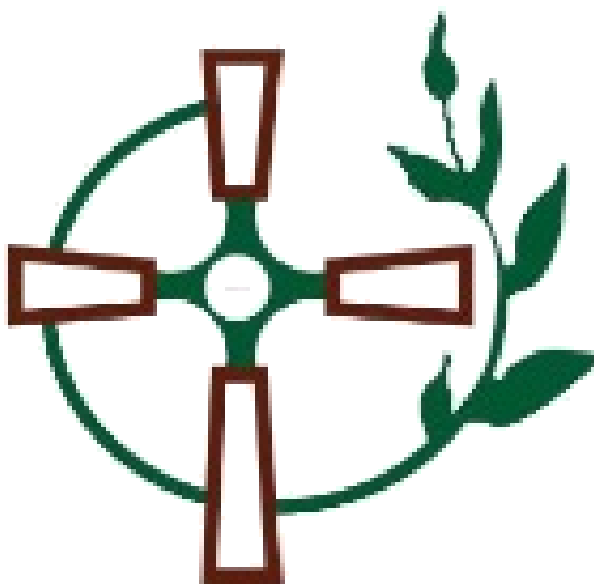


Abbey Christian Brothers' Grammar School Newry



Policy for CCEA Centre Determined Grades Summer 2021

Adopted by Board of Governors on 26th April 21
Issued to staff on 26th April 21
Responsible: Mr R Ruddy / Mr S Sloan

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**. 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

- *Board of Governors;*
- *Head of Centre;*
- *Senior Leadership Team;*
- *Examinations Officer;*
- *Heads of Department; and*
- *Class Teachers.*

Roles and responsibilities of **Abbey Christian Brothers' Grammar School** staff are outlined below:

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** has overall responsibility for the centre 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.

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.

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

Those 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** 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 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 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 **Abbey Christian Brothers' Grammar School** is central to determining Centre Determined Grades.

Training, Support and Guidance

Teachers involved in determining grades must attend any centre-based training provided. See appendix 1 for dates.

Abbey Christian Brothers' Grammar 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 CCEA as well as guidance through Principal attendance at CCEA bi-monthly seminars. Senior Leaders will disseminate this training to all teachers involved in producing Centre Determined Grades. See appendix 2 for date.

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 Principal** should be notified if no one from a department has been able to attend support meetings and **the Principal** will consider how this is addressed.

Abbey Christian Brothers' Grammar School has kept communication open with staff on all aspects of determining grades. This has been done through the production and revision of a Frequently Asked Questions document that has enabled staff to ask questions about any scenario and have the answers shared with all. Where Senior Leaders have sought specific advice from CCEA Officers this has been shared within the document. Copy stored in the Centre.

Appropriate Evidence

Abbey Christian Brothers' Grammar 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:

- CCEA assessment resources for 2021;
- CCEA past papers;
- mock examinations, which relate to the CCEA specification;
- coursework or controlled assessments, even where not completed – if applicable to the subject;
- class tests;
- homework and other material deemed relevant by the Principal

Each department will coordinate and record the range of evidence to be used in determining grades. – Appendix 3

Storage of evidence

Evidence of data which was used to determine the grades for candidates will be stored securely in an electronic format in school. This will be made available centrally to the Senior Leadership Team. Hard copy evidence of student work will be stored securely in a locked location in each department.

This will be available for scanning and sending to CCEA as part of a sample when requested for moderation. In the event of the physical copy of student work not being available, the school will forward hard or electronic evidence of a teacher's mark book or published student report which contains evidence of the data.

Abbey Christian Brothers' Grammar School will base all evidence on the relevant CCEA qualification specifications as set out in the **CCEA Alternative Arrangements – Process for Heads of Centre**.

Abbey Christian Brothers' Grammar 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.

Abbey Christian Brothers' Grammar School is taking account of disruption that candidates have faced to their learning as a result of COVID-19.

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.

Abbey Christian Brothers' Grammar School Centre Determined Grades

Abbey Christian Brothers' Grammar 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.

All teachers will complete the Candidate Assessment Record or similar document and will forward to their Head of Department/Subject Leader. 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.

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.

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

Abbey Christian Brothers' Grammar School undertakes to have a consistent approach across departments/subjects. Heads of Departments will consult the guidance from CCEA in both the webinars and also published documentation in order to properly carry out the process of moderation.

Senior Leaders 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. The Senior Leadership Team 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), **Abbey Christian Brothers' Grammar School** will make every effort to ensure that these arrangements are in place when assessments are being taken. In accordance with the JCQ document [Adjustments for candidates with disabilities and learning difficulties](#), which is available on the JCQ website.

If the school has a candidate that (due to long term circumstances that have been known to the school for a period of time) needs to sit an assessment outside of the school environment, this will be accommodated. In any such case, the examination will be sent out and returned in a sealed envelope with a trusted source and not shared electronically. With parental assistance, supervision will happen remotely via Zoom. This supervision will be such that additional materials cannot be used and the examinations will be opened and resealed under the watch of the supervisor.

Alternatively, where an Abbey student is completing a subject in another Centre (host school) and that Centre is supplying the grade for us (home school) to submit, the student will be subject to the examination regulations of the host school. This will include timetable, access to resources and any remote completion of assessments. This will ensure that the consistency of awarding grades is maintained within the cohort that he is part of.

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, **Abbey Christian Brothers' Grammar 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.

Abbey Christian Brothers' Grammar 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

Abbey Christian Brothers' Grammar School will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Senior Leaders 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.

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

Abbey Christian Brothers' Grammar 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

Abbey Christian Brothers' Grammar 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 **the Abbey Christian Brothers' Grammar 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.

Abbey Christian Brothers' Grammar 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. **Abbey Christian Brothers' Grammar School's** internal appeals procedure is available for staff, candidates and parents on request. 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 procedure.

Requirements as a JCQ Registered Centre

Abbey Christian Brothers' Grammar 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.

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	21 st Jan 21 4 th Feb 21 4 th Mar 21
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Centre Leadership Team, HoD and teaching staff	18 th March 21 27 th Apr 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	16 th April 2021
		Preliminary consideration of value of available evidence	Centre Leadership Team and HoD	27 th April – 19 th May 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	7 th May 2021 19 th May 2021
		All other available evidence collated and documented	Centre Leadership Team, HoD and teaching staff	14 th May 2021 28 th May 2021
3	Centre Professional Judgement and Moderation (April and May)	All available evidence moderated in line with centre policy	Centre Leadership Team, HoD and teaching staff	7 th May 2021 19 th May 2021
		Any potential bias in Centre Determined Grades and outcomes considered	HoD and teaching staff	7 th May 2021 19 th May 2021
		Centre Determined Grade outcomes reviewed by senior leadership teams	Centre Leadership Team	14 th May 2021 28 th May 2021
		Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre	21 st May 2021 3 rd June 2021
4		Centre evidence and grade outcomes reviewed	CCEA personnel	June 2021
		If evidence submitted is considered reasonable, centre grades proceed to	CCEA personnel	June 2021

Step and Indicative Timeframe		Activity	Personnel	Internal Deadlines
	Review of Evidence and Award (June and July)	award. If necessary, additional evidence requested and reviewed.		
		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	June 2021
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	From 10 th Aug 2021 From 12 th Aug 2021

Appendix 2 Checklist of Tasks

All documentation, school wide and subject specific is held securely in school.

Task	Date
Centre Policy Shared with Staff, BOG and sent to CCEA	23 rd April 21
Lead Assessor webinars information shared with all staff, ongoing through meetings as below.	19 th April
Staff Video Meetings re Grades	21 st Jan 21 4 th Feb 21 4 th Mar 21 18 th March 21 27 th Apr 21
Departmental Assessment Grids completed and returned to SLT (Appendix 2)	1 st April 21
Compilation of FAQ document for staff revised weekly, 21 st January – 30 th April	30 th April 21
Template for Candidate Record Sheet shared with Staff	19 th Apr 21
HOD Checklist Table sent to all Departments	19 th Apr 21
HOD Evidence Grid sent to all Departments	19 th Apr 21
Arrangements in Place for Private Candidates	15 th Apr 21
Arrangements in Place for Special Access	1 st April 21
Arrangements in Place for Special Consideration	1 st Apr 21
Timetable in place for assessments	30 th Apr 21
Adoption of CDG Policy by SLT	19 th April
Adoption of CDG policy by BOG	21 st April
Submission to CCEA	23 rd April

Appendix 3**Departmental Assessment Form**

Departmental Assessment Plan – April 2021

Department _____

Question	GCSE	AS	A2
Total Approximate Length of Assessments			
Type of Assessment, e.g., CCEA Past Paper, CCEA Assessment Resource or other			
What information are you giving the students in advance, e.g., topic, question or other			
What assistance are you giving, e.g., revising relevant material, setting written tasks, correcting tasks			
Have you any concerns about your assessment, e.g., amount of material being covered, number of questions, length of time?			
What are you planning to use as your three assessment points for determining the CDG, e.g., Christmas, Post Easter or other			