

Subject Assessment Plan Exemplar Coedcae School

Department	Mathematics
Curriculum Leader	
SLT Link	

1. Rationale for awarding Centre Determined Grades (CDGs)

A CDG will be awarded on the basis of a learner's demonstrated attainment (in relation to what they have been taught) in mathematics. The department will reference information provided by WJEC on grade descriptors. All grades will be underpinned by robust evidence demonstrating a learner's attainment across key themes and skills in mathematics. The department will utilise assessment materials provided by WJEC, along with other supporting evidence, to determine a best-fit judgement when awarding grades to individual learners. Learners may achieve the same grades by demonstrating different combinations of knowledge, skills and understanding, at the required standard.

2. Evidence to be used to inform CGD judgements

1. WJEC-adapted past-paper questions

The curriculum area will use the adapted past papers provided by WJEC, specifically the Unit 1 paper from ... and the Unit 2 paper from.... as a key determinant of the final grade. These assessments will give pupils the best chance to demonstrate their attainment as it will allow for sufficient coverage of the breadth and depth of the specification requirements by assessing the following:

tbc

2. Non-examination Assessment (NEA)

There is no NEA within the GCSE specification for mathematics

3. Other contributing evidence

Learners will also undertake questions from the WJEC past papers from summer [redacted] and autumn [redacted] (at the relevant tier). The relevant WJEC mark scheme will be used to assess attainment. Any adaptations to the WJEC past papers and mark schemes will be undertaken and quality assured in conjunction with the *Assessment Creation Guide* available on the WJEC secure website ([link here](#)).

Scores awarded for any summative assessments already completed by learners, using WJEC-provided materials (past GCSE papers and mark schemes) between September 2019 and June 2021 and under consistently-controlled conditions*, will also be taken into consideration.

* in order that these assessment outcomes may contribute to the final CDG, teachers must consider whether the assessment was taken in timed conditions without access to additional resources/support; whether it was supervised; whether it was submitted within the set timescale, marked summatively and with no opportunity for redrafting and re-submission.

3. GCSE specification adaptations

The WJEC adaptations to mathematics are outlined [here](#) [add link].

The mathematics department have all received training in understanding these adaptations and learners have been taught the revised elements of the subject specification from September 2020.

4. Grade Descriptors

The WJEC-set grade descriptors are provided to give a general indication of the standards of achievement likely to have been shown by learners awarded particular grades. The descriptors must be interpreted in relation to the content set out in the GCSE specification (as adapted for 2021).

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The most appropriate grade to award will depend in practice upon the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

The WJEC-set grade descriptors for mathematics can be found [here](#) [add link].

5. Further T&L required/support for learners

Learners have been taught all topics within the specification; opportunity will be provided for them to revise specific topics, in line with the adaptations and with the past papers selected.

A thorough revision list will be provided to all learners, identifying the topics that will appear in the assessment tasks and referenced when determining grades.

Staff will make learners aware of the schedule for assessment tasks and the scope and criteria for these tasks. The content of these assessments will be fully identified via the revision lists provided.

Teachers will not inform pupils which past paper/s they will be completing as part of their assessment tasks.

Staff will ensure that learners understand that outcomes in the assessments will be a key contributor towards the allocation of CDGs in mathematics.

Learners will be provided with a range of questions that examine all applications of topics at the required level to ensure they are fully understood.

6. Assessment tasks to be completed

WJEC has made available to centres the following GCSE past papers, which have been adapted to reflect changes to the specification for summer 2021.

The department will identify which of these papers will be utilised within the assessment materials.

The assessment materials used will be selected based on coverage of the specification by the department, so as to allow learners the best opportunity to demonstrate their ability in the subject. The department will ensure that learners have the opportunity to showcase their capacities in the widest range of skills across all learning objectives.

Teachers will ensure that the assessment tasks are incorporated appropriately into their teaching and learning programme.

There will be no redrafting of submitted assessment work. Learners will **not** have the opportunity to access assessment materials again, and thus resubmit, once they have completed the task.

7. Time allocation for assessment tasks

Unit 1 papers: *timings to be confirmed upon release of materials w/b 15 March*

Unit 2 papers: *timings to be confirmed upon release of materials w/b 15 March*

Other contributing evidence: *timings to be confirmed further to 15 March*

Total allocation of lessons: *10 lessons*, to ensure adequate coverage of teaching and learning, as well as delivery of relevant assessments.

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8. Delivery of assessment tasks

Learners will have access to the WJEC-devised assessment materials between: *Dates to be confirmed*

All assessment material must be completed within this time frame. Learners who are absent will be given another opportunity to complete the assessment but these opportunities will be limited; where reasonably practicable, if a learner is unable to take the assessment at the same time as others, then he/she will be given a different assessment of the same nature.

Learners will be required to complete assessment tasks independently. They will complete them in school and under the conditions required to ensure that work produced is their own.

Learners will be informed of the period within which assessment tasks will be completed.

Learners will be given the required time allocated by WJEC to complete the assessments. This time will be disaggregated across a number of lessons/sessions but will not exceed the total time set by the WJEC.

No feedback will be provided to learners on the scores attained in the assessment tasks.

Modified assessment materials will be provided, where required, following consultation with the ALNCo. All learners entitled to additional time will be provided with this opportunity.

9. ALN matters

The department will liaise with the ALN department to ensure that learners receive the reasonable adjustments required to access their optimal attainment.

Name	Support required

10. Marking procedures

Mark-schemes provided by WJEC will be utilised by all teachers to assess WJEC-devised tasks.

Any supplementary evidence must have evidence of use of WJEC-provided guidance on marking. Training will be provided, via standardisation meetings, to all staff responsible for marking of assessment materials.

A printed and signed* agreement on the application of the mark scheme will be provided within the evidence of learner work for scrutiny, where required. Adaptations – based on methods used by learners – will be identified at this stage.

Learners will not write their name on any assessment materials. They will provide their candidate number on all work to ensure anonymity when marking is undertaken.

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

Staff will mark assessment tasks in red pen. Where appropriate, annotation should be provided to justify a given mark.

**All staff responsible for the marking of materials will sign an agreement that the mark-schemes (and all adaptations) have been understood, prior to commencing their marking.*

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11. Moderation of marking procedures

A representative sample will be identified (Males/Females/eFSM/EAL/ALN/MAT). This sample will represent 25% of the cohort.

All staff within the department will be involved in the moderation procedure – including those who are not responsible for teaching of Year 11 cohort.

Work provided for the sample will be anonymised – See ‘completion of assessments’ (Candidate numbers only).

Moderators will confirm marks by initialling in green pen next to the awarded marks. Where amendments are required, ■* will sign to confirm that these are accurate. This will be done in purple pen.

The department will identify exemplars within the sample relating to specific standards for grades A* - G.

All changes implemented to marks awarded will be documented and the record retained as evidence.

** Where there may be a conflict of interest, this responsibility will pass to ■.*

12. Storage of assessment evidence and information

Staff will be provided with a file for each learner. All assessment materials will be stored in these files.

Files will be locked away daily in a cupboard in Room ■. No access will be possible for any learners or teachers apart from ■.

When the moderation sample has been selected, the work will be transferred from these files to ones with candidate numbers only provided. This ensures anonymity for learners and reduces the risk of unconscious bias coming into play.

13. Making CDG judgements

Each learner’s grade will be determined using a ‘best-fit’ model, whereby strengths in some areas may balance shortcomings elsewhere.

When determining the grade, we will take account of unit and assessment objective weightings in the specification (including the effect of any adaptations) and consider each learner’s evidence in relation to the WJEC grade descriptors.

Any extenuating circumstances will be taken into account before the final grade is allocated.

The final grade will be based on a judgement of evidence collected across units and assessment objectives, taking account of any adaptations made for 2021.

All grades awarded will undergo stringent moderation procedures to ensure accuracy and consistency.

14. Quality assurance

All members of the department will undertake WJEC training through PL sessions. Staff will have access to webinars and other training materials produced by WJEC. ■ will liaise with ■ to ensure that the PL programme is accessible and relevant for all colleagues, and to identify expediently where additional support may be needed.

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Curriculum area meetings will follow the WJEC training, to allow for consolidation of understanding and discussion of departmental implications.

The school will implement processes around moderation of grade decisions that are in line with WJEC *guidance on assessment and grading*.

Initially, [redacted] will quality assure proposed CDGs, selecting a sample to check against progress tracking data for the individual learners. Where a CDG appears divergent from school and dept tracking data for that learner, [redacted] will consider the learner's attainment evidence with the relevant teacher; outcomes of these discussions will be documented and a record retained within the learner's file.

[redacted] will then consider whether the CDGs for the whole cohort provide a full distribution of attainment outcomes, that they are in line with grade profiles from previous years and that these grades are commensurate with departmental and school tracking processes.

[redacted] will meet with SLT link, [redacted], to discuss grade distribution; any agreed amendments will be documented, and the record retained as evidence, and the department informed.

[redacted] will complete final QA on grades identifying whole school trends at a school, department and learner level.

15. Recording CDG outcomes

A learner decision making record will be provided, to document the centre determined grade for each candidate, with a clear rationale for the given grade.

All grades that have been allocated will be confirmed by a third party before entry onto the secure website.

[redacted] will assume full responsibility for the entry of grades onto the WJEC secure website.

16. Consideration of potential challenges

Learner absence for assessments: the department will ensure that time is provided, within the allocated window, for learners to complete any missed tasks. Learners will work under the same required conditions outlined above to complete the assessment task which, ideally, should be different from the one undertaken by the rest of the class.

Learner absence for all assessments: where learners do not attend for the entirety of the assessment window, [redacted] will work with the relevant teacher, and [redacted], to formulate a best-fit grade for the learner. There will likely be a significant impact on the grade based on non-completion of the required assessment tasks.

Further lockdown or isolation periods: learners will have the opportunity to complete the assessment tasks remotely under specified controls. Staff will work with the learners via live Teams sessions and work will be completed within a specified time limit, using the 'Quiz' facility within the 'Forms' application.

17. Conflict of interest

[redacted] will not mark the assessments of learner [redacted]; this will be done by [redacted]. [redacted] will not be solely responsible for setting the CDG for learner [redacted]; evidence of learner attainment in this case will be provided to [redacted] and [redacted] to consider, prior to discussions with [redacted]. [redacted] will quality assure the allocation of the CDG for learner [redacted], reviewing the portfolio of evidence, including marked and moderated assessments.