

# Approach to Centre Determined Grades for CCEA Qualifications

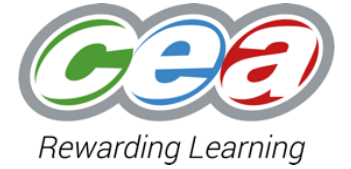
- St Mary's High School
- Summer 2021

# Introduction



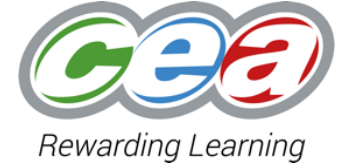
1. Overview of Awarding Grades Summer 2021
2. St Mary's High School's Centre Determined Grade Policy
3. Evidence
4. Disruption to Teaching and Learning
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# Terminology



| Term                                   | Meaning  |
|--|--|
| <b>Centre</b>                          | School   |
| <b>Candidate</b>                       | A student entered for a qualification e.g. GCSE/ BTEC/ AS/ A2/ Occupational Studies/ Vocational      |
| <b>Centre Determined Grades (CDGs)</b> | Grades formulated by teachers and submitted to CCEA for Summer 2021                                  |
| <b>Awarding</b>                        | The assigning of a final grade for a qualification   |
| <b>Specification</b>                   | A document that sets out the details of content to be taught and all assessments for a qualification |

# Overview



- This summer CCEA is asking schools to award a grade that reflects the standard at which a student is working, **assessed only on the specification content that the student/centre has covered**, so that the grade, reflects a student's knowledge, understanding and skills.
- These grades will be referred to as Centre Determined Grades (CDGs).
- No algorithm or statistical adjustment to grades will be involved this year.
- Grades will be based on teacher judgement using evidence selected by the centre, following the alternative arrangements process set out by CCEA.
- Grades submitted to CCEA are not final until they are released in August 2021 and may be subject to change.
- CCEA has stated that centres **cannot** share the centre determined grades they will submit with students in advance of them being issued by CCEA on results day (August 2021).



# St Mary High School's Centre Determined Grade Policy



It is a requirement of the CCEA process that we put in place a “Centre Determined Grade Policy” and are clear with students, parents and carers from the outset on:



Our school's approach to arriving at grades for students completing qualifications this summer



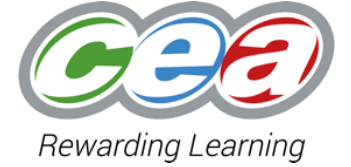
The type of assessment or evidence of a student's performance we will use to determine this grade



The contingency assessments or evidence we will use where the agreed evidence is not available for individual students.

**A copy of the Centre Determined Grade Policy is available on the school's website.**

# Evidence



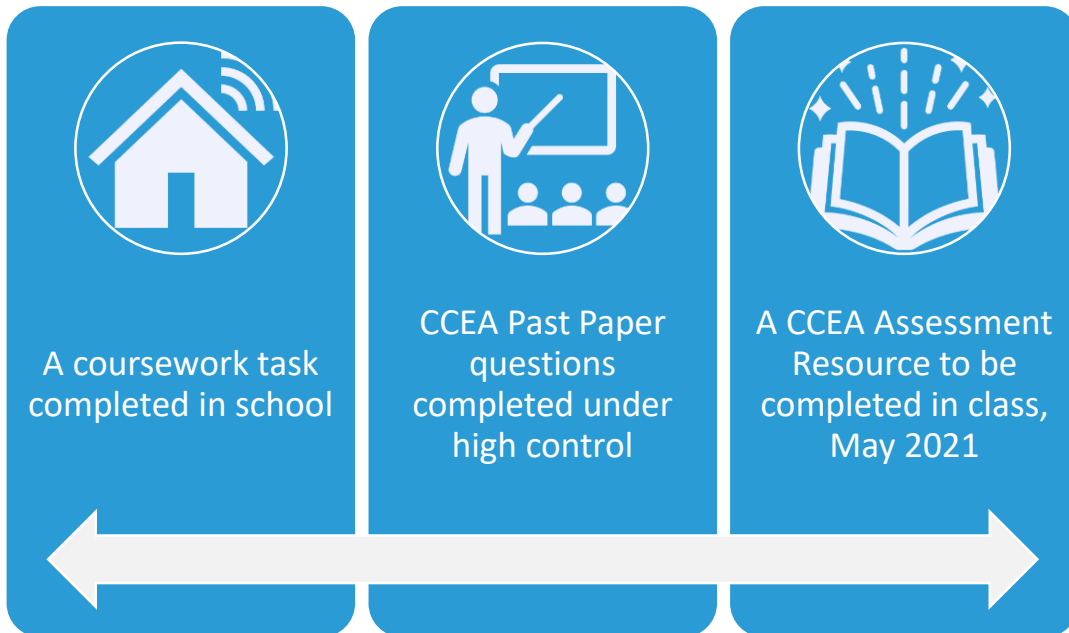
The CCEA process is clear on the evidence we should use to formulate a grade.

1. The grade assigned to a student must be based on the standard at which each student **is performing**.
2. This is 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.
3. To ensure fairness to all students, we have been asked to outline in our school's Centre Determined Grades policy the evidence we will use to inform grading decisions. **This must be applied consistently across all students entered for the same subject.**



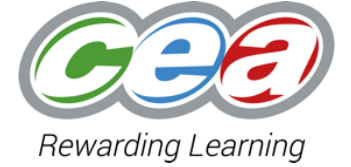
# For example

- The Child Development Department has discussed and agreed which assessment(s)/evidence are most appropriate for assessing the level of performance of their students taking into account disruption caused by the COVID-19 pandemic.
- They have agreed to use:



- Grades for every student completing their GCSE this summer will be based on these three pieces.
- We can only vary the evidence we use for students who may have missed significantly more teaching and learning time and therefore have not covered the same amount of learning as the rest of the class.
- We cannot consider other sources of evidence solely on the basis that it may indicate a higher or lower result for a student.

# Disruption to Teaching and Learning



- We appreciate all students across NI have had a level of disruption and we have adapted our approach to assessment to mitigate this disruption.
- There is flexibility in place to ensure no student is disadvantaged any further this year.
- Flexibility is **not** in place to allow teachers to pick and choose the pieces of evidence in order to maximise a student's attainment. This is to ensure fairness to all students across Northern Ireland.
- The next slide gives an example of this.



# Disruption to Teaching and Learning



A class of 15 pupils are due to complete a GCSE with 3 units of work: Unit 1, Unit 2 and Unit 3.



Due to lockdown and school closures the class have missed face-to-face teaching of parts of the course and have only completed Units 1 and 2.





One pupil (Pupil A) has missed another 6 weeks of school on top of this due to illness and self-isolation and has only completed Unit 1.



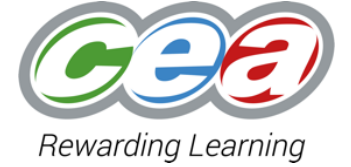
We must only assess our pupils on the parts of the course they have completed.



Therefore the school will base their Centre Determined Grades as follows:

| Pupils                               | Full Class   | Pupil A   |
|--------------------------------------|--|---|
| Assessments/<br>Evidence<br>based on | <br>Unit 1<br>and<br>Unit 2 | <br>Unit 1 |

# Evidence

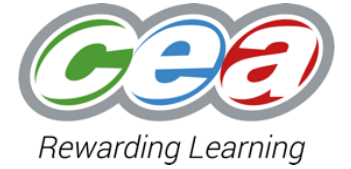


St Mary's High School wants to ensure that we use the most appropriate evidence that reflects the attainment of all of our pupils and will use the following types of evidence:

- **CCEA Assessment Resources** - To support the evidence gathering process, CCEA has provided assessment resources for each subject. These assessments will be a good indicator of the standard of student performance as they are fully aligned to specification content and the level of demand of past papers.
- **Performance in CCEA past paper questions** - These are likely to be a good indicator of performance, particularly if they are taken under high control conditions, marked against CCEA mark schemes and assess the skills, knowledge and understanding required by the CCEA specification or are similar to CCEA question papers.
- **Coursework, Controlled Assessments or Portfolios of Evidence** - These are also likely to be good indicators of performance (even where not fully completed). Their strength will depend on the level of control that they were completed in.
- **Mock Exams** - These are likely to be a good indicator of performance, as they would have been taken under high control conditions. These may be comprised of CCEA past papers or those from other awarding organisations.
- **Class Tests/Assessments** - These are also likely to be good indicators of performance. Their strength will depend on the level of control that they were completed in. These may be comprised of CCEA past papers.
- **Performance in external examinations where available** – is a good indicator of student performance
- **Reading and listening assessments in languages**



# Contingency

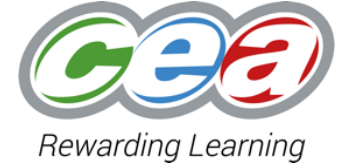


In exceptional cases (due to illness or adverse circumstances) where a pupil has been **more** significantly disrupted in comparison to his/her class and the agreed evidence is unavailable we may also include the following:

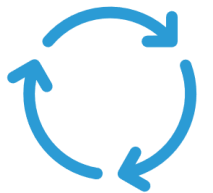
- **Homework that relates directly to the specification and assessment objectives** - Teachers should satisfy themselves that they can authenticate the work produced.
- **Work produced during remote learning that relates directly to the specification and assessment objectives** - Teachers should satisfy themselves that they can authenticate the work produced.
- **Year 11 work that led to Centre Determined Grades**



# Appeals



- Similar to previous years there will be a process for students who would like a review of their results.
- This is called the Post-Results Service and provides an opportunity if an error is made for that to be rectified.
- More information will follow on the CCEA Post-Results Service in the coming weeks.
- St Mary's High School will share the details and process for this with students, parents and carers as soon as it is published by CCEA.
- We will guide and assist students and parents through this process as we would in any other year.

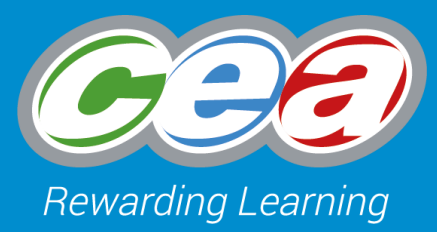


# Timelines



The timelines for this process are as follows:

|                       |                          |  |
|-----------------------|--------------------------|--|
| <b>21 May 2021</b>    | Grades submitted to CCEA | A/AS grades<br>Level 3 COPE  |
| <b>4 June 2021</b>    | Grades submitted to CCEA | GCSE<br>Occupational Studies<br>Vocational qualifications<br>Entry Level |
| <b>10 August 2021</b> | Results issued by CCEA   | A level and AS<br>Level 3 COPE   |
| <b>12 August 2021</b> | Results issued by CCEA   | GCSE<br>Occupational Studies<br>Vocational qualifications<br>Entry Level |



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