



***Circular No 2021/01***

Lisnagarvey High School  
Warren Gardens  
LISBURN  
BT28 1HN

## **Policy for Centre Determined Grades Summer 2021**

**JP Sheerin  
Secretary to Board of Governors**

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## **Statement of Intent**

This policy has been created, approved and implemented to ensure that:

- the effective operation of the Centre Determined Grades Process produces fair, objective, consistent and timely outcomes within and across departments;
- all staff involved in producing Centre Determined Grades know, understand and can complete their roles in the process as published by CCEA;
- 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
- 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/downloads/docs/ccea-asset/General/GCSE%2C%20AS%20and%20A%20Level%20Awarding%20Summer%202021%20Alternative%20Arrangements%20-%20Process%20for%20Heads%20of%20Centre%20%28Revised%20Version%202.0%29.pdf>

<https://www.jcq.org.uk/wp-content/uploads/2021/03/JCQ-Guidance-on-the-Determination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021.pdf>

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

Please note that Lisnagarvey High School uses specifications provided by five examination boards:

- CCEA (all GCSEs and the minority of AS and A Level);
- OCNNI (ICT, Applied Science, Sport Studies, Personal Success and Essential Skills)
- AQA (Psychology).
- EDEXCEL PEARSON - BTEC (ICT, Health and Social, Leisure and Tourism, Public Services)
- OCR Cambridge Technical (Business)

All specifications and procedures therein of all these examination boards is to be adhered to.

## **Process Overview**

There is a five step process for Summer 2021 awarding arrangements as outlined in the CCEA Alternative Arrangements – See Appendix 1-Process for Head of Centre:



Further details relating to the Five Step Awarding Process are provided in Appendix 1.

## **Roles and Responsibilities**

Roles and responsibilities of **Lisnagarvey High School** staff are outlined below:

### **Board of Governors**

- is responsible for approving the policy for producing Centre Determined Grades,
- must notify CCEA of arrangements should the Head of Centre be unavailable to confirm the Centre Determined Grades.

### **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.
- will confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff.
- 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.
- will work collaboratively with CCEA in terms of engaging with professional dialogue and the provision of evidence as requested.

## **Senior Leadership Team**

- will provide support to staff involved in producing Centre Determined Grades.
- will support the Head of Centre in the quality assurance of the final Centre Determined Grades.
- 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.
- The Examination officer attended the CCEA Chartered Institute of Educational Assessors (CIEA) training and subsequent training on CIEA was undertaken by the Principal and Vice Principal. The Principal, Vice Principal and Examination Officer will act as Lead Assessors in the centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

## **Examinations Officer and Assistant Examination Officer**

- are responsible for ensuring accurate and timely entries are submitted to CCEA and all other examination boards.
- must ensure that all information from CCEA/Examination Boards is shared promptly with all relevant staff.
- will ensure that they know, understand and can use the CCEA Centre Manager Applications.
- 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.
- is responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the Centre.

## **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.
- will ensure that a Head of Department Checklist is completed for each qualification that they are submitting.

## Head of Department Checklist

This must be completed for the overall cohort, one for each subject at each qualification level.

<b>Centre Name:</b>	
<b>Centre Number:</b>	
<b>Specification Title/Code:</b>	
<b>Level:</b>	

The Head of Department must complete the following checklist before submitting subject outcomes for internal centre moderation.

Checklist	Y/N
1. Candidates' grades have been determined using only the evidence detailed in the Candidate Assessment Record and this evidence is available, if requested, for review.	
2. The evidence has been authenticated as the candidates' own work.	
3. Internal standardisation has been completed in line with the School Assessment and Centre Determined Grades policies. Records have been retained detailing all staff involved in the process, work reviewed, judgements and adjustments made as a result of internal standardisation. These records are readily available.	
4. Consideration has been given to ensure that judgements are fair, free from bias and compatible with legislative requirements in respect of equality and discrimination.	
5. Where applicable, the candidates were given their approved access arrangements while producing the evidence contributing to the final grade, and the access arrangements have been documented.	
6. Where applicable, special consideration was given to the candidates if they were disadvantaged when producing their evidence contributing to their final grade, according to the JCQ Special Consideration Guidance, and this has been documented.	
7. Subject cohort outcomes have been compared with those of previous years, and any significant changes can be justified with evidence.	
8. The Centre Determined Grades for this subject have been signed off as accurate by the Head of Department and one other teacher within the subject. (The Head of Centre may provide the second signature where there is a one-teacher department.)	
<b>Provide detail and justification where you have indicated 'N' to any of the above:</b>	
<b>Head of Department:</b>	
<b>Signature:</b>	<b>Date:</b>

- are responsible for completing the Departmental Assessment Evidence Grid (one per qualification) for their overall cohort at GCSE, AS and A2 level.
- are responsible for providing additional support and sharing information via subject specific training to all departmental members. Where appropriate, quality assurance measures will be provided for newly qualified teachers.
- are responsible for leading and managing the standardisation and moderation procedures, within their own specific subject, on the Qualification Days.
- must arrange for the secure storage of 'pupil assessment folders'



## **Teachers**

- are responsible for ensuring that they conduct assessments, which may include the optional assessment resource (or an amended version) 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.
- 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.
- must ensure records are kept similar to the Candidate Assessment Record to include a description of the assessment evidence used, the level of control for each assessment considered, and any other evidence that explains the final Centre Determined Grade submitted.
- have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required.
- must securely store and be able to retrieve evidence to support their decisions. The CCEA Candidate Assessment Records will be required for the candidates sampled by CCEA.

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

## **Training, Support and Guidance**

Lisnagarvey 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](http://www.ccea.org.uk)
- The Edexcel Pearson website [www.qualifications.pearson.com](http://www.qualifications.pearson.com)
- The OCN website at [www.ocnni.org.uk](http://www.ocnni.org.uk)
- The AQA website at: [www.aqa.org.uk](http://www.aqa.org.uk)
- The Cambridge Technical at [www.ocr.org.uk](http://www.ocr.org.uk)

Teachers will be required to register/sign in their contact details with examination bodies to ensure all regular updates/emails/releases for subject teachers are available to them.

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. Heads of Department will also attend any available CCEA training programmes, from 19<sup>th</sup> March 2021.

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

## **Appropriate Evidence**

Lisnagarvey High School will use the following candidate evidence in arriving at Centre Determined Grades. The first part of the list indicates the key evidence that will be considered. In a contingency situation, by agreement with the Senior Leadership Team, the asterisked evidence will be used if key evidence is not available:

- CCEA /AQA/ All other examination bodies assessment resources for 2021;
- Internal examinations, (based on past paper questions from the Awarding body);
- Internal assessments (based on past paper questions from the Awarding body);
- Coursework or controlled assessments applicable to the subject/specification, even where not completed;
  
- Practical work
  
- Class tests;
  
- homework\*;
  
- online learning tasks\*

In the event of some of the above evidence not being available for individual candidates, then alternative evidence should be proposed by individual teachers, in consultation with their Head of Department and SLT link member. The weighting of such alternative evidence will also need approval.

In relation to school refusers, they will be encouraged, where feasible, to return to school to complete pre/post Easter assessments. In the event of not having sat Christmas mock exams, these pupils will be afforded the opportunity to sit a third assessment in order to achieve the three pieces of evidence required by CCEA.

Lisnagarvey 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.

Lisnagarvey 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.

Where applicable, Lisnagarvey High School is taking account of disruption that candidates have faced to their learning a result of COVID-19 by allowing adaptations to assessments where the full specification content has not been able to be completed within the available teaching time. 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, via communication with pupils and / or parents. Candidates will be made aware of their attainment in remaining assessments, but the CDG won't be disclosed and there won't be an opportunity for candidates to re-sit their assessments if dissatisfied with their attainment.

## **Centre Determined Grades**

Lisnagarvey 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, class 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 Awarding Bodies specification, specimen assessment materials, past papers, controlled assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator reports, which are available on the awarding body websites.

All teachers will the Candidate Assessment Record and will forward this 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.

## **Quality Assurance**

Lisnagarvey High School seeks to quality assure the processes contained within this policy through the following means:

### **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 standardization.

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 and is in line with normal procedures outlined in our Lisnagarvey High School Assessment Policy

Internal standardisation should include agreement on what constitutes top, middle and bottom samples, 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 the decisions made.

As a result of the internal standardisation process, it may be necessary for a teacher or the Head of Department to adjust the original decision:

- to match the standards as established and understood in the guidance provided; and
- to bring judgements into line with those of other teachers in the department.

In the context of internal standardisation, any necessary decisions will be made by the Head of Department. They should complete the relevant checklist, which will record any adjustments and relevant information.

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

Lisnagarvey High School undertakes to have a fair and 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.

The Senior Leadership Team will consider unexplained grade profiles (e.g. a pupil attaining B grades in the majority of subjects and then a marked decrease in another) and this may result in a review of the evidence used or remarking.

The moderation exercise will include professional discussions with Heads of Department. The Senior Leadership Team will consider both the subject and Centre outcomes based on the evidence available.

The Head of Centre will submit a declaration on behalf of the Centre. This will include a confirmation that the Centre Determined Grades for candidates are a true representation of their performance.

### **Access Arrangements and Special Consideration**

The **SENCO** will ensure access and special consideration arrangements will be in place when assessments are being taken where candidates have agreed access arrangements or reasonable adjustments, as per normal JCQ arrangements. 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.

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

## **Bias and Discrimination**

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

Senior Leaders will disseminate guidance from the CIEA training on potential bias in judgements, including the challenges and solutions relevant to a holistic approach to assessing the validity of assessment judgements. This will include information on:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment and marker pre-conceptions);
- minimising bias (how to minimise bias in questions and marking, and hidden forms of bias); and
- bias in teacher assessments.

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

- unconscious bias can skew judgements;
- the evidence should be valued for its own merit as an indication of performance and attainment;
- Centre Determined Grades should not be influenced by positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or the performance of candidates' siblings;
- unconscious bias is more likely to occur when quick opinions are formed; and
- having effective internal standardisation will help to ensure that there is consideration from different perspectives.

## **Recording Decisions and Retention of Evidence and Data**

It is fundamental that teachers and Heads of Department maintain records that show how Centre Determined Grades have been produced and internally standardised, including the rationale for decisions in relation to individual marks/grades. All evidence used to support the grade determined for each candidate will be retained electronically.

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 by the Centre:

- Candidate Assessment Records, or similar records;
- Head of Department Checklists and Departmental Assessment Evidence Grid; and

- Head of Centre Declaration.

The same will apply for any Alternative Awarding Body arrangements.

### **Confidentiality**

Lisnagarvey 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**

Lisnagarvey 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;
- the Centre 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.

### **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.

Lisnagarvey 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. Lisnagarvey High School's internal appeals procedure is available for staff, candidates and parents. 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.

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

Lisnagarvey 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.

### **Associated / Related Centre Documents:**

- **Examination Policy**
- **Monitoring and Evaluation Policy**
- **Assessment, Marking and Reporting Policy**
- **OCNNI Policies and Procedures**
- **Complaints Policy**

Adopted on 21/04/2021

Issued to staff on 22/04/2021

Responsible: Head of Centre / Senior Leadership Team / Examinations Officer /Subject Leaders

## FIVE STEP AWARDING PROCESS

Step and Indicative Timeframe	Activity	Personnel	Internal Deadlines	
1	<b>Guidance, Information and Readiness (March, April)</b>	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	14 <sup>th</sup> April
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Centre Leadership Team, HoD and teaching staff	22 <sup>nd</sup> April
		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	22 <sup>nd</sup> April
		Preliminary consideration of value of available evidence	Centre Leadership Team and HoD	
2	<b>Evidence Gathering and Provision of Assessment Resource (March, April and May)</b>	Completion and marking of defined assessments in line with centre policy; for example, this could comprise CCEA assessment resources which will be available from April 2021.	Centre Leadership Team, HoD and teaching staff	17 <sup>th</sup> May (AS & A2) 21 <sup>st</sup> May (GCSE)
		All other available evidence collated and documented	Centre Leadership Team, HoD and teaching staff	19 <sup>th</sup> May (AS & A2) 24 <sup>th</sup> May (GCSE)
3	<b>Centre Professional Judgement and Moderation (April and May)</b>	All available evidence moderated in line with centre policy	Centre Leadership Team, HoD and teaching staff	19 <sup>th</sup> May (AS & A2) 24 <sup>th</sup> May (GCSE)
		Any potential bias in Centre Determined Grades and outcomes considered	HoD and teaching staff	19 <sup>th</sup> May (AS & A2) 24 <sup>th</sup> May (GCSE)
		Centre Determined Grade outcomes reviewed by senior leadership teams	Centre Leadership Team	19 <sup>th</sup> May (AS & A2) 28 <sup>th</sup> May (GCSE)
		Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre	20 <sup>th</sup> May (AS & A2) 1 <sup>st</sup> June (GCSE)



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	June 21
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA personnel	June 21
		Where CCEA still has concerns, there will be engagement with the centre and, in some cases, this may require the centre to re-run their grading process.	Head of Centre and CCEA personnel	June 21
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	31 <sup>st</sup> August 2021