

Kilkeel High School

Centre 71725



Centre Determined Grades Policy

Summer 2021

Head of Centre _____

Date _____

Chair (BoG) _____

Date _____

GCSE, AS and A Level Awarding Summer 2021: Alternative Arrangements

Centre Determined Grades Policy Summer 2021

Adopted by Board of Governors on 21/04/2021

Draft Issued to staff on 30/03/2021 / Final version issued to staff 23 /04/2021

Responsible: V Coert, R Reilly and SLT

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.

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

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

<https://ccea.org.uk/examiner-centre-support/examinations-support/summer-2021-assessment-arrangements>

<https://www.jcq.org.uk/wp-content/uploads/2021/01/Notice-to-Centres-SENcos-and-assessors-June-2021.pdf>

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

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

References to centre and Head of Centre in this document are in line with JCQ examination centre terminology.

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

Roles and responsibilities of Kilkeel High 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.
- 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.
- 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. This will be agreed on a case-by-case basis but may include, for example, 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 Head of Department Checklists (CCEA and Internal) are 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 (CAR), 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.

Kilkeel High School requires one fully completed CAR for each level of assessment, and strongly advises that CARs are used to record the key information for all other students – ie – name, marks / grades and any Special consideration applied. These are available as interactive PDFs, or may be handwritten.

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

Training, Support and Guidance

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

Teachers involved in determining grades must familiarise themselves with the training materials provided - these will be emailed to all staff and posted on the Staff Training Google Classroom. This will ensure that all staff will be able to access the training at a time that suits themselves. **Staff need to initial the spreadsheet posted to confirm they have read this policy and watched the training materials.**

Kilkeel 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 in the Subject Support Area.

Appropriate Evidence

CCEA aspires to a grading system that produces a holistic judgement of the grade at which the candidate is working. Therefore, the evidence used should come from a range of sources from throughout the course. However, evidence from recent assessments may be seen as having higher validity.

Departments may make use of the following evidence to arrive at their Centre Determined Grades.

- Mock examination(s);
- Coursework or controlled assessment, even if not complete;
- Class tests;
- Records of a student's performance throughout their study;
- Notional grades achieved in any GCSE modules completed;
- The 2021 CCEA Assessment Resources, adapted as appropriate;
- Work completed at home (if the teacher is confident that it can be validated as the student's own work);
- Departments may use alternative forms of evidence if they can justify its validity

Due consideration should be given to tiers of entry, where appropriate.

In Kilkeel High School, departments, as subject specialists, will decide on what evidence should be used to support the decision on the final grade to be awarded. However, the following should be considered:-

- Evidence generated under high control conditions will have a greater degree of validity than evidence gathered under lower control.
- Departments should make use of evidence that covers a range of Assessment Objectives.
- In reaching a holistic judgement, departments will make use of evidence which has 'a suitable level of demand'. Therefore, short fact tests would have little value: past paper or exam-style questions would have much more value.

Departments will advise the VP Curriculum of the evidence they intend to use by 30th April 2021. The same sources of evidence should be used across a cohort. If a piece of evidence for a candidate is missing, an alternative piece may be considered

Kilkeel 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.

Kilkeel 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.

Kilkeel High School is taking account of disruption that candidates have faced to their learning a result of COVID-19 by adapting the assessments provided by CCEA in line with the content that has been covered. These adaptations will be made on a departmental basis as

every department will be in a different situation. Pupils who have missed more than the rest of the class may have an adapted paper.

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.

Centre Determined Grades

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

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

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

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

All teachers will complete the Candidate Assessment Record (with the basic information only as outlined above) 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. **Evidence should be put into a labelled box (one box per level) and left in the secure store, when the process is complete.** 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 (teaching the same material), 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.

Markers must meet and clarify / refine mark schemes before the standardisation process begins.

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

Departmental moderation should take place at the end of the process to confirm accuracy of marking in relation to the mark scheme and in terms of equivalence across all markers.

Some of this will be able to be completed on the 2 Qualification Procedure Days (QPDs) granted by the Department. All teachers must be in school on those days and, if they are not directly involved in the moderation process, then those members of staff should support the other departmental members as directed by the HoD.

The HoD should keep records of both mark scheme meetings and evidence of the standardisation and moderation processes including any liaison with SLT where necessary.

Head of Centre Moderation and Declaration

Kilkeel High School undertakes to have a consistent approach across departments/subjects. 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. Senior Leaders 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), Kilkeel High School will make every effort to ensure that these arrangements are in place when assessments are being taken. Details on access arrangements can be found in the JCQ document Adjustments for candidates with disabilities and learning difficulties, which is available on the JCQ website. As 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, Kilkeel High School will take account of this when making judgements. Class teachers 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. Kilkeel High School will ensure consistency in the application of special consideration by following the guidance on pages 4–7 of the JCQ document A guide to the special consideration process, with effect from 1 September 2020. ***It is the responsibility of the parents / guardians to discuss with the school any circumstances that may merit special consideration by 10th May 2021.*** Further information is available on the JCQ website.

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

The school will apply the JCQ guidelines to any requests for special consideration.

Please note that the maximum consideration available is 5% (and that is only in very exceptional circumstances) so inevitably Special Consideration can only go so far in compensating for difficult circumstances.

Access Arrangements and Special Consideration:

- The SENCO will ensure access arrangements will be in place when assessments are being taken where candidates have agreed access arrangements, as per normal JCQ arrangements.
- Staff will be informed of pupils requiring special consideration and the tariff to be applied.
- 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.

Bias and Discrimination

Kilkeel High School will fulfil its duties and responsibilities concerning relevant equality and disability requirements. Senior Leaders (Victor Coert / Ruth Reilly) 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.

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

- unconscious bias can skew judgements;
- 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 in the centre, under secure conditions.

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 CCEA documentation must be fully and accurately completed and retained securely:

- Candidate Assessment Records (essential data only as specified above);
- Head of Department Checklists and Departmental Assessment Evidence Grid; and
- Head of Centre Declaration.

Confidentiality

Kilkeel 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

Kilkeel High School will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA for investigation.

There may be instances where the centre or individual teachers are put under improper pressure from a candidate or their parent/guardian to influence the decision-making on a grade. Any improper pressure must be reported to CCEA, who may investigate this as potential malpractice or maladministration. Other examples of potential malpractice include:

- deception;
- improper assistance to a candidate;
- failure to appropriately authenticate a candidate's work;
- over-direction of candidates in preparation for assessments;
- the centre submitting grades not supported by evidence or that they know to be inaccurate;
- centres entering candidate(s) who were not originally intending to cash in a grade in the Summer 2021 series;
- failure to engage as requested with CCEA during the review stage of the process; and
- failure to keep appropriate records of decisions made and Centre Determined Grades.

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

Private Candidates

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

Conflicts of Interest

To protect the integrity of assessments, staff must declare any potential conflicts of interest to the Head of Centre. Instances when there may be a conflict include teaching and preparing members of their family or close friends for qualifications that include internally assessed components. **This should be done in writing to the Head of Centre, with a note of how the Department involved will manage the conflict of interest.** 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. Kilkeel High School will also carefully

consider the requirements of their centre policies, particularly in relation to the separation of duties and personnel to ensure fairness in later process reviews and appeals.

Internal Appeals Procedure Relating to Centre Determined Grades

A written internal appeals procedure is available to permit candidates recourse in relation to the production of a Centre Determined Grade. Kilkeel High School's internal appeals procedure is available for staff, candidates and parents on the centre website at <https://www.kilkeelhigh.org>. 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 timebound and in line with CCEA requirements. Candidates will be updated at each stage and will be informed in writing of the outcomes and recourse procedures.

An appeals procedure specific to summer 2021 will be completed when JCQ / CCEA produce further guidance. This will also be posted on the school website.

Therefore this policy may be updated if this guidance arrives after the policy has been submitted to CCEA.

Complaints Procedure

Kilkeel High School's internal complaints procedure permits candidates to challenge the centre's delivery or administration of a qualification (including failure to follow their internal appeals procedure correctly) and is available on the centre website at <https://www.kilkeelhigh.org>

Requirements as a JCQ Registered Centre

Kilkeel 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. Policies are available on the school website -

<https://www.kilkeelhigh.org>

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	March 2021
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments	Centre Leadership Team, HoD and teaching staff	March / April 2021
		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	March /April 2021
		Preliminary consideration of value of available evidence	Centre Leadership Team and HoD	March 2021
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 March 2021.	Centre Leadership Team, HoD and teaching staff	April / May 2021
		All other available evidence collated and documented	Centre Leadership Team, HoD and teaching staff	April / 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	April / May 2021
		Any potential bias in Centre Determined Grades and outcomes considered	HoD and teaching staff	April / May 2021
		Centre Determined Grade outcomes reviewed by senior leadership teams	Centre Leadership Team	GCE – from 12/5/21 GCSE – from 29 / 5/ 21
		Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre	GCE 21/5/21 GCSE 4/6/21

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	
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA personnel	
		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	
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	