



JORDANSTOWN SCHOOL

*A specialist school for children who
are deaf or visually impaired*

**Policy for Centre Determined Grades for
CCEA Entry Level Qualifications, GCSEs and
AS Levels, Summer 2021**

April 2021

Title	Policy for Centre Determined Grades for CCEA GCSEs and AS Levels, Summer 2021
Summary	<p>Guidance for all stakeholders regarding:</p> <ul style="list-style-type: none"> • the measures the School has in place to produce Centre Determined Grades; • the procedures for ensuring compliance with CCEA guidance; • the roles and responsibilities of staff.
Purpose	To ensure an effective and consistent approach to producing Centre Determined Grades by all relevant staff
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References to centre and Head of Centre in this document are in line with Joint Council for Qualifications (JCQ) examination centre terminology.

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1. Statement of Intent

Context:

Due to the ongoing health pandemic and by Formal Direction of the Minister of Education, formal examinations will not take place in 2021. The approach to awarding grades in Summer 2021 will be based on teacher professional judgements, with moderation.

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. 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. It will require centres and CCEA to develop and use different processes from those used last year.

With the ongoing disruption to public health and educational norms caused by the Covid-19 pandemic, Jordanstown School is committed to ensuring that in 2021, CCEA GCSE and AS Level grades, based on teacher professional judgements with moderation, will be valid and reliable, enabling progression for students.

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** issued in March 2021, 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.

2. Process Overview

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

3. Roles and Responsibilities

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

Roles and responsibilities of Jordanstown School staff are outlined below:

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** 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 Assessment Co-ordinator

The **Assessment Co-ordinator** 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, working alongside the Head of Centre to validate 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. This will include the Assessment Coordinator, along with the Head of Centre.

The Examinations Officer

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

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

VP/SENCo

The **SENCo** is responsible for the provision of access arrangements in accordance with the procedures laid out in the JCQ document Access Arrangements and Reasonable Adjustments, effective from 1st September 2020 to 31st August 2021. The SENCo will liaise with the Examinations Officer to ensure that the appropriate access arrangements are in place for candidates.

Subject Leaders/Teachers

Subject Leaders 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. They must complete the Candidate Assessment Record for each candidate for whom they are determining a grade, 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 colleagues and senior staff 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.

Note: In Jordanstown School, all relevant full-time teachers are also the Subject Leader for their subject. Therefore, they are responsible for the duties of both the Subject Leader and the Teacher, as outlined above.

4. Training, Support and Guidance

Teachers involved in determining grades must attend any centre-based training provided. They must 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 Chartered Institute of Educational Assessors (CIEA). Senior Leaders will disseminate this training to all teachers involved in producing Centre Determined Grades. If relevant staff are unable to attend subject support meetings or training, they must delegate to the most suitable alternative member of staff and ensure that the information is shared at the earliest possible opportunity with all relevant staff. The Head of Centre should be notified if no one from a department has been able to attend support meetings and she will consider how this is addressed.

5. Appropriate Evidence

Jordanstown School will use the following candidate evidence in arriving at Centre Determined Grades:

- CCEA Assessment Resources for 2021 (high control);
- Mock examinations, which relate to the CCEA specifications (high control);
- Coursework or controlled assessments, even where not completed – if applicable to the subject (medium control);
- Tracking Tests (high control).

The CCEA Assessment Resources will be used as fully as possible, and supplemented where necessary by other sources of evidence in the order of priority listed above.

The terms ‘high control’ and ‘medium control’ are understood to be as defined in the CCEA document **CCEA Alternative Arrangements – Process for Heads of Centre, Appendix 5**.

Assessments will be consistent with the school’s existing Assessment Policy.

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

Jordanstown 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.

Jordanstown School is taking account of disruption that candidates have faced to their learning as a result of COVID-19 by adapting assessments to address only those topics which pupils have had the opportunity to study.

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. This will be done by sharing with candidates their Candidate Assessment Record, minus grade information, by Friday 23rd April 2021.

6. Centre Determined Grades

Jordanstown 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 Records. 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.

7. 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.

In subjects where there is only one teacher, a teacher of a similar subject will liaise with the subject teacher to consider the application of assessment criteria and standards in arriving at each grade.

Internal standardisation should include cross-checking of marking across the full range of marks. 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 Subject Leader 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 Subject Leader. They should complete the relevant checklist, which will record any adjustments and relevant information.

8. Head of Centre Moderation and Declaration

Jordanstown School undertakes to have a consistent approach across subjects. The Head of Centre and Assessment Co-ordinator 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 will be retained.

The moderation exercise will include professional discussions with teachers. The Head of Centre and Assessment Co-ordinator 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.

9. Access Arrangements and Special Consideration

Where candidates have agreed access arrangements or reasonable adjustments (for example large font or language support), Jordanstown 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 **Access Arrangements and Reasonable Adjustments**, effective from 1st September 2020 to 31st August 2021, 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, Jordanstown 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.

Jordanstown 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.

10. Bias and Discrimination

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

The Head of Centre and Assessment Co-ordinator 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.

11. Recording Decisions and Retention of Evidence and Data

It is fundamental that teachers and Subject Leaders 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. 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.

All evidence used to support the grade determined for each candidate will be retained electronically on the C2k network. This process will comply with Jordanstown School's Acceptable Use of ICT Policy. 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;
- CCEA Head of Centre Declaration.

12. Collaboration with Area Learning Community Schools

We will liaise with professional colleagues in partner schools to satisfy ourselves that in producing Centre Determined Grades for our pupils, they have followed procedures in line with the guidance in **CCEA Alternative Arrangements – Process for Heads of Centre**.

13. Confidentiality

Jordanstown 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.

14. Malpractice/Maladministration

Jordanstown 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.

15. 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 the **CCEA Alternative Arrangements – Process for Heads of Centre** document. Jordanstown 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.

16. 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. Jordanstown School's internal appeals procedure is available for staff, candidates and parents on the centre website www.jordanstownschool.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.

17. Requirements as a JCQ Registered Centre

Jordanstown 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.

18. Associated/Related Documents

School policies:

- Examinations Policy
- Assessment Policy
- Acceptable Use of ICT Policy
- Internal Appeals Policy

School Policies are available on the school website www.jordanstownschool.org

CCEA documents:

- **CCEA Alternative Arrangements – Process for Heads of Centre**

CCEA related documents available on www.ccea.org.uk

JCQ documents:

- JCQ document – **Access Arrangements and Reasonable Adjustments**, effective from 1st September 2020 to 31st August 2021
- JCQ document – **A guide to the special consideration process**, with effect from 1 September 2020.
- JCQ guidance – **Suspected Malpractice: Policies and Procedures**

JCQ related documents available on www.jcq.org.uk