

## Centre Determined Grades – Draft Subject Assessment Plans

**Learning Area:** Technology

**Subject:** A-Level Art & Design

**No. of entries:**12

### **Rationale**

Need to give all students fair opportunities to prove selves equitably irrespective of self-isolation / lockdown periods. Awarding individual students with fair grades they have shown evidence of achieving using recommended assessment frameworks provided by WJEC, following a robust and internal and external moderation process will be at the heart of the process.

The school has been asked to submit centre determined grades (CDGs) to enable the award of GCSE, AS, A level and Skills Challenge Certificate (SCC) qualifications. Subject Leaders will identify the scope of evidence which will be used to contribute towards the Centre Determined Grades. This information will be shared with students and Parents. The portfolios of evidence are evolving documents and will be updated following release of materials from the WJEC.

All subject teachers must ensure that access arrangements and special considerations are taken into account for each student who would have received additional support during exams eg extra time, reader, scribe.

All teachers will compile the evidence base for each student they teach and keep in individual student folders. Moderation will take place between subject areas and will be quality assured by members of the SLT. Grades will be determined following the guidance issued by the WJEC and must be evidence based, it cannot be on the basis of potential. Teachers will use the grade descriptors issued by the WJEC to inform their judgement.

The school will submit its CDGs by the deadline, 2<sup>nd</sup> of July 2021 using the system provided by WJEC for capture of the grades. Provisional grades will be shared with students prior to this and students will have the opportunity to go through an appeal if they do not agree with the grade awarded or they think an error has been made. Students cannot appeal if they are just not happy with their grade. If students do appeal a review of the grading process will take place using the evidence from the teacher. Students will be told of the results of this review prior to the submission of the grade to the WJEC.

### **Type of supervision for assessments**

**High** : Formal supervision. Students produce their work under direct supervision and with a restricted set of resources, usually during class time. No assistance may be given to students. This is not achievable online.

**Medium** : Informal supervision. Work is mainly completed under teacher supervision in the classroom, e.g. writing up investigations. This can be achieved virtually using monitoring platforms online such as Class Notebook and Spiral, well designed assessments where simple answers cannot be harvested from an internet search engine or peers, strict time frames of completion.

**Low**: Limited supervision. Work may be completed outside of the classroom without direct supervision. Most but not all online completed assessments would be considered low control due to the inability to monitor students at home.

### **Type of assessment**

**Standardised Assessment Material (SAMS)**- these are materials/assessments provided by the WJEC with mark schemes provided. They could be past papers or the material for the adapted specifications.

**A Centre Devised Assessment (CDA)** –an assessment created by the teacher/department. If assessments have been created the teacher must have completed the online training that is on WJEC Secure Website, read the WJECs Centre Assessment Creation Guide and undergone QA with SLT link.

**Non-examination assessment materials (NEA)** – this could be part or fully completed

### **What Evidence/Assessments have already been collected/taken?**

<b>Type of Evidence/Assessment</b>	<b>Date collected</b>	<b>How it links to specification</b>	<b>Type of Supervision H/M/L</b>	<b>Weighting of qualification</b>	<b>Type of assessment</b>
------------------------------------	-----------------------	--------------------------------------	--------------------------------------	-----------------------------------	---------------------------

All students have been producing a creative and investigative portfolio which covers all of the four Assessment Objectives. They	From September 2020 - Current Date	AO1- Critical understanding AO2 - Creative making AO3 - Reflective recording AO4 - Personal Presentation	L	Each assessment objective is equally weighted.	NEA
--	------------------------------------	---	---	--	-----

have been working on individual projects throughout the portfolio based on their own personal theme					
Students have produced varying amounts of work to cover this assessment objective. At the beginning of the unit they produced detailed observational drawings of objects that linked to their theme. They used a wide range of recording and research processes in order to gather observations that would enable them to develop their work in a personal manner.  Students annotated their work, critically evaluating the learning that had taken place.	September 2020 - November 2020	Assessment Objective AO3 <b>Reflective recording</b> - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	L		NEA

<p>Students have investigated the work of a minimum of four artists as in depth studies. They have also produced a compare and contrast assignment linked to two further artists.</p> <p>They have written critically about the artists work, evaluating their work and</p>	<p>November 2020 - 15th March 2021</p>	<p>Assessment Objective AO1  <b>Critical understanding</b> Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p>	<p>L</p>		<p>NEA</p>
<p>reflecting on the learning that has taken place.</p> <p>All students undertook their written critical study where they evaluated and explored the work of their four chosen artists in more depth. the critical study will be completed as part of their assessments in April</p>					

<p>Students have begun to develop their work experimenting with a wide range of processes and techniques which link to their artists and theme.</p> <p>They have reviewed their work as it progresses both practically and in written form.</p>	<p>September 2020 - March 12th 2021</p>	<p>Assessment Objective AO2 <b>Creative Making</b> - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p>	L		NEA
---	---	---	---	--	-----

**What Evidence/Assessments are planned?**

<b>Type of Evidence/Assessment</b>	<b>Date Planned</b>	<b>How it links to specification</b>	<b>Type of Supervision H/M/L</b>	<b>Weighting of qualification</b>	<b>Type of assessment</b>
<p>Students will continue with the development section of their portfolio so as to explore</p>	<p>15th March - 12th April 2021</p>	<p>Assessment Objective AO2 <b>Creative Making</b></p>	L		NEA

<p>techniques and processes in depth.</p> <p>They will produce design/compositional ideas for their final outcome.</p> <p>Students will fully annotate their work reflecting on the techniques and processes they have used and the learning that has taken place.</p>					
<p>Students will produce a final outcome of their creative portfolio to realise their intentions. They will demonstrate their understanding of visual language through their final outcome and their accompanying written evaluation</p>	<p>Submission date for final outcome 7th May 2021</p> <p>Submission date for portfolio - 14th May 2021</p>	<p>Assessment Objective AO4 <b>Personal presentation</b> - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	L		NEA
<p>Students will complete their critical studies essay writing about the development of their project and how they have realised their intentions. They will present this in a digital format.</p>	<p>Submission date - 28th May 2021</p>	<p>Assessment Objective AO1 <b>Critical understanding</b></p>	L		NEA

Teachers and learners are advised to make full use of the <b>Creative Statement</b> so that the creative path (with possible diversions) ideas, plans, reflections, analysis, comparisons, influences, thinking and intentions can be readily followed and inform assessment decisions	Submission date - 28th May 2021	Creative Statement	L		NEA
--	---------------------------------	--------------------	---	--	-----

**What assessment arrangements are needed for ALN students?**

This information is confidential and held securely in school

**What Moderation and QA processes have taken place/need to take place?**

Date	Details	Who was present	Outcome of meeting
18/01/21	Department meeting	SFI/ KJo/ KDe	Discussions about revision of schemes of work and identifying ways to support students in meeting all 4 assessment objectives.
10/02/21	Learning Area meeting	Learning Area Team	Subject Assessment plans discussed as well as Moderation points. Awaiting clarification and more information from WJEC.
10/03/21	Departmental Meeting	SFI/KJo	Discussions regarding grade descriptors and students current expectation. Teachers reviewed

			<p>current work through viewing digital portfolios submitted by students.</p> <p>Timeline produced to further support students in the completion of AO2 and AO4.</p>
17/03/21	Department Meeting	SFI/KJo	Time used to identify students with ALN and those entitled to special consideration. Teachers to allocate extra time and additional support.
24/03/21	Learning Area Meeting	SFI/KJo/KDe	Confirmation of Assessment Timeline and discussions over details of Assessment plans.
12/04/21	Training Day	SFI/KJo/KDe	<p>Relevant WJEC training taking place</p> <p>Collection of evidence Moderation/ QA to begin</p> <p>Continued planning and preparation for completion of the course</p> <p>Moderation dates to be confirmed</p>
TBC Including Twilights x2	Moderation	SFI/KJo/ KDe	<p>Completed portfolios assessed and moderated fully using grade descriptors.</p> <p>Subject teachers to complete initial assessments of their own class.</p> <p>Moderation and standardisation to take place across teaching groups</p> <p>Sampling and moderation to take place with a third department teacher.</p>

**Have you any potential conflicts of interest and if so what has been done to mitigate their effects?**

This information is confidential and held securely in school


