



SUBJECT ASSESSMENT PLAN

Art

March 2021

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INTRODUCTION

In the absence of an exam series, and ongoing disruption to teaching and learning, center's will be determining the GCSE, AS or A level grades awarded to learners in summer 2021.

The school assessment and quality assurance processes policy aim are to provide clear guidance of the school's approach to assessment and quality assurance of the Centre Determined Grades based on the evidence which has been produced in accordance with the WJEC Qualification Assessment Frameworks. This guidance gives an overview of what decisions teachers need to make, how they should make those decisions and what types of evidence should be used to support those decisions. This plan only applies to GCSE qualifications.

ASSESSMENT PLAN:

Assessment Objectives:

AO	Weighting	Description
AO1 - Investigation	25%	Develop ideas through investigations demonstrating critical understanding of sources.
AO2 - Experimentation	25%	Refine work by exploring artists, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3 – Recording Ideas	25%	Record ideas, observations and insights relevant to intentions as work progresses.
AO4 – Personal Response/Presentation	25%	Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language.

	Max	A*	A	B	C	D	E	F	G
AO1 – Critical Understanding	25	23	20	18	15	13	10	8	5
AO2 - Creative Making	25	23	20	17	15	12	10	8	5

AO3 – Reflective Recording	25	23	20	18	15	13	10	8	5
AO4 – Personal Response/ Presentation	25	23	20	17	14	12	10	8	5

2021 GCSE Art grading is based wholly on the Portfolio. All Assessment is NEA.

Four assessment objectives are marked out of 25. These reflect 2019 grade boundaries, with C grade of 59.

	100	90	80	70	59	50	40	32	20
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Forms of Assessment:

All assessment of pupil's work is Non-Examination Assessment. Adaptation to the content of GCSE art has been the removal of the exam requirement, grading is 100% coursework.

- **Non-Examination Assessment**

“Non-Examination Assessment will also be used to inform center determined grades. NEA is fundamental to the development of knowledge, understanding of skills in subjects with significant practical elements and therefore will form part of the overall assessment of learner’s work. The proportion of the assessment objective weightings in each adapted specification must be adopted and teachers must use other evidence available to determine the grade.”

All evidence is NEA based and will form the final judgement for pupil’s CDG. The final grade will be based on a judgement of evidence across the assessment objectives that have considered the adaptations made for 2021. “The Portfolio mark scheme, Assessment Objective checklist and Indicative Content, in conjunction with the range of online training materials should be used to support clear, accurate and fair judgements.” **Qualification Assessment Framework for Summer 2021.** All four assessment objective objectives have equal weighting and evidence of a standard in one cannot justify a high grade overall. However, it is stated that “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, centers should take account of the equal weightings across the four assessment objectives and consider each learner’s evidence in relation to the grade descriptions”. **Qualification Assessment Framework for Summer 2021.** It is expected that candidates have responded to all four assessment objectives in some part. The grade descriptors proved by the WJEC are for Grades A, C, E & G. I have written grade descriptors for an A*, B, D & F grade. These are:

Grade A*

- Independent responses that show rigorous and perceptive critical analysis. Confident, coherent, sophisticated and thorough development of ideas. **A01**

- Perceptive and rigorous review informs the development of work. Purposeful, creative experimentation of media, materials, techniques and processes are skillfully controlled. **A02**
- Sophisticated recording of ideas, observations and insights. Research is extensive. Coherent and highly relevant to personal intentions. **A03**
- Presentation shows perceptive and thorough understanding of visual language. Purpose and intentions of the work is clearly conveyed through highly imaginative, purposeful and meaningful responses. **A04**

Grade B

- Through development of ideas through sustained and focused investigations that show rigorous critical analysis. **A01**
- Ideas are refined and explored through relevant selection and creative experimentation. Media, materials, techniques and processes are confidently controlled and exploited. **A02**
- Confident recording of ideas, observations and insights that is relevant to personal intentions. Rigorous and effective reflection of work that demonstrates a good level of understanding. **A03**
- Imaginative, personal and meaningful response which realizes intentions in a confident and effective manner. Presentation shows good understanding of the visual language, intentions are clearly conveyed. **A04**

Grade D

- Reasonable development ideas through investigations that show reasonable critical analysis of sources and provide the basis for satisfactory responses. **A01**
- Reasonable use of media, materials and processes, that show some refinement of ideas. Ongoing review informs work as it progresses. **A02**
- Record ideas observations and insights that is linked to intentions. Some critical reflection on work as it progresses that show some meaning and understanding. **A03**
- Present an imaginative and personal response which realize intentions in a basic manner, showing some understanding of the visual language. **A04**

Grade F

- Some development of ideas through partially sustained investigations. **A01**
- Ideas are partially refined and explored through selection and some attempt to control media. **A02**
- Limited recording of ideas, observations and insights that show little relevance to personal intentions. **A03**
- Limited personal response that shows some meaning with basic and limited understanding of the visual language. **A04**

The extent to which the pupil has met the assessment objectives will determine their grade. Shortcomings in some aspects of the evidence may be balanced by better performance in others, However, these must be viewed holistically. Assessment and moderation conducted

on 24.3.21 NE/JC, has highlighted weaknesses in AO3 and AO4. These will be the focus in supporting pupils moving forward. Any underachieving pupil will be discussed as a department and reasons noted for reference, along with evidence. Grade data has been collated on Sims and as a department. This process will apply when CDGs are uploaded to the WJEC secure site. The WJEC and the above grade descriptors will be used within a departmental marking template to determine a final holistic 'best-fit' grade decision. Evidence of all learners take the form of a Digital Portfolio as recommended by the WJEC. This has been an ongoing process on Teams throughout the periods of isolation and lockdowns. This has facilitated the need for pupils to upload and annotate their work ready for assessment. This can be viewed by SLT and Pastoral team as part of the whole school moderation and internal reviews as per Whole School Policy. The Digital Portfolio allows each learner will have a portfolio of clear evidence to demonstrate the sound, impartial determination of the correct grade. The department will ensure all learners are given reasonable opportunity to demonstrate attainment in the assessment objectives.

Where learners have agreed access arrangements or reasonable adjustments (e.g. a reader, a scribe or modified paper), the school will make every effort to ensure these arrangements are in place when assessments are being taken. Where, for some reason, this has not been possible (e.g. existing evidence where arrangements were not in place), this should be reflected in the final judgement and documented within the rationale for grade decisions for the pupil.

Pupils will be given the opportunity to develop, improve and complete the Assessment Objectives until 27th May. Moderated grades will be submitted by the 28th May. Following whole school moderation and the internal reviews, grades will be submitted to pupils on the TBC, following the agreed format. Pupils will sign declarations to state the artwork submitted is their own. All pupils will be given the time allocated by the WJEC to develop/complete their coursework. A focused target group has been identified. ALN pupils will continue to be supported in class, and learners that require extra time will be provided with this opportunity.

All pupils will be aware of their predicted grade and progress grade through constant communication.

2021 Mark scheme for GCSE Art & Design. Cefn Saeson School							100% Coursework. Total mark 100	
Candidate Name:			Candidate number:					
	A*	A	B	C	D	E	F	G
	25-23	22-20	19-18	17-15	14-13	12-10	9-8	7-5
A01	Independent responses that show rigorous and perceptive critical analysis. Confident, coherent, sophisticated and thorough development of ideas.	Develop sophisticated ideas through sustained independent investigations involving perceptive critical analysis of contextual sources that shows deep critical understanding.	Through development of ideas through sustained and focused investigations that show rigorous critical analysis.	Reasonably develop ideas through generally sustained investigations that include critical analysis of contextual sources showing reasonable understanding.	Reasonable development ideas through investigations that show reasonable critical analysis of sources and provide the basis for satisfactory responses.	Undertake some development of ideas through partially sustained investigations that include some critical analysis of contextual sources to partially inform basic responses	Some development of ideas through partially sustained investigations.	Develop ideas in a limited way, through investigations that include limited critical analysis of sources which has minimal influence on responses.
A02	Perceptive and rigorous review informs the development of work. Purposeful, creative experimentation of media, materials, techniques and processes are skilfully controlled.	Skilfully control, purposefully experiment with, and creatively exploit, media, materials, techniques and processes, reviewing work to develop and refine it.	Ideas are refined and explored through relevant selection and creative experimentation. Media, materials, techniques and processes are confidently controlled and exploited.	Explore and reasonably refine ideas through relevant experimentation and reasonable control of media, techniques and processes, with reasonable ongoing review.	Reasonable use of media, materials and processes that shows some refinement of ideas. Ongoing review informs work as it progresses.	Partially explore and refine ideas through selection and experimentation, with some attempt to control and exploit media, techniques and processes with some ongoing review	Ideas are partially refined and explored through selection and some attempt to control media.	Explore and refine ideas in a limited way with minimal control of media and techniques and limited review that has minimal impact on the progression of work.
A03	Sophisticated recording of ideas, observations and insights. Research is extensive. Coherent and highly relevant to personal intentions.	Sophistically record ideas, observations and insights through coherent enquiry that is highly relevant to intentions, reflecting on progression of work to increase depth of meaning.	Confident recording of ideas, observations and insights that is relevant to personal intentions. Rigorous and effective reflection of work that demonstrates a good level of understanding.	Reasonably record ideas, observations and insights through enquiry that is generally relevant to intentions, with critical reflection on work as it progresses, to show meaning.	Record ideas observations and insights that is linked to intentions. Some critical reflection on work as it progresses that show some meaning and understanding.	Basically record ideas and observations through appropriate enquiry that is sometimes relevant to intentions with some reflection on work showing some understanding.	Limited recording of ideas, observations and insights that show little relevance to personal intentions.	Record ideas and observations by limited means and through enquiry that has limited relevance to intentions with minimal reflection on work and showing limited understanding.
A04	Presentation shows perceptive and thorough understanding of visual language. Purpose and intentions of the work is clearly conveyed through highly imaginative, purposeful and meaningful responses.	Present highly imaginative, personal and meaningful responses which realise intentions in a coherent and assured manner, showing perceptive understanding of visual language.	Imaginative, personal and meaningful response which realises intentions in a confident and effective manner. Presentation shows good understanding of the visual language, intentions are clearly conveyed.	Present reasonably imaginative personal and meaningful responses which realise intentions in a satisfactory manner, showing reasonable understanding of visual language.	Present an imaginative and personal response which realise intentions in a basic manner, showing some understanding of the visual language.	Present a response that is, to some extent, personal and meaningful with intentions realised in a basic manner and with some understanding of visual language	Limited personal response that shows some meaning with basic and limited understanding of the visual language.	Present a limited personal response, with minimal attempts to show meaning and realising intentions in a limited manner, with minimal understanding of visual language.
								Total mark:

ASSESSMENT IN THE CASE OF FURTHER LOCKDOWN

If teaching and learning becomes further disrupted, due to additional lockdowns, self-isolation etc., work may need to be completed at home. Where evidence is used which was completed at home, to minimize the risk of plagiarism or candidate and center malpractice, work will need to be authenticated using any or all the following methods:

- Conducting a question-and-answer session with the learner to check their understanding and to help decide whether work is authentic. Teachers should keep a record of the questions asked and notes on the candidate's responses.
- Online video conferencing to observe working and discuss progress with the learner.
- Comparing learner's performance at home with work completed within the classroom.
- Setting specific timescales for the work to be started and finished and keeping records of when the work was produced. This should be in days rather than weeks.

- Reminding learners of the risks of getting help at home from family members which could constitute over assistance.

ASSESSMENT TIMELINE

The Assessment window takes place between 12th April and 28th May 2021.

Pupils will be in subjects for specific dates following the Year 11 provision. Assessments in each subject will take place on these days. All pupils will have targeted provision to cover the four assessment objectives. Pupils will be supported with continuing work at home as needed.

QUALITY ASSURANCE

An internal quality assurance process is required to ensure consistency in grade decisions across the school. The following procedures will be adopted by all staff:

Departmental moderation and sampling

- Assessment – teachers will assess all learners work using the WJEC mark schemes to ensure consistency in the application of assessment criteria and standards. The art department has created a portfolio of evidence for each learner.
- Standardization – department meetings will be utilized to ensure a common understanding of the application of awarding of marks and further training and support will be made available for department staff utilizing the network for teachers.
- Department Moderation – departments will involve all department staff. The sample will be identified by the subject leader and approved by the line manager within senior staff. In instances where it is deemed necessary to adjust a teacher's decision to bring judgements into line with those of other teachers within the department or the school, the adjustment must be recorded on the internal moderation form.
- Network of Teachers Moderation (County Subject Improvement Groups) – A cross section of determined grades will be moderated by another examination center or centers within the local authority subject improvement group to verify standards and ensure objectivity.

Whole school moderation and sampling

- School Moderation – departments will be required to submit a sample of final teacher judgements, which reflects each grade descriptor to their line manager within the senior staff. The Head, assessment lead, Pastoral lead and ALNCo will moderate sample learners with the Head of Department from across the breadth of the curriculum. The CPO and Examination Officer will be responsible for the moderation of learners who meet the specified criteria of special considerations.

- Horizontal moderation – the SLT CDG team will take a cross section of pupils from across the grade boundaries to moderate work horizontally. e.g. a pupil who is achieving largely A/B grades to check for consistency across the range of subjects. This will be done across a range of grades.

Evidence produced will be assessed and verified by different members of staff. The sample will include at least 20% of the cohort which considers a range of student profiles which include:

- o The breadth of grades (where possible)
- o A cross section of male and female
- o FSM pupils
- o More Able and Talented
- o Additional Learning Needs
- o Learners with access arrangements
- o Other protected characteristics which have not already been cited

In compliance with the Public Sector Equalities Duties, the samples provided must be anonymous to avoid bias and discrimination. Each stage of the process will need to be documented and will be used as evidence in support of the CDG.

All evidence relating to the internal moderation process, will be retained securely, in departments storage cupboards which should be kept locked, as this will be needed to support the quality assurance, review and appeals processes. The internal moderation will include the following information:

- Name and date of moderator
- Sample list of moderation
- Any adjustments to align judgements into line with those of other teachers along with the rationale for the adjustment.
- Requests of learners to review record, the outcome and the rationale for the decision.
- Identification of any special considerations applied.
- Signed declaration of the analysis of data.

Appendix A - Timeline Communicating Assessment, Quality Assurance Process.

Date	Event
5 th March	WJEC provides information to centres on the assessment and Internal Quality Assurance requirements

19 th – 25 th March	Centres submit their assessment and Internal Quality Assurance policies to WJEC
By Easter	The school will inform students how they will be assessed and graded for their qualification
12 th April	WJEC provides feedback to centres on their policies
12 th April – 28 th May	Assessment window
2 nd July	Grading decisions made in centres and Internal Quality Assurance undertaken. Grades are shared with students and centre reviews undertaken. Centres internally review and sign off outcomes.
14 th June – 2 nd July	Submission window for Centre-Determined Grades
21 st June – 12 th July	WJEC Quality Assurance student decision making records and overall outcomes
13 th – 16 th July	WJEC discusses atypical results with centres and issues arising from review of evidence records
12 th August	GCSE Results
24 th August – 21 st September	GCSE appeals window