

Glenlola Collegiate School

Policy for Centre Determined Grades (CDGs), Summer 2021

Adopted by Board of Governors on 22/04/2021

Issued to staff on 23/04/2021

Responsible: Headmaster

Statement of Intent

The purpose of this policy is:

- to ensure as far as is reasonably possible under the current circumstances that the effective operation of the Centre Determined Grades process produces fair, objective, consistent and timely outcomes within and across departments;
- to ensure as far as is reasonably possible under the current circumstances 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 as far as is reasonably possible under the current circumstances 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, as far as is reasonably possible under the current circumstances, appropriate standards of 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

The 'five step process' set out in '*CCEA Alternative Arrangements – Process for Heads of Centre*' and summarised below will be followed by the Centre.

Step 1: Guidance, Information and Readiness

CCEA will provide guidance, support and training for schools and colleges on the awarding process.

Step 2: Evidence Gathering and Provision of an Assessment Resource

Where appropriate, schools will give further opportunities for students to demonstrate what they know, understand and can do against identified areas of the course specification.

To support the evidence gathering process, students may be required to take further assessment/s, produced either by teachers or taken from the CCEA Assessment Resource. Further assessments will be marked by the class teachers in April and May 2021.

Step 3: Centre Professional Judgement and Moderation

Schools and colleges will draw on evidence which relates to the specification in order to reach centre professional judgements for each qualification. There is no prescribed weighting for any piece of evidence.

Rather Centre Determined Grades are a professional, holistic judgement of the standard at which the candidate is performing. Initial Centre Determined Grades will be submitted to CCEA towards the end of May 2021.

Step 4: Review of Evidence and Award

Following the submission of Initial Centre Determined Grades, external review of evidence will be carried out by CCEA.

Work will be reviewed from every school and college across Northern Ireland.

Where the evidence submitted does not, in the opinion of CCEA, support or justify the outcomes provided, schools and colleges may be asked to provide further evidence. If, CCEA still consider that the submitted CDGs are supported by the evidence provided, schools may be asked to re-run their judgement and moderation processes.

Step 5: Post-Award Review Service

After the issue of results, students will have the right to appeal to their schools and colleges, and to CCEA.

Roles and Responsibilities

Roles and responsibilities of Glenlola Collegiate staff and Governors 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 (Principal):

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.

Vice Principals

The Vice Principal with responsibility for Teaching & Learning will, with the Principal:

- undertake training provided by CCEA in assessment.
- disseminate the content of this programme to all teachers involved in producing Centre Determined Grades.
- act as 'Lead Assessors' throughout the process in order to, as far as is reasonably possible, ensure that a consistent approach is adopted by staff
- provide guidance and support to Heads of Department and teachers as they determine CDGs
- quality assure the Initial Centre Assessed grades prior to submission.
- ensure that appropriate and available evidence is submitted to CCEA on request during Step 4 of the *'five step process'*.

Senior Leadership Team

Identified members of the team, not previously involved in the quality assuring process, will, where appropriate, consider appeals following the issue of results.

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.
- staff know, understand and can use the CCEA Centre Manager Applications. T
- 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

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 within their departments adhere to the CCEA guidance throughout the process
- Rigorous moderation is carried out which results in Initial Centre Assessed Grades being agreed by all involved teachers

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
- they have sufficient evidence, in line with the Centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification
- 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 complete the required 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.
- they participate fully in the internal standardisation and moderation of candidates' work, in conjunction with departmental colleagues and Senior Leaders as required. T
- they securely store and be able to retrieve evidence to support their decisions.

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

Training, Support and Guidance

Glenlola Collegiate 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 CIEA (Chartered Institute of Educational Assessors). 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. Dr Larmour should be notified if no one from a department has been able to attend support meetings and she will liaise with the Principal to consider how this is addressed.

Appropriate Evidence

Glenlola Collegiate will draw upon the following candidate evidence in arriving at Centre Determined Grades. In order to take into account the fact that learning has been disrupted differently for each pupil, it is not expected that all of the listed evidence will be available for every pupil.

- CCEA assessment resources for 2021 or adaptations of these resources;
- Internal assessments based on past paper questions;
- CCEA past papers;
- mock examinations, which relate to the CCEA specification;
- coursework or controlled assessments, even where not completed – if applicable to the subject;
- modular results;
- class tests;
- AS evidence;
- homework
- practical assessments

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

Glenlola Collegiate has, where relevant, 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.

Glenlola Collegiate may need to take account of disruption that candidates have faced to their learning a result of COVID-19 by, where appropriate, adapting or creating assessments.

Relevant information 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

Glenlola Collegiate will determine grades based on evidence that reflects the standard at which a candidate has performed, 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 as required 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. Decisions should be 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.

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

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

Glenlola Collegiate undertakes to have a consistent approach across departments/subjects. Assessment Leaders, Dr C Larmour (Vice Principal) and Mr E Thompson (Principal), will carry out moderation, to include a review of marking and the internal standardisation arrangements and will investigate whether decisions have been justified where it is deemed necessary. 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 Heads of Department where necessary. The Assessment 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

Glenlola Collegiate will ensure that arrangements are in place when assessments are

being taken where candidates have agreed access arrangements or reasonable adjustments, as per normal JCQ arrangements. Such decisions will be recorded on the CCEA checklists.

Glenlola Collegiate will also include arrangements for consideration and recording of any illness or personal circumstances, as per normal JCQ arrangements, that may have impacted on a candidate's performance in assessments. special consideration will 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:

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), Glenlola Collegiate 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, Glenlola Collegiate 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. Glenlola Collegiate 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

Glenlola Collegiate will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Senior Leaders Dr C Larmour (Vice Principal) and Mr E Thompson (Principal), 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

Teachers and Heads of Department will 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 securely in the Centre and the CDGs will be retained electronically.

When requested, evidence will be uploaded via the CCEA application used to submit the Centre Determined Grades.

The following CCEA documentation will be fully and accurately completed as required and retained securely:

- Candidate Assessment Records;
- Head of Department Checklists and Departmental Assessment Evidence Grid; and
- Head of Centre Declaration.

Confidentiality

Glenlola Collegiate 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

Glenlola Collegiate 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, these candidates must 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 Glenlola Collegiate

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.

Glenlola Collegiate 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 will be available to permit candidates recourse in relation to the production of a Centre Determined Grade. Glenlola Collegiate's internal appeals procedure will be available for staff, candidates and parents on the Centre website at <https://glenlolacollegiate.net/> . 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.

Requirements as a JCQ Registered Centre

Glenlola Collegiate 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.

Associated/Related Centre Documents

[Centre to insert name and location/web address of relevant policy and procedure documents.]

- Internal Appeals Procedure for Internally Assessed Coursework and Controlled Assessment Work
- Appeals Policy – awaiting CCEA draft policy
- Data Protection Policy
- Controlled Assessment Policy

