

Centre Determined Grades – Draft Subject Assessment Plans

Learning Area: **Expressive Arts** Subject: **Physical Education** GCSE/AS/A2/Other:

No. of entries: **3**

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, 2nd 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 an SLT link.

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

What Evidence/Assessments have already been collected/taken?

Type of Evidence/Assessment	Date collected	How it links to specification	Type of Supervision H/M/L	Weighting of qualification	Type of assessment
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Practical Performance Evidence from major activity	Ongoing	Practical Performance is being used for final assessment. Students perform in one major sport. Students also require coaching evidence.	L	N/A	NEA
IR (Investigative Research Project)	Ongoing	Written piece of work that attaches to the practical performance.	M	N/A	NEA
Assessment 1 - Mock Exam	December 2020	Exam was based on topics covered so far on the course. It included exercise physiology and psychology.	H	N/A	SAMS
End of lesson past paper questions for both BRO and NOC subject areas	Ongoing	Assessed questions on a topics covered in one lesson	H	N/A	SAMS

What Evidence/Assessments are planned?

Type of Evidence/Assessment	Date Planned	How it links to specification	Type of Supervision H/M/L	Weighting of qualification	Type of assessment
Assessment 2	April 2021	Assessment will be based on topics covered since January. This will include: Sport in Society and Exercise Physiology. The will be the full allocated time of a normal exam.	H	N/A	SAMS

Assessment 3	May 2021	Assessment will be based on topics covered from the return after Easter to the end of the course. The will be the full allocated time of a normal exam.	H	N/A	SAMS
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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
December 2020	Class teacher practical mark moderation	Mr. C Hutchinson (Practical Teacher)	Marks allocated in preparation for the internal moderation.
April 2021	Internal moderation of practical marks	Mr. C Hutchinson (Practical Teacher) Miss B Roberts (Subject Leader PE)	Marks discussed and amended where needed.
May 2021	Internal cross moderation of theory	Miss B Roberts (Subject Leader PE/Teacher) Mr N O'Connell (Subject Teacher)	Marks discussed and moderated, with names made anonymous.
May 2021	External moderation of practical/theory marks with another school.	Mr. C Hutchinson (Practical Teacher) Miss B Roberts (Subject Leader PE) Staff from another school	Moderation of marks across the board

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

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