or review / appeal policies of the host school, whether at Ysgol Gyfun Gymraeg Bro Edern, Ysgol Gyfun Gymraeg Plasmawr or Ysgol Gyfun Gymraeg Glantaf. In cases where a learner receives provision at a school within the partnership, the whole organisation and administration of that provision will follow that school's guidance. A copy of the relevant policies of the three schools can be obtained by contacting the home school.

**Assessment and Return to School Term Timeline - Easter 2021**

|  |  |  |
| --- | --- | --- |
| **Date** | **Event** | **Details** |
| 25/1/21 | Information Presentation Evening for Parents / Guardians and Year 13 Pupils | MHTE OSW RM |
| 1/2/21- onwards | Grade Setting Meetings for all departments with MHTE, OSW, RM, Leadership Team Member, Heads of Department and Departmental Verifiers. |  |
| 1/2/21 | Information Presentation Evening for Parents/Guardians and Year 11 Pupils | MHTE OSW RM |
| 8/2/21 | Information Presentation Evening for Parents/Guardians and Year 12 Pupils | MHTE OSW RM |
| Monday 15/3 onwards | WJEC publishes Final Qualification Assessment Plans for schools  WJEC publishes grade-setting guide for schools  WJEC publishes assessment materials for schools | WJEC Secure Website |
| Friday 19/3 | WJEC registration window closes  Dissemination of information to learners and parents/guardians Bl 11, 12 and 13 - Centre Designated Grade Setting Assessment Timetable and Method |  |
| Monday 22/3 onwards | WJEC provides subject specific training resources for schools | WJEC website |
| Thursday 25/3/21 | Training: Unconscious bias and objectivity |  |
| Thursday 25/3/20 | Submission of Assessment Process Policy to WJEC |  |
| 29/3 - 9/4 | Easter Holidays |  |
| by 12/4 | WJEC provides feedback to schools on their Quality Assessment and Verification Plan |  |
| 19/4 – 30/4 | Practical/Oral Assessments  Training:Forming a Final Opinion |  |
| 19+21/4 | Teams meeting with year 11-13 parents to answer any questions about the assessment policy and school processes | MHTE, OSW, RM |
| Thursday 22/4 | Final date for change of WJEC registrations |  |
| 26/4 until 26/5 | Year 11-13 Subject Assessments  See Assessment Timetable for specific information |  |
| 26/4 | Final details of the appeals process from WJEC  WJEC Training: Good practice in final determination of grades and quality assurance |  |
| 3/5 | Bank Holiday |  |
| 5/5 | WJEC Live Q&A |  |
| 17/5 | Training: Submission of Degrees Determined by the Centre |  |
| 17/5 - 9/6 | i) Departmental verification and moderation meetings  ii) Head of Department, Departmental Verifier and Line Manager meetings  iii) Head of Department meetings, Departmental Verifier, Line Manager, Assistant Head with responsibility for assessment and Head |  |
| 28/5 | Last day of year 11 and 13 pupils at school |  |
| 31/5 - 4/6 | Whitsun Half Term Holidays |  |
| 14/6 | Final decision on grades with all standardisation and moderation taken place by the centre |  |
| 16/6 | Grades shared with pupils |  |
| 18/6 | Deadline for pupils and parents to ask the school to check the grade - initial enquiry |  |
| 23/6 | Deadline for pupils and parents to appeal against the Grade Determined by the Centre.  Grade review process begins. |  |
| 1/7 | All grade reviews reported back to families |  |
| 2/7 | Submit the temporary grades to WJEC |  |
| 21/6 i 12/7 | WJEC ensures the quality of learner decision records and overall outcomes |  |
| 13/7 i 16/7 | WJEC discusses atypical outcomes with centres and issues arising from the review of evidence records |  |
| 10/8 | AS and A level results |  |
| 12/8 | GCSE results |  |
| 10/8 i 7/9 | AS and A level Appeal Period |  |
| 24/8 i 21/9  \* provisional date | GCSE Appeal Period |  |