



# **SUBJECT ASSESSMENT PLAN**

## **ENGLISH**

March 2021

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## INTRODUCTION

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

The school assessment and quality assurance processes policy aims to provide clear guidance of the schools 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 – SUBJECT SPECIFIC WEIGHTING

English Language	AO1 (Oracy) 20%	AO1 Oracy • Present and organise information clearly and purposefully, sustaining and adapting their talk in formal and informal situations using a variety of techniques and verbal reasoning skills as appropriate. • Listen and respond appropriately to other speakers' ideas, questions and perspectives, and how they construct and express meanings. • Interact with others, shaping meaning through suggestions, comments and questions and drawing ideas together. • Use a range of appropriate sentence structures appropriately for clarity, purpose and effect, with accurate grammar and expression. Half of the available credit for AO1 will be awarded for the choice of appropriate register, grammatical accuracy and range of sentence structures with the remainder for content and organisation.
	AO2 (Reading) 40%	AO2 Reading • Use inference and deduction skills to retrieve and analyse information from a wide range of written texts. • Synthesise and summarise information from a range of texts. • Interpret themes, meaning, ideas and information in a range of texts and challenging writing. • Edit texts and compare and evaluate the usefulness, relevance and presentation of content within or across texts. • Refer to evidence within texts, distinguishing between statements that are supported by evidence and those that are not. • Evaluate and reflect on the ways in which texts may be interpreted differently according to the perspective of the reader and distinguishing between facts or evidence and opinions, bias and argument. • Understand and recognise the purpose and reliability of texts, e.g. texts for personal, public, occupational and educational use
	AO3 (Writing) 40%	AO3 Writing • Write to communicate clearly and effectively, using and adapting register and forms and selecting vocabulary and style appropriate to task and purpose in ways that engage the reader. • Proofread, and use linguistic, grammatical, structural and presentational

		<p>features in their own writing to achieve particular effects, to engage and influence the reader and to support overall coherence.</p> <ul style="list-style-type: none"> <li>• Use a range of sentence structures and paragraphs appropriately for clarity, purpose and effect, with accurate grammar, punctuation and spelling. Half of the marks for this section will be awarded for communication and organisation (meaning, purpose, readers and structure) and the other for writing accurately (language, grammar, punctuation and spelling). The weighting of assessment objectives across each examination series is as follows:</li> </ul>
English Literature	<p>AO1 37%</p> <p>AO2 32%</p> <p>AO3 12%</p> <p>AO4 19%</p>	<p>AO1 • Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations</p> <p>AO2 • Explain how language, structure and form contribute to writers’ presentation of ideas, themes and settings</p> <p>AO3 • Make comparisons and explain links between texts, evaluating writers’ different ways of expressing meaning and achieving effects</p> <p>AO4 • Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self, and other readers in different contexts and at different times</p>
English Entry Level	<p>AO1 (Communication) 40%</p> <p>AO2 (Reading) 40%</p> <p>AO3 (Writing) 20%</p>	<p>AO1 Communication – learners must: • present and organise information/points of view clearly and in appropriate language • make relevant contributions in formal and informal situations • interact with and respond appropriately to others.</p> <p>AO2 Reading – learners must: • identify main points and ideas • use information contained in texts • read and understand texts in detail • examine how events / ideas are presented.</p> <p>AO3 Writing – learners must: • write to communicate clearly including an appropriate level of detail • use and adapt register and forms as appropriate to task and purpose • ensure written work is generally accurate, including grammar, punctuation and spelling.</p>

## FORMS OF EVIDENCE

Forms of evidence can be found below and assessment methods will be ranked by robustness of evidence.

Evidence ranking	Robustness of evidence	Range of assessment	Type of assessment used
1	Most robust form of evidence 	Modular tests (external)	English Literature Unit 1 (11.1 and 11.2 only)
2		Assessment completed under examination conditions	Past paper questions NEAs Unit 1 oracy Unit 3 Shakespeare and Poetry
3		Assessment completed under test conditions	Past paper questions
4		Assessment completed by the learner not under test conditions. The assessor can confidently determine that this is the pupils own work.	Completed online assessments during lockdown to support CDG evidence

## FORM OF ASSESSMENT

The Centre Determined Grade will be generated using the following evidence in line with WJEC adaptations published in September 2020:

- **Adapted Past Paper Questions**

WJEC have provided a range of past papers which can be adapted where appropriate, to suit the programme of learning and may be used to provide sufficient evidence of each learner's knowledge, skills and understanding. Departments are advised to make use of these existing materials which have been externally quality assured, are supported with consistent mark schemes which are familiar to both learners and teaching staff and meet the needs of the [Public Sector Equality Duty](#).

- Where subject leaders have chosen not to use past papers in the production of learners evidence subject leaders must follow the guidance as prescribed in the [Assessment Creation Guidance](#) document to ensure the key principle of fairness and accessibility, validity and reliability are achieved within the assessment.
- **Non-Examination Assessment**  
Non-Examination Assessment will also be used to inform centre 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.
- **Other contributing evidence.**  
Other contributing evidence may include a range of activities completed by the learner during the course of study for the qualification. Evidence may include any assessed work which has been completed in school or at home, if the school is assured it is the learners own work. Other contributing assessment evidence includes mock examinations, class based completion of past paper questions and/or practical assessed work.

The number of pieces of evidence required to support judgements is prescribed by the departments. Each learner will have a portfolio of clear evidence to demonstrate the sound, impartial determination of the correct grade. Teachers will ensure all learners are given reasonable opportunity to demonstrate attainment in areas of the qualification. Where possible, existing evidence will be used to support judgements.

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.

Learner work will assessed during the assessment window and moderated grades will be submitted by the 28<sup>th</sup> May. Following whole school moderation and the internal reviews, grades will be submitted to pupils on the TBC, Following the agreed format.

## 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 minimise the risk of plagiarism or candidate and centre malpractice, work will need to be authenticated using any or all of 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 learners 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 12<sup>th</sup> April and 28<sup>th</sup> 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.

## 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. Teachers will create a portfolio of evidence for each learner.
- Standardisation – department meetings will be utilised to ensure a common understanding of the application of awarding of marks and further training and support will be made available for department staff utilising 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.

### *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:

- The breadth of grades (where possible)
- A cross section of male and female
- FSM pupils
- More Able and Talented
- Additional Learning Needs
- Learners with access arrangements
- 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 <sup>th</sup> March	WJEC provides information to centres on the assessment and Internal Quality Assurance requirements
19 <sup>th</sup> – 25 <sup>th</sup> March	Centres submit their assessment and Internal Quality Assurance policies to WJEC
By Easter	<b>The school will inform students how they will be assessed and graded for their qualification</b>
12 <sup>th</sup> April	WJEC provides feedback to centres on their policies

12 <sup>th</sup> April – 28 <sup>th</sup> May	<b>Assessment window</b>
2 <sup>nd</sup> July	Grading decisions made in centres and Internal Quality Assurance undertaken. <b>Grades are shared with students and centre reviews undertaken.</b> Centres internally review and sign off outcomes.
14 <sup>th</sup> June – 2 <sup>nd</sup> July	Submission window for Centre-Determined Grades
21 <sup>st</sup> June – 12 <sup>th</sup> July	WJEC Quality Assurance student decision making records and overall outcomes
13 <sup>th</sup> – 16 <sup>th</sup> July	WJEC discusses atypical results with centres and issues arising from review of evidence records
12 <sup>th</sup> August	GCSE Results
24 <sup>th</sup> August – 21 <sup>st</sup> September	GCSE appeals window



## WJEC External Quality Assurance Process Summer 2021

