

## 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.

<b>Centre Name:</b> Ramsey Grammar School	<b>Centre Number:</b> 45013
<b>Policy adopted by Governors on (insert date):</b> 23/02/21	<b>Policy issued to staff on (insert date):</b> 23/03/21
<b>Member of staff responsible for the policy:</b> William Wood	

### 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

School Governors: Consider and approve the overarching policy document on assessment and quality assurance processes.

Headteacher: The arbiter of the internal quality assurance process and centre determined grades. Overall responsibility for the school as an examination centre and ensuring clear and separate roles. Signing the Head of Centre declaration form.

Leadership Group: Support the Headteacher in the quality assurance of assessment plans and final grading process. Support Subject Leaders in developing assessment plans and ensuring the assessment plans are applied consistently across all departments.

SENCo and Deputy SENCo: Oversee the correct implementation of access arrangements

in internal assessments for all students requiring such support.

**Examinations Officer:** Lead the timely input of CDGs and liaise with the examination board regarding examination processes. Support staff with any questions they may have regarding entries, access arrangements, application for special considerations etc. They will ensure that the centre's systems for data capture are enabled and that the CDGs are submitted for each candidate entry by the published date. The exams officer will ensure that all appropriate policies relating to examinations are in place and will administrate any appeals.

**Subject Leaders:** Make decisions on assessment plans, ensuring consistency in decisions within their subject area, including how agreed adjustments are made. Monitor appropriate access arrangements are applied within their subject area and oversee teachers' storage of evidence and Learner Decision Records.

**Teaching Staff:** Ensure assessments are completed under the centre's appropriate level of control, with the appropriate access arrangements and have sufficient evidence in line with the centre policy to provide CDGs for each learner which are fair, valid and reliable. Complete Learner Decision Records, ensuring each learners' work is stored securely and can be retrieved to support internal reviews or appeals.

## **2. Subject assessment plans**

Subject leaders will develop assessment plans in line with the Qualifications Assessment Framework. The assessment plans will show how a broad range of specification requirements are met and highlight those assessment objectives that have not been possible to assess.

A skeleton framework will be provided for subject leaders to support consistency between subject teams.

Evidence will be categorised into primary evidence, examples of such might be WJEC papers completed under examination conditions or non-examination material and supportive evidence which could be work completed remotely or when a student might not have been aware of the purpose of the assessment.

Subject Leaders will ensure that any assessments undertaken are in keeping with the WJEC Qualification Assessment frameworks. Materials that are produced by the examination board will be used to establish the CDGs along with past paper questions and other substantial evidence as outlined in the school's CDGs assessment policy. Exam board mark schemes will be used to mark work and internal moderation will take place to ensure consistency of grading. Access arrangements will be applied as necessary. Where minor modifications of past papers are required, WJEC 'Assessment Creation Guidance' will be used to support the development of fair, valid and reliable assessments. (Please see centre devised assessments below).

Use of common mark schemes and moderation of all assessments will be completed to ensure consistency across all teachers. Samples will be further moderated anonymously to mitigate bias.

All subject assessment plans will be discussed with the Leadership Group and only approved if there is sufficient evidence of quality assurance and breadth of assessment.

### 3. Centre devised assessments

Where centre devised assessments are used they will be minor amendments, (as defined in WJEC 'Guide to Centre Policy' and 'Assessment Creation Guidance'), to WJEC assessment material and will follow the Centre Assessment Creation Guide. They will use the framework of existing questions and mark schemes. Where possible grade thresholds for these assessments will be developed in line with previous examination grade boundaries.

If Subject Leaders are to make their own assessment materials they will be required to confirm on the Subject Assessment Plan that they have discussed their rationale with their SLT line manager, completed the online training and quality assured the materials with a colleague.

### 4. Assessment delivery

The vast majority of assessments will be delivered in classroom conditions under supervision of a Ramsey Grammar School staff member, in what would be classed as a high level of supervision. This will not replicate exam conditions, but it will ensure the work can be authenticated. It will also ensure that staff can have a high level of confidence in the assessment outcomes. Assessments will be completed in controlled assessment condition, in classrooms, under direct supervision which will minimise the risk of malpractice. All students will have at least one piece of evidence completed in this manner.

If there is another lockdown this supervision will be carried out through Microsoft teams. Assessments that are completed remotely will be validated by comparison to other work completed under formal assessment conditions. If this is the case it will be highlighted in the subject assessment plan. If plagiarism is suspected a brief Viva voce will be conducted to ascertain authenticity. If plagiarism has taken place then the appropriate procedure will be invoked as stated in the **JCQ Suspected Malpractice policies and procedures documents**.

Access arrangements will be applied appropriately for all students to whom they have been granted. The **school examinations policy** will be followed. A record will be kept of all access arrangements granted in assessments. Staff will receive instruction regarding how to maintain accurate data records, how to store evidence and how to ensure access arrangements and reasonable adjustments are applied. Subject Leaders and Senior Leaders will check access arrangements have been granted. Any special consideration due to personal circumstances will be shared with staff as required before their quality assurance phase.

Conflicts of interest will be highlighted before the final assessment process. If there is a conflict of interest between a teacher and a student due to family or close friend connections that teacher will not assess the student's work. If there is any requirement for checking objectivity a second assessment from another member of staff will be requested.

Learner evidence will be stored in a secure area. Any electronic records will be stored in folders on a password protected computer. Members of staff will be reminded of the acceptable use of ICT policy, in particular the importance of password locking computers.

Subject Leaders and/or a member of their team will be required to attend any training provided by the examination board in relation to the Centre Determined Grades process.

*The majority of assessments used will be sample assessment materials supplied by the examination board, the timing stated on these will be followed. Where the assessment is centre derived the time will be calculated by comparing the marks available to the total marks in a normal examination. Appropriate students will be given extra time and access arrangements.*

*Students may only receive feedback once their assessments have been marked and moderated via their subject teachers. If supplementary feedback has been given in NEA this will be accounted for in the assessment of this element.*

## **5. Quality assurance of assessment and grading decisions**

Quality Assurance will take place on a subject level and a centre level.

A member of each subject team will be required to complete unconscious bias and objectivity training to support the fair application of assessment. Subject leaders will be required to have read the WJEC grading guidance for their subject.

Subject Level moderation will be use formative and summative processes:

- Before assessment, marking exercises will be used to ensure consistency of marking across teams.
- After assessment, subject leader sampling will be completed. This will consider a range of particular groups to ensure fairness and will be completed anonymously where possible.

Where there is only one member of a team quality assurance processes will be developed with partner schools. If this is not possible a process will be overseen by a member of the Leadership Group. All decisions will be recorded per-student.

Centre-level moderation will:

- Involve sampling of all subjects to ensure consistency within and between subjects.
- Sample portfolios of evidence from every subject.
- Compare 2021 outcomes with those of 2019 and 2018 where applicable.
- Check access arrangements have been applied for those students for whom they are required.

All quality assurance will involve the sampling of a variety of learners work including those with key characteristics including FSM/SEN/LAC/EAL.

If at any point it is deemed necessary to alter a teacher's decision, this will be recorded on the student portfolio.

Isle of Man data protection legislation and GDPR will be adhered to. All data and identifiable evidence for individuals will be stored securely and once it is no longer required will be destroyed.

Subject Leaders will complete the bias and discrimination training provided by WJEC

along with any other appropriate training to try to ensure fair, reliable and valid assessments. All teaching staff involved in the Centre Determined Grades will read and apply the equality statement (Appendix 1).

Application of special consideration and access arrangements will be evidenced in student portfolios. This will be checked during subject level and school level quality assurance processes.

*Results will be compared to previous years' during the moderation process. Relevant subjects will produce a succinct narrative on the outcomes of the review against 2018/19 historic data in the event of significant divergence from the qualifications-levels profiles attained in previous examined years. This will address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.*

## **6. Learner and parents/carers communication**

Regular communication will happen with parents, primarily through the school website and email. Communications will include information related to:

- The centre policy
- Key assessment dates
- Access arrangements
- Quality assurance of the grades

Provisional Centre Determined grades and/or assessment grades will only be provided to students after a full checking and internal moderation process has been completed.

*Students and parents will be provided with an assessment timetable.*

*All staff will be briefed on the requirement to share details of the range of evidence on which students' grades will be based and also details of the final grades. All students and parents will receive information in regard to the responsibilities of the school in the assessment period and the information considered when determining grades.*

*The process will be communicated with parents and students:*

- *Supporting evidence will take the form of assessments completed before the development of the assessment process whilst primary evidence will be taken from assessments completed after this date.*
- *Moderation will be completed on a departmental and school level before submission of interim grades, which will be shared with students and parents.*
- *Appeals to the school can be made at this point who can check for errors in administration or calculation of results.*

## **7. Internal reviews and complaints**

The school will deal with any complaints via the DESC's complaints procedures. This information will be found on the school website.

WJEC's internal review and appeals guidance will be referenced once published. Internal appeals will be dealt with via the school's internal appeals policy details of which will also be posted on the web page dedicated to the CDGs process.

## **Appendix 1**

Ramsey Grammar School Equality Statement: March 2021

At Ramsey Grammar School we are committed, in line with the Equality Act 2017 to ensuring for all pupils and staff:

- the elimination of discrimination, harassment and victimisation;
- advancing equality of opportunity;
- and fostering good relations between the different groups protected by the Equality Act 2017

The characteristics protected by the Equality Act 2017 are:

- Race
- Religion or Belief, or lack of religion or belief
- Gender
- Disability
- Sexual orientation

- Gender identity and expression
- Age
- Pregnancy or maternity
- Marriage & Civil Partnership

We seek to demonstrate this through all aspects of school life and in particular through our commitment to every child fulfilling their potential.

Where pupils experience barriers to their happiness and successes we will work with them to address these in a sensitive and sympathetic way.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We tackle discrimination and harassment through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

1. We try to ensure that everyone is treated fairly and respectfully
2. We want to make sure that our school is a safe and secure place for everyone
3. We recognise that people have different needs and we understand that treating people equally does not always involve treating them the same.

### **Equality in Teaching and Learning**

Through our work in the classroom we will ensure that pupils understand the importance of respect, understanding, equality, inclusion and diversity.

We provide our pupils with the opportunity to succeed and to reach the highest level of personal achievement by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society;
- Using resources that reflects the diversity of our country and the world without stereotyping;
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice.