

Qualification: Skills Challenge Certificate

1. Introduction

- 1.1 This Qualification Assessment Plan is designed to outline how the department will gather and verify evidence to determine grades for approved GCSEs in Summer 2021.
- 1.2 The Qualification Assessment Plan will ensure that the department is compliant with the Porth Community School Centre Policy on Assessment and Quality Assurance Processes for the Summer 2021 Alternative Arrangements. It will also ensure that the department follows the information provided by WJEC through the Qualification Assessment Framework for each qualification offered.
- 1.3 The Qualification Assessment Plan 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 in awarding Centre Determined Grades (CDGs).

2. Roles and Responsibilities

- 2.1 In relation to the Qualification Assessment Plan, the following roles and responsibilities apply in terms of the determination of grades.
 - 2.1.1 Directors of Schools of Learning will:
 - Support Heads of Department in decisions on Qualification Assessment Plans.
 - Ensure consistency in decisions within their school of learning.
 - Support the Head of Centre and Deputy Headteacher in the internal quality assurance of final CDGs.
 - Ensure that each qualification in their school of learning has successfully completed internal moderation of evidence and that decisions are recorded in line with WJEC protocols.
 - Countersign a declaration for each qualification in their school of learning to confirm the accuracy of the CDGs through valid, reliable and fair assessment for all pupils, that has been quality assured and moderated.
 - 2.2.2 Heads of Department will:
 - Ensure that processes within the department they lead meet the requirements of the publicised WJEC Qualification Assessments Frameworks. This includes setting tasks for pupils from WJEC adapted past-papers to enable all pupils to demonstrate what they know and understand.
 - Provide a Qualification Assessment Plan for each qualification in their department, which includes training teachers on the consistent use of assessments and mark schemes.
 - Ensure that moderation of work is undertaken to secure standardisation across the department they lead, which includes accurate records of internal processes.
 - Ensure consistency in decisions within their department, including how agreed adjustments are made.
 - Manage teachers' storage of evidence and Learner Decision Making Records.
 - Ensure that pupils entitled to access arrangements have these in place for the qualifications that they are responsible for.

- Sign a declaration for each qualification in their curriculum area to confirm the accuracy of the CDGs through valid, reliable and fair assessment for all pupils, that has been quality assured and moderated.

2.2.3 Teachers will:

- Ensure assessments are completed under the centre's appropriate level of control and have sufficient evidence in line with the centre policy to provide CDGs for each pupil which are a fair, valid and reliable reflection of the assessed evidence available for each pupil.
- Ensure that evidence is gathered within the published schedule (Appendix 1) and that activities set follow the expectations of the Head of Department and relevant WJEC Qualification Assessment Frameworks.
- Ensure that pupils are aware of the nature and criteria of the task set and ensure pupils understand when an activity will contribute towards the determination of a grade.
- Ensure that reasonable adjustments and access arrangements are in place for identified pupils.
- Ensure that each pupils' work is collected and stored securely.
- Mark submitted work within agreed timeframes set by Heads of Department.
- **Not** provide pupils with an opportunity to improve their work once submitted.
- Complete Learner Decision Making Records.
- Ensure that each pupil's work can be retrieved to support internal reviews and/or appeals.

3. Use of Evidence

3.1 The approach ensures that there is sufficient opportunity for pupils to provide clear evidence to demonstrate competency against the key themes and skills, as specified in each WJEC Qualification Assessment Framework. It is the quality of evidence used to underpin judgements that is more important than the quantity of evidence.

3.2 The evidence generated will not be completed in the form of an examination. However, pupils will produce work within a specified timeframe to reflect the volume of work. It is anticipated that the time to produce evidence would not exceed the length of the unseen examination in the qualification. However, unlike an unseen examination, evidence would need to be produced over a series of no more than three lessons.

3.3 Work will be completed independently by pupils, under similar "control levels" to existing arrangements, for Non-Examination Assessment which is supervised by teachers. This is to ensure that the evidence produced is the pupil's own. Whenever 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 pupil's work by:

- Ensuring work is submitted immediately at the end of the set timeframe during a synchronous 'live' lesson. Pupils' 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 Head of Department and the work submitted will be compared to the pupil's other work.



3.4 Adapted past-paper questions will be completed in line with the school's schedule that indicates when the production of evidence will take place, to ensure that pupils understand how grades are determined and which work will be used as evidence. This will also ensure that the production of work is evenly distributed over the set timescale.

3.5 CDGs will be awarded using the following evidence:

- **Individual Project (guided learning hours)**

Purpose

The purpose of the Individual Project is to develop learners' skills, through carrying out a research activity in an area of personal interest or one that reflects future educational or career aspirations. During the Individual Project learners will explicitly develop skills in **Digital Literacy, Planning and Organisation and Critical Thinking and Problem Solving** and apply them in an appropriate manner.

Introduction

What form should the Individual Project take?
What skills will the learner develop and use to carry out the Individual Project?
Does individual learning mean the learner can't have help?

The Individual Project must be produced and presented either as a written account or an artefact/product supported by written evidence. There is a wide range of possibilities that can be chosen as a focus for the Individual Project and learners are encouraged to explore an area of personal interest or one that reflects future educational or career aspirations.

To carry out and complete the Individual Project, learners need to develop and use a wide range of appropriate skills. In completing the Individual Project learners will recognise the importance research plays in making informed decisions. Learners will be encouraged to find, evaluate, analyse, communicate and use information to solve complex problems. Learners will have the opportunity to demonstrate originality, initiative and exercise personal responsibility.

Skills needed will include:

- planning and organisational skills that will enable learners to manage the task;
- research skills;
- acquiring and handling information and data required;
- critical thinking skills which will enable them to analyse and use research effectively;
- problem solving skills which will enable them to overcome challenges and produce solutions;
- communication and digital literacy skills to support their research and presentation of information.

While learners will be encouraged to work independently, flexibly and creatively, they should be supported in developing appropriate skills.



- **Global Citizenship Challenge (guided learning hours)**



Purpose

The purpose of the Global Citizenship Challenge is to develop learners' skills, whilst providing opportunities to understand and respond appropriately to global issues. During the Global Citizenship Challenge learners will explicitly develop skills of **Critical Thinking and Problem Solving** and **Creativity and Innovation** and apply them in an appropriate manner.

Introduction

What is a global citizen?
What skills will learners be able to develop and use?
What does this Challenge involve?

A global citizen is aware of their rights and responsibilities as citizens of Wales and the wider world. They have an interest, enthusiasm for and understanding of global issues. A global citizen respects and values equality, diversity, tolerance and sustainability.

The Global Citizenship Challenge can contribute to developing the skills, attributes and knowledge that will create global citizens, with an understanding of the world and the place of Wales within it. Along with the knowledge and values that they gain from learning about global issues, learners will develop skills which will give them the ability and confidence to be pro-active in making a positive difference in the world. Through research, debate and discussion learners will consider a range of facts, factors, differing opinions and points of view on global issues. Learners will be presented with the opportunity to learn about world problems and issues, think critically about them and how they may be solved.

The Global Citizenship Challenge will provide learners with the opportunity to build knowledge and understanding of a global issue selected from one of the following topics:

- Cultural diversity
- Fair Trade
- Future energy
- Inequality
- Living sustainably
- Natural and human disasters
- Nutrition
- Poverty

Using appropriate source material and resources learners will consider the impact of relevant factors including political, economic, social, technological, legal, environmental (PESTLE) in relation to the global issues chosen.

The Global Citizenship Challenge requires learners to respond to a global issue by raising awareness of the issue to a defined audience in a creative and innovative way.



Grade bands for the individual project:

Assessing the Individual Project				
Where there is no evidence or work is not worthy of credit - 0 marks				
Learning Outcomes	Performance Bands			
	Band 1 1 - 3	Band 2 4 - 6	Band 3 7 - 9	Band 4 10 - 12
LO1 Understand how to identify the focus and scope of an individual project	Limited introduction to research subject including basic aims and/or objectives.	Basic introduction to research subject including relevant aims and objectives.	Detailed introduction to research subject including appropriate aims and objectives.	Detailed and effective introduction to research subject including appropriate and realistic aims and objectives.
LO2 Be able to select and plan research methods, resources and materials	Limited rationale including plans to achieve aims and objectives. Basic research methods, resources and materials selected.	Basic rationale including plans to achieve aims and objectives. Relevant research methods, resources and materials selected.	Detailed rationale including plans to achieve aims and objectives. Appropriate research methods, resources and materials selected.	Detailed and effective rationale, describing the planning decisions to be made when addressing aims and objectives. Appropriate and effective research methods, resources and materials selected.
LO3 Be able to select, collate, reference and assess the credibility of information and numerical data	Limited secondary and primary information and numerical data selected, collated and referenced. Limited consideration of the credibility of sources used including currency, reliability and validity	Basic secondary and primary information and numerical data selected, collated and referenced. Basic consideration of the credibility of sources used including currency, reliability and validity.	Appropriate secondary and primary information and numerical data selected, collated and referenced. Detailed consideration of the credibility of sources used including currency, reliability and validity.	A range of appropriate secondary and primary information and numerical data selected, collated and referenced. Detailed and effective consideration of the credibility of sources including currency, reliability and validity.
LO4 Be able to analyse the numerical data collected and display using digital techniques	Limited analysis of the numerical data collected. Limited use of digital techniques to display numerical data.	Basic analysis of the numerical data collected. Basic use of digital techniques to display numerical data.	Detailed analysis of the numerical data collected. Appropriate use of digital techniques to display numerical data.	Detailed and effective analysis on the numerical data collected. Appropriate and effective use of digital techniques to display numerical data.

Where there is no evidence or work is not worthy of credit - 0 marks				
Learning Outcomes	Performance Bands			
	Band 1 1 - 3	Band 2 4 - 6	Band 3 7 - 9	Band 4 10 - 12
LO5 Be able to synthesise, analyse and use information and viewpoints	Limited knowledge and understanding of the subject. Limited synthesis, analysis and use of information and viewpoints.	Basic knowledge and understanding of the subject. Basic synthesis, analysis and use of information and viewpoints.	Detailed knowledge and understanding of the subject. Detailed synthesis, analysis and use of information and viewpoints.	Detailed and effective knowledge and understanding of the subject. Detailed and effective synthesis, analysis and use of information and viewpoints.
LO6 Be able to produce and present an outcome	Limited use of basic skills and techniques. Limited success in producing and presenting a final outcome to address project aims.	Basic use of relevant skills and techniques. Mostly successful in producing and presenting a final outcome that addresses project aims.	Effective use of appropriate skills and techniques. Successfully produces and presents a final outcome that addresses project aims.	Efficient and effective use of a range of appropriate skills and techniques. Successfully and effectively produces and presents a final outcome that meets project aims.
LO7 Be able to make judgements and draw conclusions	Limited judgements made. Limited conclusions on the outcome in addressing the focus and scope of the individual project.	Basic judgements made. Basic conclusions on the outcome in addressing the focus and scope of the individual project.	Detailed judgements made. Detailed conclusions on the outcome in addressing the focus and scope of the individual project.	Detailed and well-reasoned judgements made. Detailed and well-reasoned conclusions on the outcome in addressing the focus and scope of the individual project.
LO8 Be able to reflect on strengths and weaknesses of own performance	Limited strengths and weaknesses of own performance identified, including planning, problem solving and completion processes.	Basic reflection on the strengths and weaknesses of own performance including planning, problem solving and completion processes.	Detailed reflection of own performance including planning, problem solving and completion processes.	Detailed and well-reasoned reflection of own performance including planning, problem solving and completion processes.



Grade bands for the Global Citizenship Challenge

Assessing Global Citizenship Challenge

Where there is no evidence or work is not worthy of credit - 0 marks

Learning Outcomes	Performance Bands			
	Band 1 1 - 3	Band 2 4 - 6	Band 3 7 - 9	Band 4 10 - 12
LO1 Be able to apply Critical Thinking and Problem Solving	Limited Personal Standpoint including own and alternative opinions, views, and arguments. Limited consideration of the credibility of sources. Limited problem solving and decision making techniques. Limited reflection on the critical thinking and problem solving process.	Basic Personal Standpoint including own and alternative opinions, views, and arguments. Basic consideration of the credibility of sources. Basic problem solving and decision making techniques. Basic reflection on the critical thinking and problem solving process.	Detailed Personal Standpoint including own and alternative opinions, views, and arguments. Detailed consideration of the credibility of sources. Effective problem solving and decision making techniques. Detailed reflection on the critical thinking and problem solving process.	Detailed, clear and effective Personal Standpoint including own and alternative opinions, views, and arguments. Detailed and effective consideration of the credibility of sources. Efficient and effective problem solving and decision making techniques. Detailed and well-reasoned reflection on critical thinking and problem solving process.
LO2 Be able to apply Creativity and Innovation	Limited ideas generated for raising awareness including consideration of strengths and weaknesses. A suitable idea selected, developed and implemented. Limited reflection of the process involved in developing a new concept.	Basic ideas generated for raising awareness including consideration of strengths and weaknesses. A realistic idea selected, developed and implemented. Basic reflection of the process involved in developing a new concept.	Appropriate ideas generated for raising awareness including consideration of strengths and weaknesses. An appropriate and feasible idea selected, developed and implemented. Detailed reflection of the process involved in developing a new concept.	Appropriate and realistic ideas generated for raising awareness including consideration of strengths and weaknesses. A feasible, realistic and effective idea selected, developed and implemented. Detailed and balanced evaluation of the process involved in developing a new concept.
LO3 Understand issues involved in a Global Citizenship Challenge	Limited understanding of the global issue. Limited coverage of political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced of limited quality and suitability.	Basic understanding of the global issue. Basic coverage of political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced of adequate quality and suitability.	Detailed understanding of the global issue. Detailed coverage of relevant political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced appropriate and of good quality.	Detailed and effective understanding of the global issue. Detailed and effective coverage of relevant political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced appropriate, effective and of high quality.

- Access arrangements will be made available to identified pupils according to JCQ criteria. These include reading support and extra time.

4. Quality Assurance Processes

4.1 Processes for quality assurances will be in line with the Porth Community School Centre Policy on Assessment and Quality Assurance Processes for the Summer 2021 Alternative Arrangements, including the volume of moderation samples and approaches to conflicts of interest etc.

4.2 The department will apply the following approach to the assessment of evidence:

- The teacher will assess the pupils' work in **purple pen**, using WJEC mark schemes to support the accurate awarding of grades. Moderation activities to establish standardised approaches will take place as soon as is reasonable and practicable, once evidence has been submitted.
- Moderation activities may involve a number of teachers. Therefore, additional comments of moderated work made by a separate member of staff will be written in **green pen**.
- Heads of Department will ensure that the sample of work to be moderated covers the full spectrum of grades and all teachers who have assessed work.
- Directors of Schools of Learning will lead final quality assurance moderation sessions to review any discrepancies, with comments made **red pen**.
- At all stages, appropriate forms will be retained as evidence to support the final CDG.

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

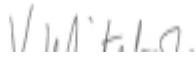

5.1 The school will keep a record to clearly document the rationale for grade decisions as per Learner Decision Making Record templates made available to schools by WJEC. Decision records will include a clarity of explanation which pupils and their families will understand.

5.2 Decision records will detail who assessed the evidence and when; the decision taken; identification of any reasonable adjustments or special considerations applied and where the evidence is safely stored. Records will also be kept from internal moderations to standardise work and verify performance, as described in the Porth Community School Centre Policy on Assessment and Quality Assurance Processes for the Summer 2021 Alternative Arrangements.

5.3 Decisions on awarding CDGs **will not** be communicated to pupils and/or parents/carers by individual staff within the department.

6. Professional Learning

6.1 All staff will engage in appropriate professional learning to support the fair, equitable and reliable approach to the determination of CDGs. See Appendix 2.

Confirmation		Approved	
Signature		Signature	
Name	V Whitefoot	Name	R Thomas
Role	Director of Life Skills and World Studies	Role	Deputy Headteacher
Date	12 th April 2021	Date	12 th April 2021

Appendix 1: Adapted Past-Paper Evidence Schedule

The following schedule is designed to indicate when the evidence from past-paper tasks will be generated, which will then be used to support the determination of CDGs, in relation to 3.5.1 and 3.5.4. However, evidence to form the basis of 3.5.2 and 3.5.3 may be generated earlier. In addition, pupils are not required to complete all units in some qualifications, as per WJEC adaptations to subject specifications for Summer 2021.

Given the nature of the evidence gathered to support CDGs, it is not possible to publish a detailed timetable. Furthermore, as pupils will not be sitting examinations, it is likely that pupils will be completing activities as different stages to peers within designated year groups. The use of a schedule is designed to ensure that the model is deliverable to both pupils and staff, ensuring that workload is managed as fairly as possible. However, there may be exceptional circumstances where it may not be possible for pupils within individual classes to undertake activities within the schedules window. Dates are subject to change owing to the uncertainty of the pandemic and national timescales.

Fortnight	Assessment
19 th April 2021 – 30 th April 2021	English Language Reading Unit 3

	<p>English Literature Unit 1 (Year 10) History Unit 3 Mathematics Unit 1 and Unit 2 Religious Studies Unit 2 Spanish Unit 2 and Unit 3 Welsh Unit 4</p>
4 th May 2021 – 14 th May 2021	<p>English Language Writing Unit 3 Hospitality and Catering (Year 10) Health and Social Care Unit 1 History Unit 1 ICT Unit 3 (Year 10 and Year 11) Physical Education Unit 1 Physical Education Short Course Unit 1 (Year 10) Science Double Applied Unit 3 Science Double Award Unit 5 Spanish Unit 4</p>
17 th May 2021 – 28 th May 2021	<p>Biology Unit 2 Chemistry Unit 2 Constructing the Built Environment Unit 1 (Year 10) Design Technology Engineering Unit 1 Design Technology Product Design Unit 1 English Language Writing Unit 2 Mathematics-Numeracy Unit 1 and Unit 2 (Year 10 and Year 11) Physics Unit 2 Religious Studies Unit 1 Science Double Award Unit 4 and Unit 6</p>

Appendix 2: Timeline – Deadlines, Guidance and Training Events

Activity	Date
Senior and middle leadership training on “Qualifications Wales Summer 2021: Guidance on alternative arrangements for approved GCSEs”, “WJEC Assessment Creation Guidance” and “WJEC GCSE Grade Descriptors Consultation Document”	1 st March*
Training: Foundations and creation of assessment	5 th March
Guidance on centre policy on assessment and quality assurance	5 th March
Training: Centre approach to assessment and QA of grading decisions	w/c 8 th March
Deputy Headteacher, Director of Learning and Head of Department assessment framework, moderation and exam entries quality assurance meetings	10 th March – 17 th March*
Training: Live Q&A	12 th March
High-level appeals process guide for centres	15 th March
Final Qualification Assessment Frameworks including grade descriptors	w/c 15 th March
Grading guide for centres	w/c 15 th March
Assessment materials for centres	w/c 15 th March
Middle leadership Centre Policy on Assessment and Quality Assurance Processes and Qualification Assessment Plan launch	18 th March*

Senior leadership Centre Policy on Assessment and Quality Assurance Processes review	19 th March*
Entries deadline	19 th March
Subject specific training materials	w/c 22 nd March
Centres submit assessment and internal quality assurance policies to WJEC	19 th – 25 th March
Training: Unconscious bias and objectivity	22 nd March
Department Qualification Assessment Plan review meetings to include training teachers on the consistent standardised use of assessments and mark schemes	25 th March*
Training: Live Q&A	25 th March
Heads of Department submit Qualification Assessment Plans	25 th March*
WJEC provides feedback to centres on their policies	12 th April
Deputy Headteacher provides feedback to Heads of Department and finalise Qualification Assessment Plans	12 th April*
Training: Making final judgements	19 th April
Adapted past-paper assessments	19 th April – 28 th May
Entries amendment window deadline	22 nd April
Final appeals process guide for centres	w/c 26 th April
Training: Good practice in making final grading decisions and quality assurance	26 th April
Training: Live Q&A sessions	5 th May
Training: Submitting CDGs	17 th May
Final quality assurance of marking and moderation	11 th June*
Teachers enter CDGs on database	15 th June*
Deputy Headteacher final quality assurance of CDGs at individual, department and whole school levels; subsequent meetings with Heads of Department and Senior Leadership Team	16 th June – 22 nd June*
Pupils receive CDGs for review (5.3.1)	25 th June*
Submission of CDGs	2 nd July
WJEC quality assurance of learner decision records and overall outcomes	21 st June – 12 th July
GCSE results day	12 th August
Pupils have the opportunity to appeal GCSE results to WJEC and they will have the opportunity to appeal to Qualifications Wales for an Exam Procedures Review Service (5.3.2 and 5.3.3)	24 th August – 21 st September**

*Internal Porth Community School dates

**Provisional date set by Qualifications Wales

Appendix 3: Head of Department Checklist for Qualifications Summer 2021

Checklist	Yes / No
I have a password for the WJEC secure website.	
I have downloaded and read the WJEC Assessment Creation Guide.	
I have read all WJEC Assessment Materials and have a clear a Qualification Assessment Plan to support the awarding of CDGs.	
The Deputy Headteacher has approved my Qualification Assessment Plan.	
I will ensure fairness to all pupils is maintained by my department throughout this process.	
I will ensure that my team reads, understands and adheres to the Porth Community School Centre Policy on Assessment and Quality Assurance Processes for the Summer 2021 Alternative Arrangements.	

I will ensure that my team participates in appropriate training and appropriately follows the timeline for deadlines, guidance and training events.	
My team are aware of the accepted evidence that can contribute to a CDG.	
I will ensure that my team reads, understands and adheres to the Qualification Assessment Plan.	
My team are clear about what needs to be taught and how the assessment(s) will be administered and supervised.	
I will ensure that mark schemes are understood and consistently applied.	
My team are aware of the access arrangements and reasonable adjustments for pupils.	
My team are aware of special consideration which needs to be applied before CDGs are awarded.	
I will ensure that my team and I check the authenticity of each pupil's work to negate the risk of plagiarism.	
I will ensure my team understand the WJEC best-fit grade descriptors (and boundaries where appropriate) and understand that CDGs will be a holistic judgement rather than focusing on a single source of evidence.	
I will ensure that all teachers complete a Learner Decision Record for all pupils undertaking a qualification in my department.	
I will ensure that moderation meetings occur, that queries/concerns are discussed and clarity is given.	
I will quality assure all data which will be submitted to the required database by the specified deadline.	
My team and I are aware that CDGs will be shared with pupils and parents before submission to the WJEC.	
I will ensure that all assessment evidence is securely stored and available for review if required.	