



25<sup>th</sup> March 2021

### **Guidance on Assessment and Grading 2021 Introduction**

As outlined in Qualifications Wales' document Guidance for alternative arrangements for approved GCSE, AS and A level qualifications for the summer 2021 series, due to the policy decision taken to cancel the summer exams, centres will determine the grades to award to their learners for the following qualifications:

- Qualifications Wales approved GCSE, AS and A level
- Skills Challenge Certificates

Qualifications Wales' document states that whilst the approach to producing the Centre Determined Grades (CDGs) will be holistic in its nature, it needs to be underpinned by sufficient evidence of demonstrated attainment across key themes and skills. Centre Determined Grades must:

- be awarded on the basis of demonstrated attainment in areas of the qualification content that a learner has covered.
- be based on a holistic judgement, underpinned by sufficient evidence of demonstrated attainment across key themes and skills.
- not attempt to indicate potential in a subject.

Where there is insufficient evidence, or where evidence suggests attainment is below that required of the lowest grade for a qualification (i.e. G grade at GCSE; E grade at AS/A level) then a student will be awarded a Centre Determined Grade of U.

This guidance is intended to support learners and parents/carers to understand how we will make Centre Determined Grade judgements.

### **Guidance on assessments**

The WJEC have provided Qualification Assessment Framework for each qualification which outlines the key requirements for progression that centres should cover. The frameworks provide various examples of assessment tasks that could be used to evidence learning.

Due to the loss of face-to-face teaching and learning time, as a result of the pandemic, we have been advised to ensure that all assessment objectives are covered as fully as possible to ensure there is sufficient coverage of the breadth of specification requirements but with some aspects covered in greater depth than others.

It is worth noting that evidence of high achievement in a narrow aspect of the specification will not, on its own, justify a high grade.

The aim is to have sufficient evidence of each learner's knowledge, skills and understanding to determine the appropriate grade, which will aid us to consider learners' achievements against the grade descriptors provided by WJEC. Assessment evidence can be generated from a range of activities which could include:

- A. WJEC Adapted past papers.
- B. Non-Examination Assessment (including incomplete NEAs).
- C. other assessed work.

The main body of evidence for the Centre Generated Grade will come from the WJEC past paper and NEAs (where applicable), which are summative assessments. We will use evidence from other assessed work to enable us to confirm judgements on grades at the end of the process.

Subjects will plan to undertake WJEC Adapted past papers as assessments, as part of their Teaching and Learning plan, during the period of 12<sup>th</sup> April to 28<sup>th</sup> May using papers which will show evidence of content taught throughout the course. Each subject will ensure that learners have the opportunity to provide assessment evidence of each unit within the adapted specifications.

### **A. Adapted past papers**

The school will make use of WJEC adapted past papers, or Centre Devised Assessments, when setting tasks to help determine a grade for each qualification. There are recognised benefits of using these materials. The adapted past-papers have already been externally quality assured; are fully supported by clear mark schemes; and are familiar to both students and staff. Teachers will ensure these past-papers, which will form a key part of the evidence, will be incorporated within their delivery of teaching and learning.

Individual subject areas will identify the Adapted past paper or Centre Devised paper to be used. The choice of the paper will not be revealed to the learners.

Learners will be informed in advance of when the adapted past papers/centre devised papers will be undertaken.

Subjects are permitted to divide the adapted past papers into sections as they see fit. All assessments will take place within the teaching classroom during normal timetabled sessions.

The overall length of the total assessment of a full adapted paper should be kept to but, as subjects are permitted to divide the papers, the timings of individual sessions will vary.

Within the assessment plans learners will be informed of the length of the assessment task for each session (within this plan access arrangements around extra time need to be factored in, no assessment should be longer than 45 minutes).

### **B. Non-Examination Assessment**

Non-examination assessment exists in many qualifications. The weighting towards the overall grade is, in most cases, lower than unseen elements. Where non-examination assessment remains part of an adapted qualification, teachers will use the performance of students in this element to help contribute towards the determination of a grade. However, teachers will need to consider the weighting of the element, in light of the qualification as a whole, to ensure that the grade awarded accurately reflects the overall standard. For example, in a qualification where the weighting of non-examination assessment is equivalent to 20% of the overall grade, teachers will take this into account against the other evidence provided when determining the grade.

### **C. Other assessed work**

- a) Teachers may use evidence from a previously completed WJEC past-paper questions, which have been externally quality assured, with a published mark scheme, and where they have been completed under controlled conditions; and
- b) Assessments undertaken prior to the publication of this document may only be used to help confirm a judgement but not necessarily determine a judgment. However, this evidence may not be used in isolation to determine grades since, at the time of

completion, it is possible that students would not have been aware of the importance of these tasks. This is designed to ensure fairness and equity to all students.

## Controls

Controls for evidence gathered using adapted papers will be the same as high level controls for NEAs. These are:

- there is sufficient supervision of every learner to enable work to be authenticated.
- the work that an individual learner submits for assessment is his/her own.

Some examination level controls will also be put in place during assessment gathering sessions. These are:

- Phones to be switched off and left in bags.
- Smart watches to be removed and placed in bags.
- No resources, other than those required for the assessment task, should be available to learners.
- No disruptive behaviour that could affect other learners.
- Bags to be on floor under desks.

All learners and parents/carers have previously been supplied with JCQ guidance documents around the completion of NEAs etc. These can be found on the school website.

## Feedback

The use of adapted papers is a summative process. Once a section of the paper has been completed the work should be retained and not given back to learners. Grades or marks for sections of the adapted papers should not be shared with learners.

## Making Grading Judgements

Each learner's grade should be determined using a best fit model where strengths in some areas may balance shortcomings elsewhere. When determining the grade, centres should 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 grade descriptions which will be provided by WJEC. Centres should also consider the conditions under which the assessment was taken, e.g. supervised/unsupervised, duration, etc.

The final grade should be based on a judgement of evidence across units and assessment objectives, taking account of any adaptations made for 2021. Evidence of high achievement in a narrow aspect of the specification will not, on its own, justify a high grade.

## Key Dates for Learners/Parents/Carers

<b>By Easter 2021</b>	The school will inform learners and parents/carers how they will be assessed and graded for each qualification. This information will be provided by each department to learners (see examples below).
<b>W/C 12<sup>th</sup> April</b>	Publication of Approved Centre Policy
<b>12<sup>th</sup> April – 28<sup>th</sup> May</b>	Students should have face-to-face teaching and additional assessments using adapted past papers to cover the whole content of the course that has been taught. <b>NB: W/C 24<sup>th</sup> May GCSE Welsh Orals</b>
<b>28<sup>th</sup> May (TBC)</b>	Majority of Years 11 and 13 will finish; some will be required to attend school if there is insufficient evidence available.

	Vocational learners may also need to attend school after this date.
<b>8<sup>th</sup> – 17<sup>th</sup> June</b>	Year 12 will have a blended learning approach from 8 <sup>th</sup> June through to 17 <sup>th</sup> June, working at home. This will be in the form of a 'reading week' as we have previously done to prepare for A2 studies (replicates what they would encounter at University) Catch up assessments for years 11-13. Vocational learners may be required to attend.
<b>22<sup>nd</sup> June</b>	Provisional Centre Determined Grades issued to students in 10, 11, 12 and 13.
<b>22<sup>nd</sup> – 24<sup>th</sup> June</b>	Appeal window – students can request an appeal.
<b>24<sup>th</sup> – 30<sup>th</sup> June</b>	School review window.
<b>1<sup>st</sup> July</b>	The school will submit provisional Centre Determined Grades to WJEC.
<b>10<sup>th</sup> August</b>	GCE results day
<b>12<sup>th</sup> August</b>	GCSE results day

## Subject Information (Examples not actual dates/topics)

### 1. Outline of evidence to be gathered/used to determine grade

Double Award Science	
Adapted Past Papers to complete	Unit 4: Biology 5: Chemistry 6. Physics
NEA	Deadline
Other assessed work	Tracking 1 test in November

### 2. Teaching, Learning and Assessment Calendar - Double Award Science

	Fortnight 1 (12th - 23rd April) 3 lessons	Fortnight 2 (26th April - 7th May) 3 lessons	Fortnight 3 (10th - 21st May) 3 lessons	Catch-Up week (24th - 28th May)
Biology	Classification & Biodiversity; Cell division & Stem cells (4.1/4.2) (Assessment 1 scheduled for third lesson)	DNA & Inheritance; Variation & Evolution (4.3/4.4) (Assessment 2 scheduled for third lesson)	Response & Regulation; Disease, Defence & Treatment (4.5/4.6) (Assessment 3 scheduled for third lesson)	Catch-up sessions for those pupils that have missed assessments
Chemistry	Structure & bonding (5.1), Acids, bases & salts (5.2) (Assessment 1 scheduled for third lesson)	Metals & extraction (5.3), Energy aspects from (5.4) (Assessment 2 scheduled for third lesson)	Crude oil & hydrocarbons (5.4) (Assessment 3 scheduled for third lesson)	
Physics	Properties/uses of radiation and half-life (6.5/6.6) (Assessment 1 scheduled for third lesson)	Motion (6.1), resultant force (6.2), energy (6.3) & Hooke's (H) (6.3) (Assessment 2 scheduled for third lesson)	Planets/stars (6.4) & terminal velocity (6.2) (Assessment 1 scheduled for third lesson)	