

SUBJECT ASSESSMENT APPROACH FOR QUALIFICATIONS IN 2021

SCHOOL:

SUBJECT:

Mathematics

GCSE Mathematics/Numeracy, AS/A Level Mathematics/Further Mathematics

1. Introduction

- 1.1 This assessment approach ("approach") is designed to outline how the subject will gather and verify evidence to determine grades for approved GCSEs, AS and A levels.
- 1.2 The subject assessment approach will ensure it is compliant with the assessment approach developed by the school, as an examination centre. It will also ensure it follows the information provided by WJEC through the Qualification Assessment Framework for each qualification offered.
- 1.3 The approach provides an overview on the decisions teachers will make; how teachers will make these decisions; and identify the evidence teachers will be utilising to support the decision-making process.

2. Use of Evidence

- 2.1 The approach ensures there is sufficient opportunity for students to provide clear evidence to demonstrate competency against the key themes and skills, as specified in each WJEC Qualification Assessment Framework.
- 2.2 The evidence generated will not be completed in the form of an examination. Students will produce work within a specified timeframe, to reflect the volume of work.
- 2.3 Work will be completed independently by students, under similar 'control levels' to existing arrangements, which are supervised by teachers, for non-examination assessment. This ensures evidence produced is the student's own. Wherever possible, this work will be completed in class in place of standard work, which is then assessed. Where external factors prevent this from happening, such as national lockdowns etc, then work will need to be completed at home. However, where this is the case, teachers will introduce mechanisms to support authenticity of student's work by
 - Ensuring work is submitted immediately at the end of the set timeframe during a synchronous 'live' lesson. Students' cameras will be switched on to enable the teacher to virtually supervise the authenticity of work;
 - Where a piece of work appears to be atypical to a usual standard, the classroom teacher will raise this concern with the subject leader and the work submitted will be compared to other work of the student
- 2.4 Adapted past-paper questions will be completed in line with the school's schedule to ensure the production of work is evenly distributed over the set timescale.
- 2.5 Grades will be determined using the following evidence

2.5.1 Adapted past-paper questions

GCSE

Details have been removed to prevent publication of the department approach at the school.

AS

A2

2.5.2 Non-Examination Assessment

[n/a]

2.5.3 Other contributing evidence

GCSE

Details have been removed to prevent publication of the department approach at the school.

AS

A2

3. Roles and Responsibilities

3.1 In relation to the subject assessment plan, the following roles and responsibilities apply in terms of the determination of grades

3.1.1 The subject leader is responsible for ensuring processes meet the requirements of the publicised WJEC Qualification Assessment Framework and Assessment Approach published by the school. This includes setting tasks from WJEC past-paper materials, to enable all students within the cohort, to demonstrate what they know and understand. The subject leader will also ensure that internal moderation of work is undertaken, which takes into account a range of student characteristics, to ensure standardisation across the team they are responsible for, which includes accurate records of internal processes. The subject leaders will manage the accurate recording of outcomes and associated decision-making for each qualification. The subject leader will work with the Head of Inclusion to ensure students entitled to access arrangements have these in place for the qualifications they are responsible for.

3.1.2 Teaching staff will ensure that evidence is gathered within the published schedule and follows the activities set, in agreement with the subject leader. Teachers will make students aware of the nature and criteria of tasks set so that students understand when an activity will contribute towards the determination of a grade. Teaching staff will collect and store submitted work securely and make their subject leader aware of this location. Teachers will mark submitted work within the agreed timeframes, set by subject leaders. Teachers will not provide students with an opportunity to improve their work, once submitted. Teachers will work with their subject leader to ensure that students entitled to access arrangements and reasonable adjustments, within their designated classes, have these in place.

4. Quality Assurance Processes

4.1 In line with the Assessment Approach developed by the school, this includes the volume of moderation samples and approaches to conflicts of interest etc.

4.2 the subject will apply the following approach to the assessment of evidence

4.2.1 Teachers will assess the students' work in red pen, using WJEC mark schemes to support the accurate award of grades. Subject staff will undertake moderation activities, to establish standardised approaches to assessments. These should take place as soon as is reasonable and practicable, once the evidence has been submitted;

4.2.2 The subject leader will ensure that the sample of work to be moderated covers the full spectrum of grades and all teachers who have assessed work;

4.2.3 Moderation activities may involve a number of teachers. Therefore, where a piece of evidence is moderated, additional comments by a separate member of staff will be made in green pen;

4.2.4 The subject Leader will review any discrepancies, with comments made in purple pen; and

4.2.5 At all stages, appropriate forms (either provided by WJEC or school developed) will be retained as evidence to support the final determined grade.

4.3 Any review of a grade will follow the expectations outlined by the school and, in line with expectations outlined by WJEC.

5. Recording Decisions

5.1 The subject will keep a record to clearly document the rationale for grade decisions, in line with the expectations from the school. This will include clarity of explanation which enables students and parents/carers to understand.

5.2 Decisions will not be communicated to students and/or parents/carers by individual staff within the subject.

6. Professional Learning

6.1 All staff will engage in appropriate learning to support the fair, equitable and reliable approach to the determination of grades within the subject.

Confirmation		Approved	
Signature		Signature	
Name Role Date	Head of Mathematics	Name Role Date	Marc Belli Executive Headteacher/Head of Centre