

# Fivemiletown College



**Summer 2021 – Centre Determined Grades  
Policy**

**FIVEMILETOWN COLLEGE POLICY**  
**Policy for Centre Determined Grades, Summer 2021**

Adopted by Board of Governors on 21/04/2021

Issued to staff on 22/04/2021

Responsible: Mrs J Allen, Mr S Clarke

**Statement of Intent**

The purpose of this policy is:

- to ensure the effective operation of the Centre Determined Grades process to produce 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 standardisation/moderation, ensuring quality and accuracy of the grades submitted to CCEA
- 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**. Internal deadlines

relating to the steps of the CCEA process are provided in Appendix 4a.

### FIVE STEP AWARDING PROCESS

Step and Indicative Timeframe	Activity	Personnel	Date	
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.	Centre Leadership Team, HoDs and teaching staff.	From 8 March 2021
		Preliminary consideration of value of available evidence.	Centre Leadership Team and HoDs.	31 March 2021
		Centres agree their quality assurance processes to ensure consistency across teachers, subjects and departments.	Centre Leadership Team, HoDs and teaching staff.	12 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	16 April 2021
	Evidence Gathering and Provision of Assessment	Completion and marking of defined assessments in line with centre policy; for example	Centre Leadership Team, HoDs	A Level (12 – 30 April)

2	Resource (March, April and May)	this could comprise CCEA assessment resources which will be available from April 2021.	and teaching staff.	GCSE (12 April – 14 May)
		All other available evidence collated and documented.	Centre Leadership Team, HoDs and teaching staff.	A Level (30 April – 7 May) GCSE ( 14 May – 21 May)
3	Centre Professional Judgement and Moderation (April and May)	All available evidence moderated in line with centre policy	Centre Leadership Team, HoDs and teaching staff.	A Level (7 May – 14 May) GCSE ( 21 May – 28 May)
		Any potential bias in Centre Determined Grades and outcomes considered.	HoD and teaching staff.	A Level – 17 May GCSE – 24 May
		Centre Determined Grade outcomes reviewed by senior leadership teams.	Centre Leadership Team.	A Level – 19 May GCSE – 26 May
		Head of Centre sign-off and submission of Centre Determined Grades.	Head of Centre	A Level – 21 May GCSE – 4 June
4	Review of Evidence and Award (June and July)	Centre evidence and grade outcomes.	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.	

### **Roles and Responsibilities**

Roles and responsibilities of Fivemiletown College 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. 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 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 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 knowledge, expertise and professionalism of the staff of Fivemiletown College is central to determining Centre Determined Grades.

### **Training, Support and Guidance**

Teachers involved in determining grades must attend any centre-based training provided. Fivemiletown College 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](http://www.ccea.org.uk)

The centre policy will be supported through training provided by CCEA to Senior Leaders through the 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 inform the Head of Centre, Mrs Janice Allen and agree delegation to the most suitable alternative member of staff. If no one from a department has been able to attend support meetings, Mrs Janice Allen will consider how this is addressed.

### **Appropriate Evidence**

Fivemiletown College 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
- CCEA module results
- Class/Tracking tests

- Homework\*
- Tracking Data\*

The planned subject-specific assessment breakdown at each qualification level is as follows...

### GCSE

<u>Subject</u>	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>
<u>Art</u>	Controlled Assessment	Controlled Test	Tracking Data
<u>Business Communication Systems</u>	Mock Exam	Controlled Assessment	CCEA Assessment Resource
<u>Child Development</u>	Controlled Assessment	Mock Exam	CCEA Assessment Resource
<u>English Language</u>	Speaking and Listening	Controlled Assessment	CCEA Assessment Resource
<u>Food and Nutrition</u>	Controlled Assessment	Mock Exam	CCEA Assessment Resource
<u>Further Mathematics</u>	CCEA Assessment Resource	Class Test	Mock
<u>Geography</u>	Mock Exam	Class Test	CCEA Assessment Resource
<u>History</u>	Class Test	Class Test	CCEA Assessment Resource
<u>Learning for Life and Work</u>	Controlled Assessment	CCEA Assessment Resource	CCEA Assessment Resource
<u>Mathematics –</u>	CCEA Assessment Resource	CCEA Assessment Resource	Class Test
<u>Physical Education</u>	Mock Exam	CCEA Assessment Resource	Practical Performance

<u>Single Award Science</u>	Modular Result	Modular Result	CCEA Assessment Resource
<u>Double Award Science</u>	CCEA Assessment Resource	CCEA Assessment Resource	CCEA Assessment Resource
<u>Technology</u>	Controlled Assessment	CCEA Assessment Resource	CCEA Assessment Resource

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<b><u>Subject</u></b>	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>
<u>Art</u>	Coursework	Controlled Test	
<u>English Literature</u>	Mock Exam	CCEA Assessment Resource	Class Test
<u>Geography</u>	Mock Exam	Class Test	CCEA Assessment Resource
<u>Health and Social Care (Single Award)</u>	Controlled Assessment	Controlled Assessment	Controlled Assessment
<u>Health and Social Care (Double Award)</u>	Controlled Assessment	Controlled Assessment	CCEA Assessment Resource
<u>ICT</u>	Mock Exam	Class Test	CCEA Assessment Resource
<u>Biology</u>	Class Test	Lab Book/CCEA Assessment Resource	CCEA Assessment Resource
<u>Chemistry</u>	Mock Exam	Class Test	CCEA Assessment Resource
<u>Mathematics</u>	CCEA Assessment Resource	Class Test	Class Test
<u>Physics</u>	Class Test	Class Test	CCEA Assessment Resource

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<u>Subject</u>	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>
<u>Art</u>	Coursework	Controlled Test	
<u>Geography</u>	Mock Exam	Class Test	CCEA Assessment Resource
<u>Health and Social Care</u>	Controlled Assessment	Controlled Assessment	Controlled Assessment
<u>Mathematics</u>	CCEA Assessment Resource	Class Test	Class Test
<u>Music</u>	Performance Recording	Class Test	CCEA Assessment Resource
<u>Biology</u>	Class Test	Class Test	CCEA Assessment Resource
<u>Chemistry</u>	Mock Exam	Class Test	CCEA Assessment Resource
<u>Physics</u>	Class Test	Practical and Paper	CCEA Assessment Resource

Fivemiletown College will align the above information with that set out in the Departmental Assessment Evidence Grid. If any variation occurs, this will be clearly justified in the bottom of said grid. If variation is applicable to individual candidate(s), this will be clearly justified on the Candidate Record Sheet.

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

Fivemiletown College 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.

### **Contingency**

Fivemiletown College will implement the following contingency if a candidate is unable to sit an assessment...

1. Sit the assessment at the earliest opportunity
2. If there is no subsequent opportunity, alternative evidence from the 'appropriate evidence' list will be used towards determining the Centre Determined Grade, and a Candidate Record Sheet completed accordingly
3. If there is no suitable alternative evidence available, a reduced evidence submission will be made with omissions justified on the Candidate Record Sheet of that specific candidate

### **Centre Determined Grades**

**Fivemiletown College** 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.
- the grade boundaries and raw mark data from previous examinations series.

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](http://www.ccea.org.uk)

All teachers will complete the Candidate Assessment Record 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.

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. This will be detailed on the appropriate centre based documentation.

### **Head of Centre Moderation and Declaration**

**Fivemiletown College** undertakes to have a consistent approach across departments/subjects. Senior Leaders (**Mrs Janice Allen and Mr Stephen Clarke**) 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. **Mrs Janice Allen and Mr Stephen Clarke** 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), **Fivemiletown College** 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, **Fivemiletown College** 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. **Fivemiletown College** 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**

**Fivemiletown College** will fulfil its duties and responsibilities concerning relevant equality and disability requirements. Senior Leaders (**Mrs Janice Allen and Mr Stephen Clarke**) 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. 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 (or similar);
- Head of Department Checklists and Departmental Assessment Evidence Grid; and
- Head of Centre Declaration.

### **Confidentiality**

**Fivemiletown College** 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**

**Fivemiletown College** 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 ([www.jcq.org.uk](http://www.jcq.org.uk)), and include the risk of a delay to candidates receiving their grades, up to and including removal of centre status.

### **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.

**Fivemiletown College** 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. **Fivemiletown College's** internal appeals procedure is available for staff, candidates and parents by contacting the School Examination Officer, Mrs Lisa Clarke. 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 procedures.

### **Requirements as a JCQ Registered Centre**

**Fivemiletown College** 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**

- Internal Appeals Policy
- Internal Standardisation documentation
- Controlled Assessment Policy
- Word-Processing Policy
- Disability Policy
- Remote Learning Policy