

SUBJECT ASSESSMENT PLAN

Summer 2021

CONFIDENTIAL



Subject:	MATHEMATICS
GCSE/AS/A2/Other:	GCSE

Faculty:	MATHEMATICS AND NUMERACY		
Leader:	BR	SLT Link:	GOJ

1. Compliance Checks	✓
All members of the faculty have read and understood the Assessment and QA for Summer 2021	
Principles in the plan have been discussed with the departments of the 4 schools on Anglesey	
All faculty members have read and applied the principles of the WJEC Grading Guidelines	
If using assessments devised by the faculty, staff have followed the WJEC's specific guidelines and training	
All faculty members have undertaken the WJEC online training program as appropriate	
The assessments in this plan comply with the assessment criteria in the Subject Assessment Framework	
This final plan has been submitted, discussed and approved by the SLT link	

2. Summer 2021 CDG Rationale
Mathematics will award CDGs based on a learner's demonstrated attainment (in relation to what they have learned) in mathematics. The faculty will refer to information provided by WJEC and the grade definitions. All grades will be underpinned by robust evidence demonstrating learner achievement across key themes and skills in mathematics. The department will use assessment materials provided by the WJEC, along with other supporting evidence where appropriate, to determine an award that best fits the award of grades to individual learners.

3. Key Objectives, the evidence and determination of CDGs							
WJEC Mathematics Assessment Framework: https://assessmentmaterials.download.wjec.co.uk/S21-3300CS-FframwaithAsesu-1.pdf							
GCSE Grade Descriptors: https://www.wjecservices.co.uk/Welsh/download.asp?section=2287&docnum=194612							
We will ensure that learners have covered topics from each of the subject content areas, in particular the content prescribed as 'GCSE Mathematics only' which helps to differentiate this qualification from the GCSE Mathematics – Numeracy qualification. Below is a summary of the formal assessment tasks that will be administered during the period 22nd March to 28th May 2021 which will form the main basis for the grades determined by the centre.							
No.	Type (SAM/NEA/CDA/Other)*	Description of assessment	Tiered?	Completion date	Marking date	Mark / Grade	Weighting %
1	SAM	Part 1 Past paper Unit 1 October 2018	F/I/H	25/3/21	12/4/21	G	25%
2	SAM	Part 2 Past paper Unit 1 October 2018	F/I/H	22/4/21	26/4/21	G	25%

3	SAM	Part 1 Past paper Unit 2 October 2018	F/I/H	6/5/21	10/5/21	G	25%
4	SAM	Part 2 Past paper Unit 2 October 2018	F/I/H	20/5/21	24/5/21	G	25%

*SAM = Standardised Assessment Material (CBAC); NEA = Non-examined Assessment; CDA = Centre Devised Assessment (mewnol)

WJEC Grading Guide:

<https://www.wjecservices.co.uk/Welsh/download.asp?section=2287&docnum=195201>

In accordance with the requirements of the guidance the above arrangements ensure fair and transparent assessment across key assessment areas. They are based on standardised materials and are marked against a formal mark scheme that will give fairness to all learners under equality requirements.

We will work together as a team to consider the evidence in the most current context of the school and individuals and determine fair grades based on the above. Where necessary and appropriate with some learners we will consider other sources of evidence that demonstrate ability and engagement to support our decisions.

4. Teaching and Learning and delivering assessments

In line with whole-school arrangements we will publish key assessment dates for learners before Easter in the form of the whole-school Assessment Dates Map. Our intention is to ensure that all assessments, where possible, dovetail naturally into the learning and teaching experiences of the lessons.

Information on the type of assessment, timing, any resources and preparation required will be provided in advance. We will not share any information that identifies the source of any assessment that would enable a learner to access questions in advance.

We will prepare learners for their assessments through our Learning Programs and ensure they have time to prepare independently. It will be the responsibility of our staff to ensure that their classes are regularly reminded of the arrangements.

By working together across the ELT we will communicate the requirements of this Assessment Plan concisely and clearly as part of the Key Assessment Summary for learners and parents. By doing this, all learners will be fully aware of the importance of each element and their contribution to the provisionally set grades.

Our plans are organised and designed to ensure a fair and equal opportunity for all learners to demonstrate their ability against the work completed during the length of the course. Where any learner experiences difficulties in accessing assessments due to any disruption we will treat each case individually to see how we can make use of alternative evidence to determine a grade.

We will conduct all classroom assessments in the second part of any session following a short break. Where possible we will provide the best possible conditions and aim for the usual Non-Examination Assessment arrangements where the current location and conditions of covid-19 allow.

Distribution / collection of papers will be managed by the teacher and they will remain locked up until the assessment and appeals process is completed in August in accordance with the latest JCQ guidelines.

It will not be possible to re-submit assessment work that has already been formally submitted. Any additional assessment should be a completely new task or paper.

5. ALN / Special Considerations

The faculty will work with the ALNCo, the Examinations Officer and ALN staff to ensure that learners who are eligible for support are given the special access arrangements in order to demonstrate their ability.

Describe how in your subject

Name	Access Arrangements/Support

6. Quality Assurance and recording

In accordance with the Assessment and QA Policy and our internal arrangements, teachers of the Mathematics faculty will mark all assessments professionally and fairly against published mark schemes. We will mark tasks anonymously to avoid any suspicion of unconscious bias.

We will provide learners and parents with draft assessment grades at the start of the assessment period and report on progress at least once before the end of May to ensure transparent communication. In collaboration with the SLT we will check the draft subject data against historical performance profiles to identify any atypical trends at the outset for monitoring purposes.

We will discuss and give feedback on effort and progress to learners in accordance with our usual teaching and learning arrangements but we will not publish the marks or grades of the elements in part 3 individually.

In line with the Process Flowchart and timeline we will hold regular meetings to compare and record marking and standardisation processes. We will use a random, anonymous approach to do this to ensure fairness and impartiality. Once all the elements have been completed, marked and moderated and internally verified we will follow the same principles of moderation in our subject networks across Anglesey's 5 secondary schools.

Where any examples arise where a process or mark / grade needs to be adjusted we will do so re-considering our data against the historical models / performance profiles.

Throughout the process we will record any discussions and meetings relating to the assessment of learners' work and make clear any key actions and / or decisions. We will follow the WJEC guidance on how to record learners' final grades and evidence on the Learner Decision Record.

Underpinning the above technical work our staff will follow the appropriate elements of the WJEC Professional Learning Program where required.

7. Challenges and conflicts of interest

We will cater for some of the possible challenges as follows:

Learner absences from some assessments:

When a learner is absent from one part of the above assessments we will make arrangements for them to complete the assessment immediately on their next lesson return (unless it conflicts with another assessment). Where this is not possible we will make arrangements with the SLT to make alternative arrangements.

Absence of learners from each assessment:

Where a learner misses each assessment we will make every effort to try to make alternative arrangements for them to complete. Where this is not possible, even through digital means, we will discuss in the faculty the other additional evidence that may be considered to determine a fair grade.

Further lockdowns or self-isolation periods:

Where a learner or learners are likely to have to self-isolate for any reason, depending on the timing within the period, we will either make arrangements as above for them to catch up or make arrangements for them to complete the assessment online or at home.

Where there is any doubt or uncertainty surrounding any conflict of interest (teachers responsible for their own children's work or close family / friends) we will make arrangements for another member of the faculty to mark the work and determine the grade.

Approval:

Role:	Signed:	Date:
Leader		
SLT link		
Headteacher		