Centre Determined Grades Policy

Rathfriland High School

Policy Details

Legal Status	Adopted	Version Date	Last Review	Next Review	Responsible
Statutory	20th April 2021	April 2021			R Chalmers

Issued to staff: 22nd April 2021

Related Documents

This policy should be read in conjunction with:

1. Teaching and Learning Policy
2. Assessment and Reporting Policy
3. SEN Policy
4. Acceptable Use of Internet and Digital Technologies in School Policy
5. Appeals Policy
6. GDPR and Data Protection Policy

Policies are available at www.rathfrilandhigh.co.uk or from the school upon request

Context & Rationale

The cancellation of all CCEA GCSE examinations by the Minister of Education, Peter Weir MLA on 6 January was followed on 2 March by a formal direction that the approach to the awarding of grades in summer 2021 would be based on teachers' professional judgements.

In 2021 centres (schools) are asked to use a range of evidence to arrive at a professional and academic judgement of the standard at which each pupil is performing in the context of the specification for which they are entered and from this to provide a grade to CCEA.

This is very different from 2020, when centres were asked to supply a centre assessment grade based on their judgement of the grade a student would likely have achieved if they had been able to complete examinations. This requires CCEA to develop and use different processes than those used in 2020. It is acknowledged that this process places a not insignificant additional responsibility on staff.

Statement of Intent

The purpose of this policy is:

• to ensure that the effective operation of the Centre Determined Grades process produces fair, objective, consistent and timely outcomes within and across departments;

• to ensure that all staff involved in producing Centre Determined Grades know, understand and can complete their roles in the process as published by CCEA;

• to ensure that Centre Determined Grades are produced in line with the process as published by CCEA, using the professional judgement of teachers, with internal moderation, ensuring quality and accuracy of the grades submitted to CCEA; and

• to ensure that the centre meets its obligations in relation to relevant legislation.

It is the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand and implement this policy. The Centre Determined Grades policy will be in line with **CCEA Alternative Arrangements – Process for Heads of Centre**, subject-specific guidance and other CCEA guidance and information issued in relation to Summer 2021.

All staff involved in Centre Determined Grades will support the implementation of alternative arrangements as set out by CCEA, including the CCEA review stage. Staff will familiarise themselves with all relevant guidance provided by CCEA, the JCQ requirements and the relevant centre policies.

Process Overview

There is a five step process for the Summer 2021 awarding arrangements as outlined in the **CCEA Alternative Arrangements – Process for Heads of Centre**. Internal deadlines relating to the steps of the CCEA process are provided in Appendix 4a.

The 5 Step Process

1	Guidance, Information & Readiness	March, April 2021
2	Evidence Gathering and Provision of Assessment Resource	March, April & May 2021
3	Centre Professional Judgement & Moderation	April & May 2021
4	Review of Evidence & Award	June & July 2021
5	Post Award Review Service	August & September 2021

Roles and Responsibilities

Roles and responsibilities of **Rathfriland High School** staff are outlined below:

The Board of Governors

The Board of Governors is responsible for approving the policy for producing Centre Determined Grades and must notify CCEA of arrangements should the Head of Centre be unavailable to confirm the Centre Determined Grades.

The Head of Centre

The Principal, as Head of Centre has overall responsibility for the school as an examinations centre and will ensure the roles and responsibilities of all staff are defined.

The Head of Centre will confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff. The Head of Centre will ensure that the method of determining grades by the centre (in line with processes published by CCEA) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by CCEA.

The Head of Centre will work collaboratively with CCEA in terms of engaging with professional dialogue and the provision of evidence as requested.

Senior Leaders

The Senior Leaders will provide support to staff involved in producing Centre Determined Grades. They will support the Head of Centre in the quality assurance of the final Centre Determined Grades. They have a role in achieving a consistent approach across departments and authenticating the preliminary outcomes in subjects where there is only one teacher. This will be agreed on a case-by-case basis but may include, for example, GCSE, AS and A Level Awarding Summer 2021: Alternative Arrangements – Process for Heads of Centre.

Senior Leaders or the Head of Centre validating the outcomes after comparing them with outcomes in associated subject areas where applicable.

The Principal and Vice Principal who attended the CCEA Chartered Institute of Educational Assessors (CIEA) training will act as Lead Assessors in their centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

The Examinations Officer

The **Examinations Officer** is responsible for ensuring accurate and timely entries are submitted to CCEA. They must ensure that all information from CCEA is shared promptly with all relevant staff. The Examinations Officer will ensure that they know, understand and can use the CCEA Centre Manager Applications. They will ensure that the centre's systems for data capture are enabled and that the Centre Determined Grades are submitted for each candidate entry by the published date(s) for Summer 2021.

The Examinations Officer is responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.

Heads of Department and Subject Leaders

Heads of Department are responsible for supporting departmental staff and ensuring all staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements. They will ensure that a Head of Department Checklist is completed for each qualification that they are submitting.

Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers.

Teachers

Teachers are responsible for ensuring that they conduct assessments (which may include the optional assessment resource) under the centre's appropriate levels of control, where it is safe to do so, and that they have sufficient evidence, in line with the centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification.

They must ensure that the Centre Determined Grade they assign to each candidate is a fair, valid and reliable reflection of the assessed evidence available for each candidate. Centres must ensure records are kept similar to the Candidate Assessment Record, to include a description of the assessment evidence used, the level of control for each assessment considered, and any other evidence that explains the final Centre Determined Grade submitted.

Teachers have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required.

They must securely store and be able to retrieve evidence to support their decisions. The CCEA Candidate Assessment Records will be required for the candidates sampled by CCEA.

The knowledge, expertise and professionalism of the staff of Rathfriland High School is central to determining Centre Determined Grades.

Training, Support and Guidance

Teachers involved in determining grades must attend any centre-based training provided.

Rathfriland High School will engage fully with all training and support that CCEA has provided, including web-based support and training. Further general and subject-specific support and guidance can be found on the CCEA website at www.ccea.org.uk.

The centre policy will be supported through training provided by CCEA to Senior Leaders through the CIEA. Senior Leaders will disseminate this training to all teachers involved in producing Centre Determined Grades.

If relevant staff are unable to attend subject support meetings or training, they must delegate to the most suitable alternative member of staff and ensure that the information is shared at the earliest possible opportunity with all relevant staff. The department liaison from the Senior Leadership Team should be notified if no one from a department has been able to attend support meetings and they will consider how this is addressed.

Appropriate Evidence

Rathfriland High School will use the following candidate evidence in arriving at Centre Determined Grades. The first part of the list indicates the key evidence that will be considered, and the asterisked evidence will be used if key evidence is not available:

English Language	1. Controlled Assessment Tasks 2021 2. Tracking 1/2 3. CCEA Assessment Resource 4. Past Paper Reading Responses * 5. Past Paper Writing Responses *
English Literature	1. Controlled Assessment Task 2021 2. Tracking 1/2 3. CCEA Assessment Resources 4. Past Paper Reading Responses * 5. Past Paper Responses Unit 2 *
Mathematics	1. CCEA Assessment Resource 2021 (M2/M3/M4/M6/M7/M8) 2. Mock examination December 2020 3. Past Paper Questions (M6/M7/M8) 4. Tracking 1 October 2020 * 5. Tracking 2 December 2019 *
Further Mathematics	1. CCEA Assessment Resource 2021 2. Mock examination December 2020 3. Past Paper Questions 4. Tracking 1 October 2020 * 5. Tracking 2 December 2019 *

Double Award Science	1. Year 11 CCEA Modular Exam results for Biology Unit 1 and Chemistry Unit 1 2. Physics Mock Examination December 2020 3. CCEA Chemistry Unit 2 Assessment Resource 4. Biology Mock Examination December 2020 * 5. Class test using Past Paper Questions - high control conditions *
Single Award Science	1. CCEA Biology Modular result 2. CCEA Chemistry Modular result 3. CCEA Physics assessment resource 4. Tracking 1 October 2020 * 5. Past Paper Questions *
Occupational Studies Environment & Society	1. AO1 – Health and Safety 2. AO2 – Planning and Leading a Sports Activity 3. AO3 - Evaluation of Session 4. A01 – Tools Caring for plants and flowers * 5. A02 – Practical Tasks – caring for plants and flowers *
Art	1. CCEA Assessment Resource 2021 (AO1, AO2, AO3) 2. Student black book Part 1 A 3. Winter Exam 2020 Year 11 Tacking 4. Year 11 Tracking * 5. Experimental work *
Business Studies	1. CCEA Assessment Resource 2021 2. Mock examination December 2020 3. Class test using Past Paper Questions - high control conditions
Business and Communication Systems	1. CCEA Assessment Resource 2021 2. Unit 3 Controlled Assessment (Task 1a-c and Task 2a-c) 3. Tracking 2 December 2019 4. Class Tests *
Geography	1. CCEA Assessment Resource 2021 2. Mock Examination December 2020 3. Tracking 1 October 2020 4. Past Paper questions * 5. Tracking 2 December 2019 *
History	1. CCEA Assessment Resource 2021 2. Mock Examination Dec 2020 3. Tracking 1 Year 12 Oct 2020 4. Year 11 Tracking 5. Past Paper Questions
Home Economics	1. CCEA Assessment Resource 2021 2. Controlled Assessment Task 2021 3. Mock Examination December 2020 4. Tracking Test 1 October 2020 * 5. Past Paper Questions *
French	1. CCEA Assessment Resource 2021 2. Mock Listening Exam Paper 2019 3. Extended Writing Task 4.Tracking 1 Test October 2020 * 5.Tracking 2 test December 2020 *

Religious Studies	1. Tracking Test 1 October 2020 2. Mock Examination December 2020 3. CCEA Assessment Resources 2021 4. Internal assessment task 2021 * 5. Past Paper Questions *
Motor Vehicle and Road User Studies	1. CCEA Assessment Resource 2021 2. End of Unit Test 2021 3. Controlled Assessment 2021 Practical Riding Test 4. Controlled Assessment 2021 Investigative Study * 5. Mock Examination Paper 2020 *
Health and Social Care	1. Unit 2 Controlled Assessment 2. CCEA Assessment Resource 2021 3. Class Test (under high control conditions) 4. Past Paper Questions * 5. Tracking *
Occupational Studies Technology	1. Bench Joinery A01 (H&S section) 2. Bench Joinery A02 (Mortice and Tenon joint) 3. CAD A02 (assembly drawing) 4. CAD A02 (Engineering drawing) * 5. CAD A01 (Careers section) *

Rathfriland High School will base all evidence on the relevant CCEA qualification specifications as set out in the **CCEA Alternative Arrangements – Process for Heads of Centre**.

Rathfriland High School has taken into account the information provided by CCEA about unit omissions before the cancellation of examinations. These are detailed on the Summer 2021 Information Pre-Examination Cancellation section of the CCEA website.

Rathfriland High School is taking account of disruption that candidates have faced to their learning a result of COVID-19 by following published guidance and subject content reduction from CCEA and alignment with content taught.

Any adaptations that have been made will be recorded in the checklists provided by CCEA and will be based on the **CCEA Alternative Arrangements – Process for Heads of Centre**.

Candidates will be made aware of the evidence that will be used in determining their grades. They will not be advised of the grade.

Rathfriland High School will provide each candidate with a schedule of assessments to take place along with a subject breakdown of the types of evidence used for the subjects taken during the first week following the Easter holidays.

Year 12 Assessment Resource Timetable in Assembly Hall		
Week 1		
Tuesday 20th April	Business Studies	9 & 10
Thursday 22nd April	Home Economics	1 & 2
	Health & Social Care	5, 6 & 7
Friday 23rd April	Maths	4, 5 & 6
Week 2		
Monday 26th April	RE	5, 6 & 7
	MVRUS	5, 6 & 7
	Art	5 to 10
Wednesday 28th April	History	1, 2 & 3
	Single Award Science	4 & 5
	Double Award Science	9 & 10
Friday 30th April	English Language	1, 2 & 3
	MVRUS Practical	4 to 10
Week 3		
Wednesday 5th May	English Literature	1, 2 & 3
	Further Maths	1, 2 & 3
	French	9 & 10
	Business & Communication Systems	9 & 10
	Geography	9 & 10
Thursday 6th May	Technology	1 & 2
Friday 7th May	Assessment Resource Mop-up Day	1 to 10

Centre Determined Grades

Rathfriland High School will determine grades based on evidence that reflects the standard at which a candidate is performing, i.e. their demonstrated knowledge, understanding and skills in regard to the specification content they have covered.

To make accurate judgements, teachers must have a clear understanding of:

- the range of skills, knowledge and understanding covered by the specification;
- the assessment requirements and the structure of the specification;
- the grade descriptions at key grades;
- the level of demand of the qualification assessments; and
- the weighting of each component/unit and the type of assessment.

Information on these aspects for each qualification will be drawn from the CCEA specification, specimen assessment materials, past papers, controlled assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator reports, which are available on the CCEA website at www.ccea.org.uk.

Candidate Assessment Records will be completed when required by CCEA. All teachers are responsible for ensuring that all evidence has been stored safely and is accessible to support the CCEA Review of Evidence and Award process. It is important that decisions are justified and recorded to show how the evidence was used to arrive at a fair and objective grade. Heads of Department/Subject Leaders will keep records of any alternative evidence used for individual candidates and the reasons why they have been used.

Internal Standardisation

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation. The purpose of internal standardisation is to provide teachers with confidence in the grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards. This allows for any teachers' differences to be resolved.

Referenced in our Assessment and Reporting Policy page 18 Role of the Head of Department or Subject Teachers.

Internal standardisation should include cross-checking of marking across the full range of marks and include candidates from each class.

The Candidate Assessment Records, or similar records, should form the basis of discussions around decisions made.

As a result of the internal standardisation process, it may be necessary for a teacher or the Head of Department to adjust the original decision:

• to match the standards as established and understood in the guidance provided; and
• to bring judgements into line with those of other teachers in the department.

In the context of internal standardisation, any necessary decisions will be made by the Head of Department. They should complete the relevant checklist, which will record any adjustments and relevant information.

Head of Centre Moderation and Declaration

Rathfriland High School undertakes to have a consistent approach across departments/subjects. Senior Leaders Mr I Matthews, Principal and Mrs R Chalmers, Vice Principal will carry out moderation, to include a review of marking and the internal standardisation arrangements, and will investigate whether decisions have been justified. Unexplained grade profiles will be considered and may result in a review of the evidence used or remarking. A record of decisions should be retained.

The moderation exercise will include professional discussions with Heads of Department / Subject Leaders. The Principal and Vice Principal will consider both the subject and centre outcomes based on the evidence available.

The Head of Centre will submit a declaration on behalf of the centre. This will include a confirmation that the Centre Determined Grades for candidates are a true representation of their performance.

Access Arrangements and Special Consideration

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), Rathfriland High School will make every effort to ensure that these arrangements are in place when assessments are being taken. Details on access arrangements can be found in the JCQ document Adjustments for candidates with disabilities and learning difficulties, which is available on the JCQ website. As with an external examination series the responsibility for informing the centre of the need for access arrangements or special consideration rests with the candidate.

As public examinations have been cancelled, the normal application process to the awarding organisation for special consideration will not apply this summer in the usual manner. However, where illness or other personal circumstances, covered by the JCQ guidelines, might have affected the candidate's standard of performance, Rathfriland High School will take account of this when making judgements. The centre will record how they have determined any impact of illness or personal circumstances and how this was incorporated into their judgements in the Candidate Assessment Record, or similar records.

Rathfriland High School will ensure consistency in the application of special consideration by following the guidance on pages 4–7 of the JCQ document A guide to the special consideration process, with effect from 1 September 2020.

Bias and Discrimination

Rathfriland High School will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

The Principal will disseminate guidance from the CIEA training on potential bias in judgements, including the challenges and solutions relevant to a holistic approach to assessing the validity of assessment judgements. This will include information on:

• sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment and marker pre-conceptions);
• minimising bias (how to minimise bias in questions and marking, and hidden forms of bias); and
• bias in teacher assessments.

To avoid bias and discrimination, all staff involved in Centre Determined Grades will consider that:

• unconscious bias can skew judgements;
• the evidence should be valued for its own merit as an indication of performance and attainment;
• Centre Determined Grades should not be influenced by positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or the performance of candidates' siblings;
• unconscious bias is more likely to occur when quick opinions are formed; and
• having effective internal standardisation will help to ensure that there is consideration from different perspectives.

Recording Decisions and Retention of Evidence and Data

It is fundamental that teachers and Heads of Department maintain records that show how Centre Determined Grades have been produced and internally standardised, including the rationale for decisions in relation to individual marks/grades. All evidence used to support the grade determined for each candidate will be retained electronically on the C2k network. See page 3 of the Acceptable use of the Internet and Digital Technologies Policy regarding use of C2K system for communication and data storage.

It is essential that there are robust, accurate and secure records of decisions and retention of evidence to comply with data protection legislation and in anticipation of centre moderation and the CCEA Review of Evidence and Award process and potential appeals.

When requested, evidence will be uploaded via the CCEA application used to submit the Centre Determined Grades.

The following documentation must be fully and accurately completed and retained securely:

- CCEA Candidate Assessment Records, or similar records;
- CCEA Head of Department Checklists and Departmental Assessment Evidence Grid; and
- CCEA Head of Centre Declaration.

Confidentiality

Rathfriland High School will not disclose any candidates' Centre Determined Grades in advance of the official issue of results. This is in keeping with the centre's GDPR policy and CCEA requirements.

Malpractice/Maladministration

Rathfriland High School will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA for investigation. There may be instances where the centre or individual teachers are put under improper pressure from a candidate or their parent/guardian to influence the decision-making on a grade. Any improper pressure must be reported to CCEA, who may investigate this as potential malpractice or maladministration.

Other examples of potential malpractice include:

- deception;
- improper assistance to a candidate;
- failure to appropriately authenticate a candidate's work;
- over-direction of candidates in preparation for assessments;
- the centre submitting grades not supported by evidence or that they know to be inaccurate;
- centres entering candidate(s) who were not originally intending to cash in a grade in the Summer 2021 series;

• failure to engage as requested with CCEA during the review stage of the process; and
• failure to keep appropriate records of decisions made and Centre Determined Grades.

The consequences of malpractice or maladministration are as published in the JCQ guidance Suspected Malpractice: Policies and Procedures, which is available on the JCQ website, and include the risk of a delay to candidates receiving their grades, up to and including removal of centre status.

Private Candidates

For subjects where entries have been made for private candidates, centres will ensure that they have sufficient evidence to confidently submit an objective Centre Determined Grade. If evidence is limited, it is essential that these candidates complete the CCEA assessment resource or an appropriate adaptation of the assessment resource. Thereafter, decisions for the private candidate should be made with the same approach as for all other candidates at Rathfriland High School.

Conflicts of Interest

To protect the integrity of assessments, staff must declare any potential conflicts of interest to the Head of Centre. Instances when there may be a conflict include teaching and preparing members of their family or close friends for qualifications that include internally assessed components.

The Head of Centre will take the appropriate actions to manage any potential conflicts of interest arising with centre staff, following the requirements set out in **CCEA's Alternative Arrangements – Process for Heads of Centre** document issued in March 2021.
Rathfriland High School will also carefully consider the requirements of their centre policies, particularly in relation to the separation of duties and personnel to ensure fairness in later process reviews and appeals.

Internal Appeals Procedure Relating to Centre Determined Grades

A written internal appeals procedure is available to permit candidates recourse in relation to the production of a Centre Determined Grade. Rathfriland High School's internal appeals procedure is available for staff, candidates and parents on the centre website at **www.rathfrilandhigh.co.uk**. It outlines the roles and responsibilities for centre staff and provides clarity on the various steps in the internal procedure. The various steps of the internal appeals procedure are time-bound and in line with CCEA requirements. Candidates will be updated at each stage and will be informed in writing of the outcomes and recourse procedures.

Requirements as a JCQ Registered Centre

Rathfriland High School has reviewed and amended, where necessary, all assessment and examination-related policies and procedures in line with the JCQ General Regulations for Approved Centres, 1 September 2020 to 31 August 2021 to ensure appropriateness for the unique context of Summer 2021 qualifications.

Associated or Related Centre Documents

- GDPR, Data Protection Policy
- Assessment and Reporting Policy
- Appeals Policy
- GCSE, AS and A Level Awarding Summer 2021: Alternative Awarding Arrangements Technical Questions and Answers
- GCSE, AS and A Level Awarding Summer 2021: Alternative Arrangements – Process for Heads of Centre