

St Mary's High School

Downpatrick



'Every Child Matters'

Centre Determined Grades Policy

Summer 2021

Centre Number: 71549

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| Adopted by Board of Governors on: | 21/4/21 |
| Issued to Staff on: | 21/4/21 |
| Chairperson signed: | <i>[Signature]</i> |
| Principal signed on: | <i>Rosemary McLoughlin 21/4/21</i> |

Context

In drawing up this policy we would like to acknowledge that St Mary's High School has adopted a collegiate approach; and has liaised with EA Controlled schools and the Integrated sector in sharing expertise and professional dialogue.

Statement of Intent

On 6 January 2021, the Minister of Education, Peter Weir MLA, cancelled all CCEA GCSE, AS and A2 examinations scheduled for January, February, May and June 2021. Instead, by Formal Direction of the Minister dated 2 March 2021, the approach to awarding grades in Summer 2021 will be based on teacher professional judgements, with moderation. This policy, which applies to GCSE, AS and A level qualifications offered by CCEA is intended to support teachers and school leaders in submitting appropriate Centre Determined Grades for each student.

In 2021, centres are asked to use a range of evidence to arrive at a professional and academic judgement of the standard at which each student is performing in the context of the specification for which they are entered and from this provide a grade to CCEA and other awarding bodies. 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.

The purpose of this policy is:

- to ensure that 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, JCQ 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.

<https://ccea.org.uk/document/7988>

<https://ccea.org.uk/document/7991>

https://www.jcq.org.uk/wp-content/uploads/2020/10/AA_regs_20-21_FINAL.pdf

https://www.jcq.org.uk/wp-content/uploads/2020/09/Guide_to_spec_con_process_2021_FINAL.pdf

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 1**.

Roles and Responsibilities of St Mary's High School Staff

The knowledge, expertise and professionalism of the staff of St Mary's High School is central to determining Centre Determined Grades.

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.

Head of Centre

The Head of Centre, the Principal will:

- have overall responsibility for the centre as an examinations centre and will ensure the roles and responsibilities of all staff are defined.
- confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff.
- ensure that the method of determining grades by the centre (in line with processes published by CCEA and other exam bodies) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by CCEA.
- work collaboratively with CCEA in terms of engaging with professional dialogue and the provision of evidence as requested.

Senior Leaders/Lead Assessors

The Senior Leaders/Lead Assessors, Mrs Arkins and Mr Wylie who attended the CCEA Chartered Institute of Educational Assessors (CIEA) training) will:

- disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.
- provide support to staff involved in producing Centre Determined Grades.
- have a role in achieving a consistent approach across departments and authenticating/internally moderating the preliminary outcomes in subjects where there is only one teacher. This will be agreed on a case-by-case basis but may include validating the outcomes after comparing them with outcomes in associated subject areas where applicable.
- support the Head of Centre in the quality assurance of the final Centre Determined Grades.

Examinations Officer

The Examinations Officer is responsible for ensuring that:

- accurate and timely entries are submitted to CCEA.

- all information from CCEA is shared promptly with all relevant staff.
- relevant staff know, understand and can use the CCEA Centre Manager Applications.
- that the centre's systems for data capture are enabled and that the Centre Determined Grades are submitted for each candidate entry by the **21st May** for AS/A2 pupils and **4th June** for GCSE pupils.
- the submission date for other awarding examination boards e.g. AQA etc. is **18th June**.
- the administration of the final Centre Determined Grades and for managing the post-results services within the centre.

SENCo

The SENCo is required to:

- share access arrangements with staff and to make every effort to ensure the appropriate arrangements are made in line with the assessment schedule.

Heads of Department

The 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.
- liaising with their teams to make every effort to ensure that alternative assessments or pieces of evidence are available, if a student or groups of students are self-isolating during assessments.
- completing the 'Assessment Window Schedule'. **(See Appendix 2)**
- ensuring that a Head of Department Checklist is completed for each qualification that they are submitting. **(See Appendix 3)**
- completing the Departmental Assessment Evidence Grid (one per qualification) for their overall cohort at GCSE, AS and A2 level. **(See Appendices 4a, 4b and 4c)**
- providing additional support and sharing information via subject specific training to all departmental members. Where appropriate, quality assurance measures will be provided for newly qualified teachers.
- leading and managing the standardisation and moderation procedures, within their own specific subject, on the Staff Development Days.
- arranging the secure storage of 'pupil assessment folders'.

Subject Teachers

The knowledge, expertise and professionalism of the staff of St Mary's High School is central to determining Centre Determined Grades. The subject teachers are responsible for:

- ensuring that they conduct assessments under the centre's appropriate levels of control, where it is safe to do so.
- ensuring that they have sufficient evidence **(three pieces of assessment evidence)**, in line with the centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification.

- collating the assessment evidence in a 'pupil assessment folder' and leave this with their HoD for secure storage. Please note, CCEA will seek **three pieces of evidence** during the external moderation process.
- ensuring 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.
- completing the Candidate Assessment Record or similar records, where required, 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. **(See Appendices 5a and 5b)**
- internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required.
- securely storing and retrieving evidence to support their decisions. Please note, evidence will be required by CCEA within a **48-hour timescale**.

Expectations of Students

Students will be expected to participate as fully as possible by:

- having good attendance
- submitting work which is completed to the best of their ability
- adhering to school policy and meeting internal deadlines for submission of work.

Where the centre or individual teachers are put under improper pressure from a candidate to influence the decision-making on a grade this will be reported to CCEA or any other awarding body, who may investigate this as potential malpractice or maladministration.

Expectations of Parents

We value the partnerships that we have developed with our parents and guardians and we would encourage the following:

- to support learners by ensuring good attendance
- awareness of school policy and ensuring their children adhere to internal deadlines for submission of work.

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 this will be reported to CCEA or any other awarding body, who may investigate this as potential malpractice or maladministration.

Training, Support and Guidance:

The centre policy will be supported through training provided by CCEA and other awarding organisations.

- Teachers involved in determining grades must attend any centre-based training provided.
- St Mary's 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/Lead Assessors through the CIEA.
- Senior Leaders/Lead Assessors will disseminate this training to all teachers involved in producing Centre Determined Grades.

- Heads of Department will avail of CCEA support materials and webinars.
- 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.
- Mrs Arkins (VP) should be notified if no one from a department has been able to avail of CCEA support materials and webinars and Mrs Arkins will consider how this is addressed.

Staff will use Staff Development Days and directed time to focus on and prepare centre determined grades.

Appropriate Evidence:

St Mary's High School will be asking departments to collect three broad pieces of evidence in arriving at the centre determined grade. Higher weighting may be given to a piece of evidence which has been completed under high levels of control (Appendix 6). The nature of these pieces of evidence are outlined below. 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 due to disruption to student learning:

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **Homework that relates directly to the specification and assessment objectives*** - Teachers should satisfy themselves that they can authenticate the work produced.
7. **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.
8. **Performance in external examinations where available** – is a good indicator of student performance

9. Reading and listening assessments in languages

10. Year 11 work that led to Centre Determined Grades*

Subject Specific Evidence:

Art - GCSE, AS and A2

- GCSE - the pupils will be Assessed on Component 1 Part A
- AS - the pupils will be assessed on Unit 1 Exploratory Portfolio
- A2 - pupils will be assessed on Unit 1 personal Investigation and Written Investigation
 - The work will be stored securely and will also be available to CCEA electronically as Power points

Use of AS Evidence for A Level Grades

For A level, AS evidence may be considered by some subjects alongside A2 evidence if teachers deem this appropriate and/or necessary. The differences between AS and A2 will be borne in mind. Where AS evidence is used, it will be included in the Candidate Assessment Record and the evidence will be submitted to CCEA for sampling in the CCEA review stage.

St Mary's 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"*.

In the event of some of the above evidence not being available for individual candidates, then alternative evidence should be proposed by individual teachers, in consultation with their Head of Department and SLT. The weighting of such alternative evidence will also need approval.

In relation to students who are unable to attend school due to circumstances beyond their control or medical conditions, they will be encouraged, where feasible, to return to school to complete assessments to support the awarding of Centre Determined Grades. These students will be afforded the opportunity to sit assessments in order to achieve the three pieces of evidence required by CCEA. Should any of our school refusers not return to school, they will be given the opportunity to sit assessments remotely and weightings adjusted accordingly to reflect lesser levels of control (medium). The VP, SENCo and relevant Heads of Year will manage this remote assessment process – should it be required. The Candidate and the Supervisor will sign the declarations below.

Sample Candidate Declaration:

I will not meet or communicate with any candidate who has already taken the examination or any person who has knowledge of the content of the examination. **I understand that communication includes any form of electronic communication, e.g. telephone (including mobiles), e-mail, Internet and social media. Therefore, I must not have access to any of these whilst under supervision.** I will also comply with the arrangements made by my examination centre.

Sample Supervisor's Declaration:

I, (insert name), certify that the candidate named above will be personally supervised by me at all times from the time supervision of him/her is handed over to me by the appointed person at the centre, until I transfer responsibility for supervision of him/her back to the appointed person at the centre.

I understand that the candidate **must not** meet or communicate with any candidate who has already taken the examination or any person who has knowledge of the content of the examination. **Communication includes any form of electronic communication, e.g. telephone (including mobiles), e-mail, Internet and social media. I will ensure that the candidate does not have access to any of these whilst under my supervision.**

St Mary's 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.

St Mary's 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.

Where applicable, St Mary's High School is taking account of disruption that candidates have faced to their learning, as a result of COVID-19, by allowing adaptations to assessments where the full specification content has not been able to be completed within the normal timescale. 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, via communication with pupils and parents. Candidates will be made aware of their attainment in remaining assessments, **but the Centre Determined Grade will not be disclosed** and there will not be an opportunity for candidates to re-sit their assessment if dissatisfied with their attainment.

Centre Determined Grades

Each department in St Mary's 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.

In order to make accurate judgements, subject 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.

All subject teachers will complete the Candidate Assessment Record or similar records (**Appendices 5a and 5b**) and will forward to their Heads of Department. All subject 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.

Collaboration

St Mary's High School works in collaboration with other local post-primary schools in the delivery of courses at GCSE & A Level. Students who are taught at a different centre will be included in the grading of St Mary's High School. The collaboration school will undertake the standardisation and moderation of the student's work and keep the school's Vice Principal apprised of any issues. The home centre, St Mary's High School, which is making the entry for the student, has the final responsibility for submitting a Centre Determined Grade.

Submission Deadlines for Centre Determined Grades:

- GCE - AS and A Level – no later than 21 May 2021 for CCEA
- GCSE – no later than 4 June 2021 for CCEA

Internal Standardisation and Moderation

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation and moderation and for the **Head of Department** to lead on this. The purpose of these processes is to provide subject teachers with confidence in the marking process and 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 and is in line with normal procedures outlined in our St Mary's Assessment Policy.

Internal standardisation and moderation should include agreement on what constitutes top, middle and bottom samples, cross-checking of marking across the full range of marks and include candidates from each class. The Candidate Assessment Records should form the basis around discussions and decisions made.

As a result of the internal standardisation and moderation processes, it may be necessary for a subject 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 and moderation, any necessary decisions will be made by the **Head of Department**. They should complete the relevant checklist (**Appendix 3**), which will record any adjustments and relevant information.

Departmental Meetings and Directed Time during April and May will be used to carry out internal standardisation.

The Department of Education has made available two additional planning and administration days to support schools to implement the awarding process. These are known as Qualification Procedure Days 2021 and will be used by the school to complete Internal Standardisation and Moderation:

1. **Monday 10th May – AS & A Level Centre Determined Grades**
2. **Friday 21st May – GCSE Level Centre Determined Grades**

The two Qualification Procedure Days are in addition to the School Development Days already available to schools in 2020/21 and reduce the number of required pupil teaching days by two.

Head of Centre Moderation and Declaration

St Mary's High School undertakes to have a fair and consistent approach across departments, subjects and this involves the following actions:

- Senior Leaders/Lead Assessors will carry out whole school moderation, after departmental processes have been completed, to include a review of marking and the internal standardisation and moderation arrangements, and will investigate whether decisions have been justified.
- Senior Leaders/Lead Assessors will consider unexplained grade profiles (e.g. a pupil attaining A grades in the majority of their subjects and then a marked decrease in another) and this may result in a review of the evidence used or remarking.
- Senior Leaders/Lead Assessors should keep a record of amended decisions.
- The whole school moderation exercise will include professional discussions with Heads of Department.
- Senior Leaders/Lead Assessors 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

- The SENCo will make every effort to ensure access and special consideration arrangements will be in place when assessments are being taken where candidates have agreed access arrangements or reasonable adjustments, as per normal JCQ arrangements.
- Such access and special consideration arrangement decisions should be recorded on the CCEA documentation.
- Arrangements and recording of any illness or personal circumstances, as per normal JCQ arrangements, that may have impacted on a candidate's performance in assessments, should also be included on the relevant CCEA documentation.
- Please note, special consideration should not, as with in any year, be applied due to lost teaching and learning time. Lost teaching and learning is being addressed this summer via the flexibility afforded to the centre in the assessment methods used and in the content that will be assessed.
- Centre Determined Grades are based on the evidence produced by the candidate. For example:

<https://www.jcq.org.uk/wp-content/uploads/2020/08/A-guide-to-the-spec-con-process-202021-Website-version.pdf>

St Mary's High School will make every effort to ensure that there is 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 1st September 2020.

The size of the allowance depends on the timing, nature and extent of the illness or other circumstance. The maximum allowance given will be 5% of the total raw marks available in the assessment.

Circumstances which must apply at the timing of the assessment.

5% - This is the maximum allowance and will be reserved for the most exceptional cases, such as:

- Terminal illness of the learner
- Terminal illness of a parent/care
- Death of a member of immediate family within two months of the assessment
- Very serious and disruptive crisis/incident at or near the time of the assessment

4% - Very serious problems such as:

- Life-threatening illness of learner or member of immediate family
- Major surgery at or near the time of the assessment
- Severe disease
- Very recent death of a member of extended family
- Severe or permanent bodily injury occurring at the time of the assessment
- Serious crisis/incident at the time of the assessment

NB 'very recent' is defined as within one month of the assessment(s) taking place.

3% - A more common category (more cases will fall into this category), including:

- Recent traumatic experience such as death of a close friend or relative
- Recent illness of a more serious nature
- Flare up of severe congenital/medical condition or psychological condition
- Broken limbs
- Organ disease
- Physical assault trauma before an assessment
- Recent crisis/incident
- Witnessing a distressing event on day of assessment

NB 'recent' is defined as up to four months of the assessment(s) taking place

2% - the most common category – most cases will fall into this category including:

- Illness at the time of the assessment
- Broken limb on the mend
- Concussion
- Effects of pregnancy (not pregnant as per se)
- Extreme distress on the day of the assessment (not simply assessment related)

1% - reserved for minor problems

- Illness of another learner which leads to disruption on the day of the assessment
- Stress or anxiety for which medication has been prescribed
- Hay fever on day of the assessment
- Minor upset arising from administrative process

Some samples of Special Circumstances provided by CCEA have been outlined below:

Example 1

A student's parent sadly died six weeks before they were due to sit their mock GCSE History paper. The paper had a total possible raw mark of 100, and the student scored 60/100 in the paper.

As per JCQ guidance, this circumstance would attract the maximum allowance of 5%, which will be calculated on the total raw marks available, i.e. 5% of the 100 = 5. The student's new mark will therefore be 65/100.

Example 2

A student broke their non-writing arm the day before a class assessment was due to take place. The student took the assessment but was in obvious discomfort throughout. The assessment had a total of 50 marks available, and the student scored 35/50.

As per JCQ guidance, this circumstance would attract an allowance of 3%, which will be calculated on the total raw marks available, i.e. 3% of 50 = 1.5, which is rounded up to 2 raw marks. The student's new mark will therefore be 37/50.

Special consideration **should not** be applied retrospectively if the centre has made some adjustment at the time of the mock examination/assessment, for example by giving the candidate 25% extra time to complete their assessment.

Example 3

A student's grandmother was admitted into hospital with a serious condition the night before the student's assessment. The student was very upset and worried. The assessment had a total possible raw mark of 60. The student scored 45/60 in the examination.

As per JCQ guidance, this circumstance would attract an allowance of 3%, which would be calculated on the total raw marks available, i.e. 3% of 60 = 1.8. The student's new mark will therefore be 47/60 (after rounding).

Example 4

A student suffered from severe hay fever on the day of their assessment. The assessment had a total possible raw mark of 80. The student scored 55/80 in the examination.

As per JCQ guidance, this circumstance would attract an allowance of 1%, which would be calculated on the total raw marks available, i.e. 1% of 80 = 0.8. The student's new mark will therefore be 56/80 (after rounding).

Example 5

A student has missed an additional 10 weeks of face-to-face teaching due to having to self-isolate on more than one occasion. Can they apply for special Circumstances?

As per JCQ guidance, a special consideration allowance cannot be applied or considered for lost teaching and learning due to COVID-19 or for any other reason. Lost teaching and learning due to COVID-19 is managed through the omission of a component for each subject taken and the subsequent flexibility in assessments chosen by the centre to inform their academic judgements.

Bias and Discrimination

St Mary's High School will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Senior Leaders/Lead Assessors, Mrs Arkins and Mr Wylie 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 **subject teachers** and **Heads of Department**

- maintain either hard copy or electronic records, which will then be centralised, 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. (GDPR and data protection)
- 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 and within the set 48-hour timescale.

The following CCEA documentation must be fully and accurately completed and retained securely by the Examinations Officer.

- Subject teacher Candidate Assessment Records or similar records
- Head of Department Checklists and Departmental Assessment Evidence Grid and
- Head of Centre Declaration.

Confidentiality

St Mary's 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

St Mary's 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;
- 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

In the **one subject area** where an entry has been made for a private candidate, we will ensure that we have sufficient evidence to confidently submit an objective Centre Determined Grade. If evidence is limited, the candidate will 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 St Mary's High School. The JCQ Guidance on Private Candidates has been followed.

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 includes 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.

St Mary's 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

St Mary's High School will follow the CCEA Appeals Policy which is in line with JCQ regulations.

Requirements as a JCQ Centre

St Mary's 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.

Centre Policy Portability

- Our arrangements for ensuring confidentiality of Centre Determined Grades for Ofqual – regulated qualifications are compliant with those outlined in the JCQ Guidance. Grades will not be disclosed to students

Associated Centre Documents

- Examination Policies
- Assessment Policy
- Learning and Teaching Policy
- Remote Learning Policy
- CCEA & JCQ documentation

APPENDIX 1:

FIVE STEP AWARDING PROCESS

| Step and Indicative Timeframe | Activity | Personnel | Internal Deadlines |
|-------------------------------|---|--|---|
| 1 | Guidance, Information and Readiness (March, April) CCEA guidance documentation shared and understood by all involved staff. Centre fully participates in support offered by CCEA and other partner bodies, such as EA and CCMS. | Centre Leadership Team, Heads of Department (HoD) and teaching staff | 18/3/21 |
| | Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments. | Centre Leadership Team, HoD and teaching staff | 18/3/21 |
| | Centre policy for awarding Centre Determined Grades developed, documented and shared with all staff. Policies to be sent to CCEA by 23 April so they are available for review at grade submission stage. | Centre Leadership Team | 12/4/21 |
| | Preliminary consideration of value of available evidence | Centre Leadership Team and HoD | 18/3/21 |
| 2 | Evidence Gathering and Provision of Assessment Resource (March, April and May) Completion and marking of defined assessments in line with centre policy; for example, this could comprise CCEA assessment resources which will be available from April 2021. | Centre Leadership Team, HoD and teaching staff | 14/5/21- AS/A2 28/5/21- GCSE |
| | | | |
| 3 | All other available evidence collated and documented | Centre Leadership Team, HoD and teaching staff | Directed time and SDD |
| | | | |
| | All available evidence moderated in line with centre policy | Centre Leadership Team, HoD and teaching staff | Directed time and SDD |
| | | | |
| | | | |
| | Any potential bias in Centre Determined Grades and outcomes considered | HoD and teaching staff | 10/5/21- AS/A2 21/5/21- GCSE |
| | Centre Determined Grade outcomes reviewed by senior leadership teams | Centre Leadership Team | W/B: 17/5/21- AS/A2 W/B: 31/5/21- GCSE |
| | Head of Centre sign-off and submission of Centre Determined Grades | Head of Centre | 21/5/21- AS/A2 4/6/21- GCSE |

| Step and Indicative Timeframe | | Activity | Personnel | Internal Deadlines |
|-------------------------------|--|--|-----------------------------------|--------------------|
| 4 | Review of Evidence and Award (June and July) | Centre evidence and grade outcomes reviewed | CCEA personnel | N/A |
| | | If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed. | CCEA personnel | N/A |
| | | Where CCEA still has concerns, there will be engagement with the centre and, in some cases, this may require the centre to re-run their grading process. | Head of Centre and CCEA personnel | N/A |
| 5 | Post-Award Review Service (August and September) | After the issue of results, students will have the right to appeal to their centres and to CCEA. | Head of Centre and CCEA personnel | N/A |

APPENDIX 2: Assessment Window Schedule

March 2021

| Week | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|------|--------|--|---------|--|----------|-------------------------------------|----------|
| 9 | | 1 | 2 | 3 | 4 | 5 | 6 |
| 10 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 11 | 14 | 15 | 16 | 17 | 18 | 19 AS/A2 CCEA webinars available | 20 |
| 12 | 21 | 22 Year 12,13,14 return to school- settling in activities | 23 | 24 | 25 | 26 GCSE CCEA webinars available | 27 |
| 13 | 28 | 29 CCEA assessment resources and mark schemes available via secure portal | 30 | 31 SDD- No students Evidence review and assessment planning. Mark schemes to be agreed (standardisation). | | | |

April 2021

| Week | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|------|--------|---|---|---|---|---|----------|
| 13 | | | | | 1 | 2 | 3 |
| 14 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 15 | 11 | 12 Possible return date for all students | 13 | 14 | 15 | 16 | 17 |
| 16 | 18 | 19 Directed time department meetings re CCEA evidence/ assessments | 20 | 21 | 22 AS/A2 assessment window | 23 AS/A2 assessment window | 24 |
| 17 | 25 | 26 AS/A2 assessment window GCSE assessment window | 27 AS/A2 assessment window GCSE assessment window | 28 AS/A2 assessment window GCSE assessment window | 29 AS/A2 assessment window GCSE assessment window | 30 AS/A2 assessment window GCSE assessment window | |

May 2021

| Week | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|------|--------|---|--|--|--|--|----------|
| 17 | | | | | | | 1 |
| 18 | 2 | 3 | 4 AS/A2 assessment window GCSE assessment window | 5 AS/A2 assessment window GCSE assessment window | 6 AS/A2 assessment window GCSE assessment window | 7 GCSE assessment window | 8 |
| 19 | 9 | 10 SDD 1- No students AS/A2 standardisation/moderation | 11 GCSE assessment window | 12 GCSE assessment window | 13 GCSE assessment window | 14 AS/A2 results submitted to SLT to include a sample of evidence across grades GCSE assessment window | 15 |
| 20 | 16 | 17 | 18 | 19 | 20 | 21 AS/A2 results submitted to CCEA SDD 2- No students GCSE standardisation/moderation | 22 |
| 21 | 23 | 24 | 25 | 26 | 27 | 28 GCSE results submitted to SLT to include a sample of evidence across grades | 29 |
| 22 | 30 | 31 SDD Internal KS3 and year 11 assessment planning. | | | | | |

APPENDIX 3: Head of Department Checklist

Head of Department Checklist

This must be completed for the overall cohort, one for each subject at each qualification level.

| | |
|----------------------------------|--|
| Centre Name: | |
| Centre Number: | |
| Specification Title/Code: | |
| Level: | |

The Head of Department must complete the following checklist before submitting subject outcomes for internal centre moderation.

| Checklist | Y/N |
|---|--------------|
| 1. Candidates' grades have been determined using the evidence identified. If requested by CCEA, the Candidate Assessment Record and evidence will be completed and provided for review. | |
| 2. The evidence has been authenticated as the candidates' own work. | |
| 3. Internal standardisation has been completed in line with the School Assessment and Centre Determined Grades policies. Records have been retained detailing all staff involved in the process, work reviewed, judgements and adjustments made as a result of internal standardisation. These records are readily available. | |
| 4. Consideration has been given to ensure that judgements are fair, free from bias and compatible with legislative requirements in respect of equality and discrimination. | |
| 5. Where applicable, the candidates were given their approved access arrangements while producing the evidence contributing to the final grade, and the access arrangements have been documented. | |
| 6. Where applicable, special consideration was given to the candidates if they were disadvantaged when producing their evidence contributing to their final grade, according to the JCQ Special Consideration Guidance, and this has been documented. | |
| 7. Subject cohort outcomes have been compared with those of previous years, and any significant changes can be justified with evidence. | |
| 8. The Centre Determined Grades for this subject have been signed off as accurate by the Head of Department and one other teacher within the subject. (The Head of Centre may provide the second signature where there is a one-teacher department.) | |
| Provide detail and justification where you have indicated 'N' to any of the above: | |
| | |
| Head of Department: | Date: |

APPENDIX 4a: Department Evidence Grid- GCSE, AS and A Level

Departmental Assessment Evidence Grid

This must be completed by the Head of Department for the overall cohort, one for each subject at each qualification level.

Please detail the assessments used for the subject cohort (for example CCEA assessment resource, mock examination, controlled assessment and/or homework).

This document must be completed for subjects requested for review by CCEA. Please indicate which assessment objectives were covered, as relevant, in each piece of evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control. A definition of [levels of control is provided](#).

| | | | Assessment 1 | Assessment 2 | Assessment 3 |
|---|-----|-----|--------------|--------------|--------------|
| Type of Assessment | | | | | |
| Level of Control H, M, L | | | | | |
| Unit _ | AO1 | Y/N | | | |
| | AO2 | Y/N | | | |
| | AO3 | Y/N | | | |
| | AO4 | Y/N | | | |
| | AO5 | Y/N | | | |
| Unit _ | AO1 | Y/N | | | |
| | AO2 | Y/N | | | |
| | AO3 | Y/N | | | |
| | AO4 | Y/N | | | |
| | AO5 | Y/N | | | |
| Unit _ | AO1 | Y/N | | | |
| | AO2 | Y/N | | | |
| | AO3 | Y/N | | | |
| | AO4 | Y/N | | | |
| | AO5 | Y/N | | | |
| <p>If an assessment objective has been omitted at cohort level and/or further adaptations to assessments have been made, please briefly outline the reasons why:</p> | | | | | |
| Head of Department: | | | | | |
| Signature: | | | | Date: | |

APPENDIX 4b: Department Evidence Grid- Occupational Studies

**Departmental Assessment Evidence Grid –
Occupational Studies Levels 1 and 2**

This must be completed by the Head of Department for the overall cohort, one for each subject at each qualification level.

Please detail the type of assessment evidence used for the subject cohort (for example practical assessment, portfolio tasks and/or homework). Please note this grid is a template and CCEA is not prescribing that three pieces of evidence are required.

This document must be completed for subjects requested for review by CCEA. Please indicate which assessment objectives were covered, as relevant, in each piece of evidence (please tick).

| Occupational Area | | | |
|---|--------------|--------------|--------------|
| Assessment Evidence | Assessment 1 | Assessment 2 | Assessment 3 |
| Unit | | | |
| Type of Assessment | | | |
| Date of Assessment | | | |
| AO1 | | | |
| AO2 | | | |
| AO3 | | | |
| If an assessment objective has been omitted at cohort level and/or further adaptations to assessments have been made, please briefly outline the reasons why: | | | |
| | | | |
| Head of Department: | | | |
| Signature: | | Date: | |

APPENDIX 4c: Department Evidence Grid- Vocational

Departmental Assessment Evidence Grid – Vocational Qualifications Levels 1, 2 and 3 and Entry Level Qualifications

This must be completed by the Head of Department for the overall cohort, one for each subject at each qualification level.

Please detail the assessments used for the subject cohort (for example practical assessment, portfolio tasks and/or homework). Please note this grid is a template and CCEA is not prescribing that three pieces of evidence are required. This document must be completed for subjects requested for review by CCEA.

| Assessment Evidence | Assessment 1 | Assessment 2 | Assessment 3 |
|---------------------|--------------|--------------|--------------|
| Unit/Module | | | |
| Type of Assessment | | | |
| Date of Assessment | | | |
| Head of Department: | | | |
| Signature: | | Date: | |

APPENDIX 5a: Candidate Assessment Record- GCSE, AS and A Level

Sample Candidate Assessment Record

Records must be retained by the centre containing the information below, in Candidate Assessment Records or similar records. The CCEA assessment record provided below must be submitted for candidates selected for CCEA sampling.

| | |
|--------------------------|--|
| Candidate Name: | |
| Candidate Number: | |
| Centre Name: | |
| Centre Number: | |

| | | | | | | | |
|----------------------|--------|--------|------|-----|----|-----|-------|
| Select Level: | GCE A2 | GCE AS | GCSE | ELQ | OS | OLA | Other |
|----------------------|--------|--------|------|-----|----|-----|-------|

| | |
|---|------------|
| Section 1: COVID-Related Disruption – Learner Context | Y/N |
| Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID-19, <u>when compared with</u> their class peers? | |
| Was there any other specific disadvantage considered for this candidate in arriving at their Centre Determined Grade, when compared with their class peers? | |
| If 'yes', please provide details of the action taken to ensure the candidate was not disadvantaged (for example, content reduction): | |
| | |

| | |
|--|---------------|
| Section 2: Access Arrangements and Special Consideration | Y/N |
| Is the candidate entitled to access arrangements? | |
| Were the approved access arrangements in place during the assessments used in candidate evidence? | |
| Please provide details: | |
| | |
| Record any enhancements to the mark as a result of a special consideration in line with JCQ – A Guide to the Special Consideration Process . | Tariff |
| Reason for Special Consideration tariff: | |
| | |

Candidate Assessment Record (continued)

Section 3: Subject-Level Assessment of Individual Candidate Evidence

Record student attainment for each of the assessments contributing towards the overall grade awarded. Attainment for each assessment may be captured by recording marks in percentages and/or grades.

| | Date of Assessment | Mark % | Grade |
|--------------|--------------------|--------|-------|
| Assessment 1 | | | |
| Assessment 2 | | | |
| Assessment 3 | | | |
| | | | |
| | | | |
| | | | |

Overall Grade Awarded

Please provide any additional information that you feel is relevant to support the grade awarded. In line with your policy, this should include justification of any discretionary variation from the **Departmental Assessment Evidence Grid** (maximum 50 words):

Candidate Assessment Record (continued)

Section 4: Teacher Checklist

Please indicate that you have complied with the conditions outlined below (Y/N).
For Conditions 3 and 4, indicate Y, N or N/A.

Compliance conditions

| | |
|--|--|
| 1. The grade for the candidate has been determined on the basis of the evidence produced by the candidate and available to me. | |
| 2. The grade awarded has been determined using only the evidence detailed in the Departmental Assessment Evidence Grid. Justification for the need to use any alternative evidence has been provided in Section 3, as per centre policy. | |
| 3. Where applicable, the candidate was given their approved access arrangements while producing the evidence contributing to the final grade, and the access arrangements have been documented. | |
| 4. Where applicable, special consideration was given to the candidate according to the JCQ Special Consideration Guidance, if they were disadvantaged when producing their evidence contributing to their final grade, and this has been documented. | |
| 5. Consideration has been given to ensure that judgements are fair, free from bias and compatible with legislative requirements in respect of equality and discrimination. | |
| 6. To the best of my knowledge, the assessment evidence used to contribute to the candidate's overall subject grade is the candidate's own work. | |

Teacher Signature:

Date:

APPENDIX 5b: Candidate Assessment Record- Occupational Studies and Vocational

Sample Candidate Assessment Record

Records must be retained by the centre containing the information below, in Candidate Assessment Records or similar records. The CCEA assessment record provided below must be submitted for candidates selected for CCEA sampling.

| | |
|--------------------------|--|
| Candidate Name: | |
| Candidate Number: | |
| Centre Name: | |
| Centre Number: | |

| | | | | |
|------------------------------|--------------------|-------------------------------|-------------|-----|
| Select Qualification: | OS Level 1 or 2 | Vocational Level 1, 2 or 3 | Entry Level | OLA |
|------------------------------|--------------------|-------------------------------|-------------|-----|

| Section 1: COVID-Related Disruption – Learner Context | Y/N |
|---|------------|
| Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID-19, <u>when compared with</u> their class peers? | |
| Was there any other specific disadvantage considered for this candidate in arriving at their Centre Determined Grade, when compared with their class peers? | |
| If 'yes', please provide details of the action taken to ensure the candidate was not disadvantaged (for example, content reduction): | |

| Section 2: Access Arrangements and Special Consideration | Y/N |
|--|---------------|
| Is the candidate entitled to access arrangements? | |
| Were the approved access arrangements in place during the assessments used in candidate evidence? | |
| Please provide details: | |
| Record any enhancements to the mark as a result of a special consideration in line with JCQ – A Guide to the Special Consideration Process . | Tariff |
| Reason for Special Consideration tariff: | |

Candidate Assessment Record (continued)

Section 3: Subject-Level Assessment of Individual Candidate Evidence

Record student attainment for each of the assessments contributing towards the overall grade awarded. Attainment for each assessment may be captured by recording marks or levels.

| | Mark/Level |
|--------------|------------|
| Assessment 1 | |
| Assessment 2 | |
| Assessment 3 | |
| | |

Overall Grade Awarded

Please provide any additional information that you feel is relevant to support the grade awarded. In line with your policy, this should include justification of any discretionary variation from the Departmental Assessment Evidence Grid (maximum 50 words):

Candidate Assessment Record (continued)

| | |
|--|--------------|
| Section 4: Teacher Checklist Please indicate that you have complied with the conditions outlined below (Y/N). For Conditions 3 and 4, indicate Y, N or N/A. | |
| Compliance conditions | |
| 1. The grade for the candidate has been determined on the basis of the evidence produced by the candidate and available to me. | |
| 2. The grade awarded has been determined using only the evidence detailed in the Departmental Assessment Evidence Grid. Justification for the need to use any alternative evidence has been provided in Section 3, as per centre policy. | |
| 3. Where applicable, the candidate was given their approved access arrangements while producing the evidence contributing to the final grade, and the access arrangements have been documented. | |
| 4. Where applicable, special consideration was given to the candidate according to the JCQ Special Consideration Guidance, if they were disadvantaged when producing their evidence contributing to their final grade, and this has been documented. | |
| 5. Consideration has been given to ensure that judgements are fair, free from bias and compatible with legislative requirements in respect of equality and discrimination. | |
| 6. To the best of my knowledge, the assessment evidence used to contribute to the candidate's overall subject grade is the candidate's own work. | |
| Teacher Signature: | Date: |

APPENDIX 6:

DEFINITIONS OF LEVELS OF CONTROL

Levels of control for the conditions under which students have completed assessments that are internally marked in school are defined as High, Medium and Limited at GCSE. These definitions also align with the conditions of control for GCE and other CCEA qualifications. In recording the levels of control for evidence to be used in Centre Determined Grades for Summer 2021, the following should be used.

| | |
|----------------|--|
| High | <p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none"> • all students are within direct sight of the teacher/supervisor throughout the session(s); • display materials which might provide assistance are removed or covered; • there is no access to email, the internet or mobile phones; • students complete their work independently; • interaction with other students does not occur; and • no assistance of any description is provided. |
| Medium | <p>Students do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres should ensure that:</p> <ul style="list-style-type: none"> • there is sufficient evidence to ensure that the individual work can be authenticated; and • the work an individual student submits for assessment is their own. <p>If work has been completed in groups, teachers must ensure that they can determine and assess the individual student's contribution to the work. If work has been completed remotely, it may be useful to ask questions about what they did and how/why they did it, to help authenticate the work.</p> |
| Limited | <p>Work is completed without any direct supervision and would not normally contribute to assessable outcomes.</p> |