



YSGOL SYR THOMAS JONES

68401

**QUALITY ASSURANCE OF
ASSESSMENT POLICY**

SUMMER 2021

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| Prepared by : | XXXXX |
| Applies to: | All staff involved in learner's assessment |
| Approved by : | SLT - GB - |
| Announced to staff: | |
| Review: | |
| Version : | 1.0 |

Summer 2021 Quality Assurance of Assessment Policy

1. Background

- 1.1. Following a policy decision by the WG to abolish the summer 2021 examination arrangements due to the pandemic schools and colleges will determine provisional grades for learners for summer 2021. Following the establishment of the National Design and Delivery Advisory Group, Qualifications Wales have published their Guidance on alternative arrangements for approved GCSEs, AS and A levels. In collaboration, WJEC will check school and college policies and procedures to ensure quality of the summer 2021 awarding processes.

2. Statement of intent

2.1. The purpose of this policy is to:

- Ensure that Centre-Determined Grades (CDG) are conducted fairly, consistently, free from bias, and effectively within and across departments.
- Ensure the processes are implemented effectively with clear guidance and support for staff
- Ensure that all staff involved in the processes clearly understand their role and responsibilities
- Support teachers to make evidence-based decisions in line with Qualifications Wales' requirements
- Ensure a high standard of internal quality assurance in the allocation of grades set by centres
- Ensure the centre meets its obligations in terms of equality and disability legislation
- Ensure that the centre meets all requirements set out in the Special Regulatory Conditions, and the Joint Council for Qualifications and Awarding Organisations' instructions for Summer 2021 qualifications

2.2. It will be the responsibility of all those involved in the production of Centre-Determined Grades to read, understand, and implement the policy.

3. Roles and Responsibilities

- 3.1. The role of the **Chair** of the Governing Body is to ensure, with the Headteacher, that the policy is consulted on with staff and formally adopted by the body. It should be ensured through the Headteacher that all staff have read the policy, understood it, and monitored its implementation.
- 3.2. The **Headteacher** will be responsible at the senior level for the implementation of the policy as a whole by ensuring through his team of leaders that their roles are clearly understood. He will ensure that the quality assurance processes are implemented effectively and ensure support and access to training for staff. He has overarching responsibility for learners' provisional grades and will sign the Head of Centre Statement at the end of the process in the summer.
- 3.3. It will be the responsibility of the **Senior Leadership Team** to support key staff through the appropriate management lines to be implementing the policy correctly, fairly, and transparently. They will be communicating the information clearly with stakeholders including learners and parents and ensure that everyone understands. By making use of the national resources they will ensure access for staff training. They will be responsible for implementing the quality assurance systems and for ensuring consistent records of all actions. They will be responsible for ensuring that each faculty has an Assessment Plan for each subject and for ensuring the quality of faculty processes in setting grades. They will work with the **ELT/Subject teachers** to standardise and check grades internally and for ensuring the effectiveness of the school > school support and validation processes.
- 3.4. In collaboration with the SLT and the Examinations Officer the key role of the **Additional Learning Needs Co-ordinator** will be to ensure equality, fairness, and full access to all processes for any learners entitled to normal access arrangements.

- 3.5. At Ysgol Syr Thomas Jones, key members of the ELT/Subject teachers, who have responsibilities in qualification curriculum areas, have a vital role in ensuring the smooth implementation of the policy. They will have the final responsibility for the submission of any final subject Assessment Plan. They will work closely with their teams and within their county subject networks through CAMU to align and formalise the plans. They will be responsible for storing Learner Decision Records and for ensuring the safety of the evidence. In conjunction with their staff, they will ensure fair and consistent processes in implementing assessments.
- 3.6. **Teaching and support staff** will be responsible (where appropriate) for ensuring the quality of experiences and opportunities for all learners to have fair access to complete assessments under conditions that are compatible with all the principles of Ysgol Syr Thomas Jones' Non-Examination Assessment Policy. By recognising the current circumstances, staff will be primarily responsible for ensuring to the best of their ability that all learners receive Centre-Determined Grades that are a fair, valid, and reliable reflecting the assessed evidence available. Each will be involved in processes in their faculties to store all evidence securely and complete the Learner Decision Records clearly and in detail. They will be responsible for ensuring that all records and evidence are available for any internal reviews and/or appeals from learners.
- 3.7. All administration actions will be the responsibility of the **Examinations Officer**. They will complete the subject registrations in a timely and accurate manner. When key information is sent by the WJEC examination board or by Qualifications Wales they will ensure that they are disseminated effectively in a timely manner to the appropriate staff. They will play a key role in supporting all processes where appropriate and administering the internal appeals processes and making documents and evidence available.

4. Subject assessment plans

- 4.1. **WJEC Assessment Frameworks** will be used by centres which will include guidance on weighting, types of evidence and judgement on grade.
- 4.2. Through county subject networks, led by CAMU, subject teachers are already working together to discuss procedures and consistency in relation to their Assessment Plans. Following the publication of WJEC's Assessment Frameworks the networks will confirm their final decisions so that all schools can form their final **[Assessment Plans]** making use of exemplar resources from WJEC.
- 4.3. Once all subjects within their faculties have agreed on their final Assessment Plan the SLT will be responsible for approving it internally, recording decisions, and officially submitting the plans to their SLT contact.
- 4.4. The number of pieces of evidence needed to determine a grade varies from subject to subject. Teachers will provide sufficient opportunity for learners to present evidence of their competence in aspects of the qualification as set out in the WJEC subject frameworks.
- 4.5. Having received each Assessment Plan from all faculties the SLT will meet to review and approve the plans and **[record their decisions]**. When subjects need to review any aspect of their plan there will be an opportunity for that to happen and re-submit it to the SLT for approval.
- 4.5 By working together, the schools SLT and subject teachers will discuss any necessary adjustments during the implementation period as a result of any unexpected change in circumstances due to the pandemic.
- 4.6 In accordance with their responsibilities, the relevant SLT members and subject teachers will ensure the consistent quality and implementation of the plans as described in Section 7 below.

5. Assessments devised by the school

It is expected that staff use WJEC assessment materials when gathering evidence.

- 5.1. Where all sources of evidence are complete assessments provided by WJEC the subject's Assessment Plan will identify this and no adjustments will need to be made to the approaches if they are in line with the implementation requirements in the [\[Non-Examination Assessment Policy\]](#).
- 5.2. Where a subject chooses to make minor changes to WJEC's assessment materials this will have been discussed and approved through the discussions about the Assessment Plans. All adaptations are expected to be consistent with the requirements of the [\[WJEC Centre Assessment Creation Guide\]](#). The staff adapting material will have received training through WJEC's online training programme and will be consistent with the assessment principles and the creation of assessments that are also on the WJEC website.
- 5.3. If a particular subject decides to create a new assessment this must be discussed in the first instance with the line manager.

6. Providing Assessments

- 6.1. All subjects are expected to provide clear advance information based on [\[subject assessment timeline\]](#) as an appendix to their Assessment Plan. All information on the length and requirements of the assessments that form the evidence base will be in the Subject Assessment Plan.
- 6.2. Any new assessments that form part of the evidence base to determine a grade and form part of the Subject Assessment Scheme will be set following the same conditions as any Non-Examination Assessment where appropriate and possible.
- 6.3. All staff are expected to work together to ensure the best possible conditions within the classroom for students to succeed and present evidence that is a fair reflection of their ability.
- 6.4. The normal classroom will be the assessment area and the teacher will be responsible for setting out the classroom under the guidance of the Schools SLT, ensuring that the conditions outlined in the [\[Covid Risk Assessment v11\]](#) are robust and in place. Health and Safety will be the most important basis for the conditions under which the assessments are held.
- 6.5. Learners complete work independently under controlled conditions in the same way as non-exam assessments (NEA). This is to ensure that the evidence is based on the child's own work. Where possible, the work will be completed in the classroom. There may be periods when learners may have to complete work at home e.g., during a national lockdown or if they have to self-isolate. The school will introduce further mitigating measures at this point to try to ensure to the best of our ability that the learner's work is valid.
- 6.6. The school will also compare the work carried out at home with previous assessment work in confirming the validity of the work; this is particularly relevant if the evidence is atypical - completely different from the learner's normal standard of work. Staff may decide to carry out further activities to check that the pupil's work is valid.
- 6.7. In accordance with the [\[Examination Access Arrangements Policy\]](#) all eligible learners will be entitled to the appropriate access arrangements just as they would be in normal circumstances but with particular attention given to doing this safely as outlined in the [\[Covid Risk Assessment v11\]](#) We will keep records of these arrangements as is the normal course of practice.
- 6.8. Whilst implementing current policies in relation to Public Examinations and Controlled Assessments, the school will ensure that it fulfils its Public Sector Equality Duty. The school will also follow data protection and data processing regulations.

- 6.9. Through the process all teachers should ensure that they consistently confirm the validity of learners' work and record any decisions as part of the awarding process.
- 6.10. Where there are family or friends' relations between staff and learners those staff should [\[declare the conflict of interest\]](#). It will be the responsibility of the SLT to secure internal arrangements to ensure that assessment is consistent and fair and consider different options such as assessing the tasks unnamed etc.
- 6.11. All learner's assessment evidence, the [\[Learner Decision Record\]](#) and any relevant records relating to this year's assessment process will be kept securely by the SLT until requested. This is in line with normal arrangements under the Non-Examination Assessment Policy.

7. Quality assurance of assessment and grading decisions

- 7.1. In accordance with our [\[Quality Assurance Policy\]](#) all decisions on grades set by the school this year will be based on the same principles.
- 7.2. Through the process teachers will record any internal discussions as they all standardise each other's work and agree grades and any adjustments.
- 7.3. As part of the school > school collaboration, colleagues across subjects will work together to support judgements and grade validation. This will happen continuously throughout the assessment period, and at the end through cross-county moderation (or cross-consortium where cross-county moderation is not possible).
- 7.4. As part of internal verification processes the SLT will hold discussions with the Faculty to review the procedures, evidence, decisions, and grade profile.
- 7.5. As part of the internal process, it is expected that consideration will be given when reviewing evidence to a cross-section of different learners.
- 7.6. At the end of the process Anglesey's secondary school Leaders, will support each other to complete the final validation process and confirm the validity of the process and outcomes.
- 7.7. In accordance with the [\[Equality Policy\]](#), which sets out the rights of all individuals to fairness, and in accordance with the [\[Teachers' Code of Professional Practice\]](#) all those involved in the process are expected to act fairly and consistently at all times.
- 7.8. When the need arises to review the marking or a teacher's opinion on the grade or grades awarded it is the SLT's responsibility to discuss this with the member of staff, ensure the necessary adjustments are made and record the changes explaining the rationale for the changes. This can happen at any point in the process when implementing the [\[Flowchart\]](#), whether it is part of the internal standardisation or school > school process.
- 7.9. In accordance with [\[WJEC Grading Guidelines\]](#) we will consider the grade and subject profiles against the school's performance for previous years where appropriate. In addition, it is expected that faculties, led by the SLT, will ensure that subject final grades are considered in parallel with the internal knowledge of the cohort's historical performance and information on target grades and FFT predictions.
- 7.10. As part of their centre duties the school will follow WJEC's External Quality Assurance Processes as set out in the [\[Flowchart\]](#).
- 7.11. Staff involved in the assessment processes will follow WJEC's training programme on the key areas.
- 7.12. By Updating our [\[Privacy Notice\]](#) in line with the latest GDPR requirements the school will deal with learners' data and information in a safe and appropriate way.

8. Communicating with learners and parents/ carers

8.1. Once the school and the schools' partnership (CAMU) have confirmed all the final processes and received approval of this policy from WJEC we will communicate the relevant information to learners and parents. They will be provided with:

- Assessment and Quality Assurance Policy
- Subject Assessment Plans
- Overview of Assessment Plans across the subjects
- The Timeline
- Learner Decision Record Information
- Information about the appeals process

9. Internal reviews and complaints

9.1. In accordance with the [\[General Regulations for Approved Centres\]](#) by the JCQ, any complaints about this year's process will be treated under the conditions of the [Complaints Policy] as usual.

9.2. The school as a centre is committed to the [\[WJEC Appeals Policy\]](#) and [\[Qualifications Wales Alternative Assessment Arrangements Guidance\]](#) and we will implement them as required.

Relevant documents:

Qualification Wales (4/3/21 v2.0) *Guidance on alternative arrangements for approved GCSEs, AS and A levels*

WJEC (March 2021) *A guide to centres' policy on assessment and quality assurance processes*

WJEC (March 2021) *WJEC External Quality Assurance Process flowchart Summer 2021*

WJEC (March 2021) *Timeline for Centres*

CAMU Môn (Gwanwyn 2021) *Flowchart and timeline of Centre-Determined Grade Arrangements*