



THE BISHOP OF LLANDAFF • CALDICOT

PARTNERSHIP

Together we can do great things

Qualifications 2021

Briefing for students and families

***"I'm not lost for I know where I
am. But however, where I am
may be lost"***

Winnie the Pooh



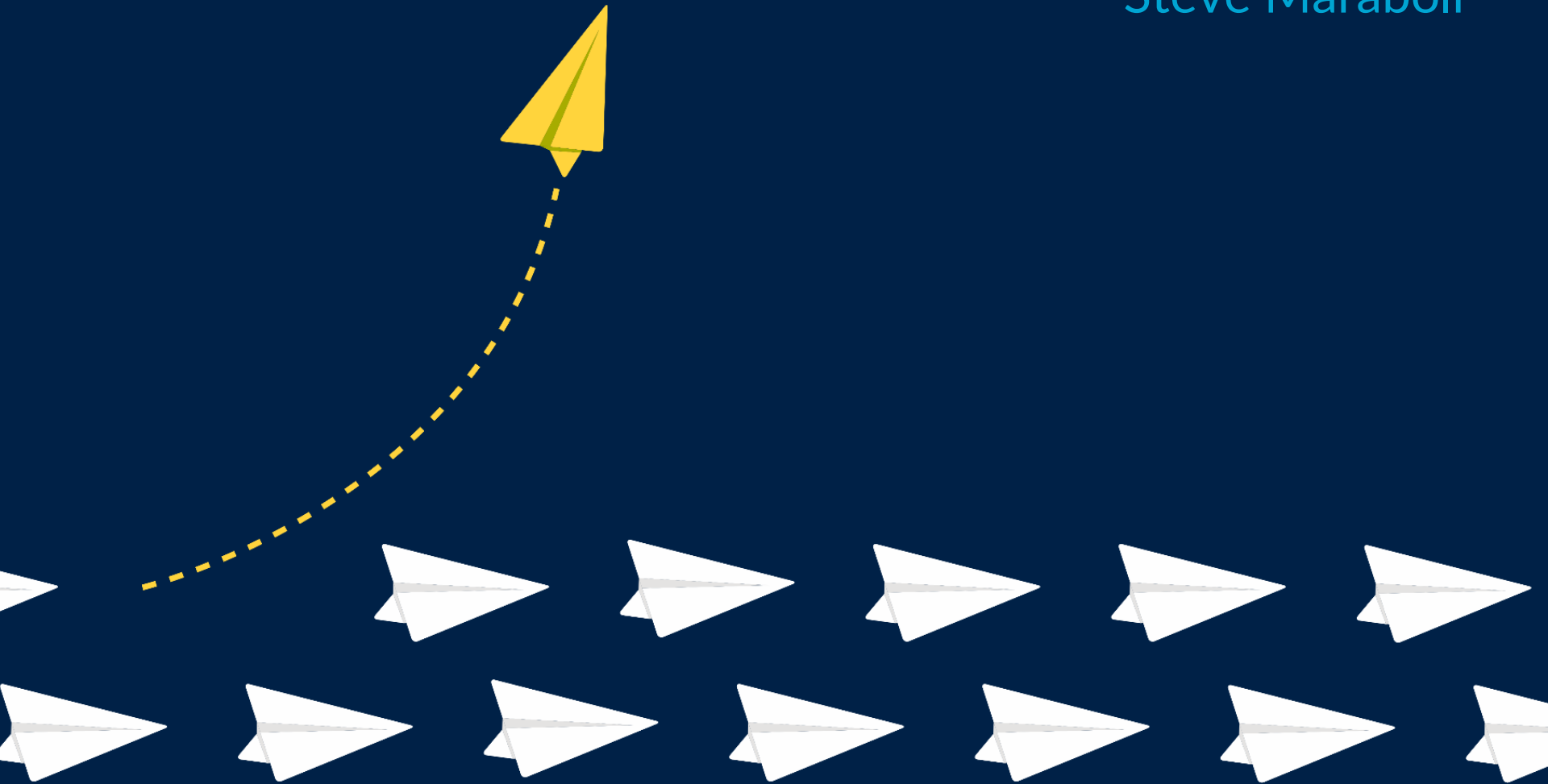
Centre-Determined Grade (Recap)

- Grade awarded by the school (ie. Centre), on the **basis of evidence produced**;
- Evidence from **key skills/themes** as outlined in WJEC Qualification Assessment Frameworks;
- Holistic, identifying '**best-fit**' judgements;
- Expectation that **internal quality assurance** at individual subject and centre level in place;
- Centres should provide **clarity on how** grades are awarded to ensure confidence in process;
- Centre-Determined Grades are **NOT**
 - a) awarded to **show potential**;
 - b) based on **teacher prediction**;
 - c) similar to Centre Assessed Grade (CAG) as there will be **no external standardisation**;
 - d) applied using a **ranking system** per student, as in 2020.



***“A lack of clarity could put
the breaks on any journey
to success”***

Steve Maraboli



Purpose of the briefing

- Clarify the roles and responsibilities of staff (at various levels);
- **Identify the types of evidence** used to determine a grade;
- Outline the **internal quality assurance** measures;
- Provide ‘high level’* description on how
 - a) Ensuring **fairness and equity** for all students;
 - b) Examination **concessions** and **special considerations**;
 - c) **Review of grades** and **appeals** will work.

** These have yet to be confirmed by Qualifications Wales*



Roles and Responsibilities

- Existing roles/responsibilities with regard to the qualifications, including examinations, remain;
- Specific reference to 2021 included within the policy. In particular
 - a) Executive Headteacher/Head of Centre;
 - b) Head of School;
 - c) Strategic Leads for Examinations;
 - d) Head of Inclusion;
 - e) Heads of Department/Faculty; and
 - f) Classroom Teachers.
- Commitment to **support all students** without compromising **integrity of staff or centre**.



Types of evidence used

- For each qualification, evidence will be gathered from the following **three areas**
 - a) Adapted past-paper questions;
 - b) Non-examination assessment (where applicable); and
 - c) Other assessed work, which has been taken from 'past-paper materials only'.
- Each **subject will determine the evidence** it will use from materials available;
- Evidence taken together help form '**best-fit**' grade;
- Any evidence used had to be **equality impact assessed** to ensure no student is disadvantaged;
- We have decided not to create **centre-devised assessments**.



Adapted past-paper questions

- WJEC Qualification Assessment Frameworks indicate **key themes/skills** required for grade;
- For example, at GCSE
 - a) English: Oracy; Reading; and Writing; and
 - b) Mathematics: Algebra; Geometry and Measure; and Statistics.
- Volume of **evidence per subject will vary**;
- On-site evidence gathering **scheduled in summer term**;
- Adapted past-paper questions are **not exams**;
- Similar **controls** to non-examination assessment;
- **Equality impact assessed and standardised.**



Adapted Past-Paper Schedule

Timescale	GCSE	AS/A Level
12 th April	Group 1	Group 3
26 th April	Group 2	Group 1
10 th May	Group 3 <i>Year 10 English Literature and/or Mathematics* only</i>	Group 2
24 th May	Internal Quality Assurance (Centre Level)	

- Deadline for **submission of grades to WJEC** not yet confirmed;
- Ambition is to **spread the marking** of work across three-separate ‘windows’;
- Recognition of **special considerations** for medical absence etc**

* Only those who are deemed ‘ready’ will be entered, as per normal circumstances

** More likely result in work completed at home than not at all (TBC)



Non-Examination Assessment

- Exists in many qualifications to support progression;
- Weighting in nearly all cases is lower than unseen elements;
- Emphasis on 'adapted qualifications' so where non-examination assessment removed or reduced this applies;
- **Existing deadlines and restrictions** around non-examination assessment have been removed;
- Non-examination assessment **does not** have to be complete eg. Practical elements of qualifications;
- Expectation that the weighting of non-examination will be **considered** when determining overall grade.



Other contributing evidence

- Two other types of contributing evidence
 - a) Other **WJEC past-paper questions** which have been completed under controlled conditions. Post-publication of the plan, may be able to contribute towards the adapted elements required; and
 - b) Assessments undertaken prior to publication may only be used to **confirm a judgement**. This is because the students would not have been aware of the 'high stakes' importance of them at the time of completion.
- To summarise, the overarching principles
 - a) Evidence '**supports**' accurate grade distribution;
 - b) Evidence will **not be used punitively**; and
 - c) Ensure **fairness, equity and reliability**.



Internal Quality Assurance

- Training provided to mitigate risk of conscious and unconscious bias;
- **Subject-level** moderation
 - a) Teacher will mark work in **red pen**;
 - b) Work sampled will be **anonymised**. As part of moderation, assessed and/or annotated in **green pen**;
 - c) Subject leader sampling to be assessed and/or annotated in **purple pen**.
- Sampling for moderation **will consider range** of particular groups to ensure fairness;
- **All decisions** will be recorded, per student;
- Process designed to **give confidence**;
- Centre-level verification to involve **sampling of all subjects** (paper-work and process followed);
- Opportunity for a **review grades**.



How does this fit with return?

- Return to physical site is determined by Welsh Government;
- Endeavour to get as many students back, as quickly as possible (and as permitted);
- Revising **risk assessments**, to increase control measures to reduce the risk of transmission;
- Likely to have one or two year groups on-site at once;
- Anticipate that priority will be given to Year 11 and Year 13
 - a) Year 11 and Year 13 'key' stages of **transition**;
 - b) Year 12 centre-determined grades **will not contribute** towards the A level qualification, as a whole; and
 - c) Year 10 students will complete adapted past-paper evidence in '**last**' window.



