



**DUNDONALD
HIGH SCHOOL**

Centre determined grades Policy (All qualifications)

Date Ratified by BOG	Responsible
20th April 2021	R Bird

Dundonald High School

Centre Determined Grades, Policy 2021

Issued to staff on 21/04/2021

Responsible: M Perry, R Bird, R Jardine, A Crowe, L Bell, C McCullough.

Statement of Intent

The purpose of this policy is:

- To ensure that the Centre Determined Grades process produces fair, objective, consistent and timely outcomes within and across subjects;
- To ensure that all staff involved in producing Centre Determined Grades know, understand and can complete their roles in the process as published by all relevant exam boards and awarding organisations
- To ensure that Centre Determined Grades are produced in line with the process as published by all relevant exam Boards and awarding organisations, using the professional judgement of teachers, with internal moderation, ensuring quality and accuracy of the grades submitted to all relevant exam boards and awarding organisations; and
- To ensure that the centre meets its obligations in relation to relevant legislation.

This policy is based on information provided by CCEA with additional sections for non CCEA qualifications. 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 all relevant exam boards and awarding organisations, subject specific guidance and other all relevant awarding organisations 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 all relevant awarding organisations. Staff will familiarise themselves with all relevant guidance provided by all relevant awarding organisations, the JCQ requirements and the relevant centre policies.

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

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

<https://www.jcq.org.uk/wp-content/uploads/2021/04/JCQ-Guidance-on-the-Determination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021.pdf>

<https://www.gov.uk/government/publications/submission-of-teacher-assessed-grades-summer-2021-info-for-teachers/information-for-heads-of-centre-heads-of-department-and-teachers-on-the-submission-of-teacher-assessed-grades-summer-2021-html>

<https://www.eduqas.co.uk/home/summer-2021-information-and-updates/gcse-as-and-a-levels>

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

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

https://www.jcq.org.uk/wp-content/uploads/2020/09/Guide_to_spec_con_process_2021_FINAL.pdf

SECTION 1 - OVERVIEW FROM CCEA

***The content and guidance information is accurate at the time of writing this document. In the event of further guidance or information this document will be updated accordingly. ***

In February 2021 CCEA published guidance stating that schools could begin work to generate centre assessed grades. They stated that this information **should not be shared with students, their parents/carers or any other individuals outside of the school. This is considered to be malpractice.**

CCEA recognise that schools may not currently have access to all the evidence relating to their students in the light of the current pandemic. **Judgements should be made on the available evidence.** The evidence considered should be from the entirety of the two-year course. The evidence used to determine grades can also come from aspects of remote learning if required as long as the school can stand by the originality and authenticity of the outcomes produced by students as their own work.

CCEA have stated that quality assurance arrangements, support and guidance will be made available to all subject areas. Exemplars, webinars, best practice and online training at subject level will also be made available.

CCEA will make available sets of **unseen examinations** for each subject area that may be used by the school to support the assessment procedure. The exam units will be internally marked. **These assessments would form only one piece of evidence towards awarding student grades.**

Subjects must carry out **internal standardisation processes** if more than one teacher delivers the subject. There is no prescribed weighting for any piece of evidence. Centre determined grade is a holistic judgement of the standard that the student is performing at.

Decisions on final grades should not be made as if the pandemic had not occurred. CCEA have expressed that Grades being awarded must be firmly based on what students have done, using robust evidence that is reliable. CCEA will take into account **differential learning loss** that will have impacted upon some students more than others.

In June 2021 CCEA examination officers will perform **external quality assurance processes** in schools in NI. If grades submitted by a school or subject within that school are disagreed with, the school will be asked to re-run their quality assurance processes and submit further evidence. If grades awarded are still contested, CCEA support teams will be used to repeat the quality assurance process.

Types of Assessment

As a subject you should carefully consider the **types of assessments** you have used and how reliable they are. Any assessments you have used or plan to use, to make a judgement on a student grade must reflect the standards and quality expected in the specification for the subject. The types of evidence you submit will be scrutinised to check on the reliability of the data that is presented. Many subjects use past paper questions which would be considered one example of the standard and quality expected for a particular specification.

Quality of assessments & Evidence to be used

When deciding on the assessments and evidence you will use as a subject there are some key points to consider. Using the validity chain can support you make reasoned judgements.

Validity chain –

- The reliability of the assessments and evidence,
- the construct, relevance, and authenticity,
- Manageability,
- Fairness and bias
- Comparability

Shared understanding of key concepts

Standardisation – ensuring all assessors are marking to the same standard.

Where there is more than one assessor in a centre, assessors must ensure that they interpret the mark scheme or assessment criteria in the same way. **The Head of Department /Subject Leader** must take responsibility for this. Where there is only one assessor, e.g.in a small entry subject, a second opinion should be sought

Moderation – sampling of assessments to confirm accuracy and consistency of marking.

Where there is more than one assessor a sample of work is checked by appropriate lead assessor across a range of marks against the level descriptors or assessment criteria. The process is similar to that used by awarding bodies for standardising an examination.

Sufficient

Sufficiency relates to the quantity of evidence. There needs to be ‘enough’ evidence to support the teacher’s conclusion. What is ‘enough’ is a matter of professional judgement. However, when determining whether you have enough evidence you must consider:

- the risk of incorrect data.
- the significance of the data.
- the nature of education and internal assessment and reporting systems.
- the teacher’s knowledge and experience of the assessment process.
- the size of a cohort being assessed; and

Is there enough evidence to support the judgement made?

Adequate

This refers to whether the performance evidence is **good enough** or **large enough for a particular purpose**.

Does the performance evidence meet the requirements of the activity, to generate grades?

Appropriate

Appropriateness of evidence relates to the quality and reliability of the performance evidence. It breaks down into two important concepts:

- reliability; and
- relevance.

Reliability

Teachers should always attempt to obtain evidence from the most trustworthy and dependable sources possible. Evidence is considered more reliable when it is:

- obtained from an independent external source (e.g. CCEA);
- generated internally but subject to an effective internal quality assurance process.
- in documentary form; and
- in original form.

Relevance To be relevant performance evidence must address the objective/purpose of a procedure.

OVERVIEW FROM BTEC

- Q-TAG (Qualification Assessed Grade) will be given for the whole assessment.
- Standard verifiers will ask for 3 learners from 1 completed unit.
- Exam entries should be made as normal if required.
- Any unfinished units or exam units should be given a teacher assessed grade to contribute to the Q-TAG, this should be based on evidence from assignments completed, classwork, homework etc.
- Q-TAG results should broadly be the same as in previous years unless you have robust evidence to show it is not.
- All Q-TAGs must be entered by **18th June**.
- Evidence of assessment decisions must be kept for 12 weeks after as this may be sampled by Pearson.
- Year 11 students should continue to follow previous guidance at this stage and will be allowed to reduce content by 25%.

OVERVIEW FROM OCN

New subject specific guidance is expected.

- All completed units should be assessed and internally verified in the normal way. A2 and M2 forms should be completed.
- Until new guidance is confirmed, all subjects should have at least 25% of the total course should be ready for external moderation.
- The complete course should be taught as far as is possible, although not all units will need to be assessed.
- Centre assessed grades for any non-assessed units should be based on evidence from student's previous assessed work or classwork. All contributing evidence and A2 forms showing decisions should be completed. This evidence may be sampled or A2/M2 forms requested by OCN.

OVERVIEW FROM CCEA QCF (PAL/Performance) and Occupational Studies

New subject specific guidance is expected.

- All completed learning objectives should be assessed and internally verified in the normal way.
- The complete course should be taught as far as is possible, although it is expected that learners will have unfinished units/ assessments.
- Centre assessed grades for any non-assessed units should be based on evidence from that student's previous assessed work or classwork.
- All contributing evidence and assessment decision explanations should be kept for each student.
- There will be no external moderation but completed work and evidence of decisions for any teacher assessed grades may be sampled.

OVERVIEW FROM PRINCES TRUST

New subject specific guidance including on external moderation is expected.

- All completed learning objectives should be assessed and internally verified in the normal way.
- The complete course should be taught as far as is possible, although it is expected that not all units will need to be assessed.
- It is expected that centre assessed grades for any non-assessed units should be based on evidence from that student's previous assessed work or classwork. All contributing evidence and assessment decision explanations should be kept for each student.

Process Overview

FIVE STEP AWARDING PROCESS

Step and Indicative Timeframe		Activity	Personnel
1	Guidance, Information and Readiness (March, April)	CCEA guidance documentation shared and understood by all involved staff. Centre fully participates in support offered by CCEA and other partner bodies, such as EA and CCMS.	Centre Leadership Team, Heads of Department (HoD) and teaching staff
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Centre Leadership Team, HoD and teaching staff
		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
		Preliminary consideration of value of available evidence	Centre Leadership Team and HoD
2	Evidence Gathering and Provision of Assessment Resource (March, April and May)	Completion and marking of defined assessments in line with centre policy; for example, this could comprise CCEA assessment resources which will be available from April 2021.	Centre Leadership Team, HoD and teaching staff
		All other available evidence collated and documented	Centre Leadership Team, HoD and teaching staff
3	Centre Professional Judgement and Moderation (April and May)	All available evidence moderated in line with centre policy	Centre Leadership Team, HoD and teaching staff
		Any potential bias in Centre Determined Grades and outcomes considered	HoD and teaching staff
		Centre Determined Grade outcomes reviewed by senior leadership teams	Centre Leadership Team
		Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre
4	Review of Evidence and Award (June and July)	Centre evidence and grade outcomes reviewed	CCEA personnel
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA personnel
		Where CCEA still has concerns, there will be engagement with the centre and, in some cases, this may require the centre to re-run their grading process.	Head of Centre and CCEA personnel
5	Post-Award Review Service (August and September)	After the issue of results, students will have the right to appeal to their centres and to CCEA.	Head of Centre and CCEA personnel

School internal deadlines

Deadline	Process	Responsibility
Friday 26 th Feb 2021	Initial HOD meeting with SLT to discuss CCEA communication so far	Principal, SLT, HOD/Subject leaders
Friday 5 th March 2021	Essential Checklist 8 week plan for 2021- departments to work out what evidence and expectations for successful completion.	Link SLT, HOD/ Subject leaders, GCSE 2021 teachers
Tuesday 16 th March 2021	Training on Assessments, Validity chain, standardisation, moderation, and Evidence for all HOD/Subject Leaders	SLT
Friday 19 th March 2021	Training on Assessments, Validity chain, standardisation, moderation and Evidence for all teaching staff	SLT
Friday 23 rd April 2021	Deadline for gathering of evidence to support pupils' grade at GCSE All grades input by department	GCSE 2021 teachers, HOD/ Subject leaders
Friday 7 th May 2021	Internal Moderation completed Pupil evidence folders to be given to HOD	GCSE 2021 teachers, HOD/ Subject leaders
Friday 14 th May 2021	Deadline for HOD quality assurance of process. Deadline for pupil evidence folders to be given to SLT	HOD/ Subject leaders
Friday 28 th May 2021	Deadline for SLT review of subject grades	SLT, HOD/ Subject leaders
Friday 4 th June 2021	Centre grades submitted to CCEA	Head of Centre

Deadlines for Vocational subjects

Deadline	Process	Responsibility
Friday 19th March 2021	Updated 8 week assessment plan. Continue teaching and assessing as much as possible. Gather evidence to support student grade in non-assessed units.	GCSE 2021 Year 12 teachers, HOD/Subject Leader
Friday 7th May 2021	All grades input by dept and evidence collected	GCSE 2021 Year 12 teachers
Friday 14th May 2021	Moderation completed by LIV	Each department
Friday 21st May 2021	HOD quality assured produced grades	HOD/Subject Leader/LIV
Friday 28st May 2021	SLT (QN) quality assured produced grades	SLT
Friday 4th June 2021	Grades submitted to Pearson/OCNNI/CCEA/PT	Head of Centre/SLT

Roles and responsibilities of Dundonald High School staff:

- The **Board of Governors** is responsible for approving the policy for producing Centre Determined Grades and must notify all relevant exam boards and awarding organisations 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 all relevant exam boards and awarding organisations) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by all relevant exam Boards and awarding organisations.
- 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/ Lead Assessors** (Those who attended the CCEA Chartered Institute of Educational Assessors (CIEA) Training) will disseminate the content of the programme to all teachers involved in producing Centre Determined Grades and provide training based on the content of the programme and guidance from all relevant exam boards and awarding organisations to all teachers involved in producing Centre determined grades.
- The **Senior Leaders/ Lead Assessors** will provide support to all staff involved in producing Centre Determined Grades including new teachers.
- The **Senior Leaders/ Lead Assessors** 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 validating the outcomes after comparing them with outcomes in associated subject areas where applicable.
- The **Senior Leaders/ Lead Assessors** will support the Head of Centre in the quality assurance of the final Centre Determined Grades.
- The **Examinations Officer** is responsible for ensuring accurate and timely entries are submitted to all exam Boards and awarding organisations.
- The **Examinations Officer** must ensure that all information from all exam Boards and awarding organisations is shared promptly with all relevant staff.
- The **Examinations Officer** will ensure that they know, understand and can use the CCEA Centre Manager Applications for all exam Boards and awarding organisations.
- The **Examinations Officer** will ensure that the centre's systems for data capture are enabled and that the CCEA Centre Determined Grades are submitted for each candidate entry by the **4th June 2021** for Pupils and by the appropriate dates for all other Awarding organisations.
- The **Examinations Officer** is responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.

The **SENCO** must share access arrangements with staff and make appropriate arrangements.

- The **Heads of Department /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.
- The **Heads of Department /Subject Leaders** are responsible for completing their subject 8-week assessment plans and submitting them to their designated Senior Leader by the designated dates. (See timeline above).
- The **Heads of Department /Subject Leaders** are responsible for providing additional support and sharing information vis subject specific training to all teaching staff producing centre determined grades for their subject.
- The **Heads of Department** are responsible for leading and managing standardisation and moderation procedures, within their specific subject, on the Qualification procedure days.
- The **Heads of Department** are responsible for arranging the secure storage of 'pupil assessment folders' for their subject.

The **Heads of Department** will ensure that a CCEA Head of Department Checklist and all other appropriate forms are completed for each qualification that they are submitting.

CCEA Head of Department Checklist

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

Centre Name:	
Centre Number:	
Specification Title/Code:	
Level:	

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 the evidence identified. If requested by CCEA, the Candidate Assessment Record and evidence will be completed and provided 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.)	
Provide detail and justification where you have indicated 'N' to any of the above:	
Head of Department:	Date:

The **Heads of Department** are responsible for completing the CCEA Departmental Assessment Evidence grid (one per qualification) for their CCEA GCSE cohort.

			Assessment 1	Assessment 2	Assessment 3
Type of Assessment					
Level of Control H, M, L					
Unit _	AO1	Y/N			
	AO2	Y/N			
	AO3	Y/N			
	AO4	Y/N			
	AO5	Y/N			
Unit _	AO1	Y/N			
	AO2	Y/N			
	AO3	Y/N			
	AO4	Y/N			
	AO5	Y/N			
Unit _	AO1	Y/N			
	AO2	Y/N			
	AO3	Y/N			
	AO4	Y/N			
	AO5	Y/N			
<p>If an assessment objective has been omitted at cohort level and/or further adaptations to assessments have been made, please briefly outline the reasons why:</p>					
Head of Department:					
Signature:					Date:

Class 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.

Class teachers must ensure 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.

Class teachers must ensure that they have sufficient evidence in line with centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification.

Class teachers must collate the assessment evidence in a relevant assigned 'pupil assessment folder' and give this to their HOD/Curriculum Leader for secure storage.

Class teachers 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.

Class teachers must complete the Candidate Assessment record for all students completing CCEA GCSEs, 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. Note: This no longer has to be completed for every candidate as was originally suggested in the CCEA publication on 5th March 2021. Amendment 16th March 2021.

Class teachers must complete all relevant candidate records for all students for all relevant qualifications.

Class teachers have the responsibility for internal standardisation and moderation of candidates' work, in conjunction with departmental colleagues and Senior Leaders as required.

Class teachers must securely store and be able to retrieve evidence to support their decisions for all students for all relevant qualifications. The CCEA Candidate Assessment Records will be required for the candidates completing CCEA GCSEs who are to be sampled by CCEA. Evidence will be required by CCEA within a 48 hour timescale.

CCEA Sample Candidate Assessment Record

Records must be retained by the centre containing the information below, in Candidate Assessment Records or similar records. The CCEA assessment record provided below must be submitted for candidates selected for CCEA sampling.

Candidate Name:	
Candidate Number:	
Centre Name:	
Centre Number:	

Select Level:	GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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Section 1: COVID-Related Disruption – Learner Context		Y/N
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID-19, <u>when compared with</u> their class peers?		
Was there any other specific disadvantage considered for this candidate in arriving at their Centre Determined Grade, when compared with their class peers?		
If 'yes', please provide details of the action taken to ensure the candidate was not disadvantaged (for example, content reduction): 		

Section 2: Access Arrangements and Special Consideration		Y/N
Is the candidate entitled to access arrangements?		
Were the approved access arrangements in place during the assessments used in candidate evidence?		
Please provide details:		
Record any enhancements to the mark as a result of a special consideration in line with JCQ – A Guide to the Special Consideration Process .		Tariff
Reason for Special Consideration tariff:		

Candidate Assessment Record (continued)

Section 3: Subject-Level Assessment of Individual Candidate Evidence

Record student attainment for each of the assessments contributing towards the overall grade awarded. Attainment for each assessment may be captured by recording marks in percentages and/or grades.

	Date of Assessment	Mark %	Grade
Assessment 1			
Assessment 2			
Assessment 3			

Overall Grade Awarded	
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Please provide any additional information that you feel is relevant to support the grade awarded. In line with your policy, this should include justification of any discretionary variation from the Departmental Assessment Evidence grid. (maximum 50 words)

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

Training, Support and Guidance

Teachers involved in determining grades must attend any centre-based training provided.

- **Dundonald High School** will engage fully with all training and support that CCEA and all relevant Awarding organisations provide, 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 and on other exam board and awarding organisations websites detailed at the beginning of this document.
- The centre policy will be supported through training provided by CCEA to **Senior Leaders/Lead Assessors** through the CIEA.
- **Senior Leaders/Lead Assessors** will disseminate this training to all teachers involved in producing Centre Determined Grades through curriculum lead training, whole school training and designated Link Senior Leader meetings.
- **Heads of Department /Subject Leaders** will attend any available CCEA training programmes from 19th March 2021 and any other appropriate training available from other relevant awarding organisations.
- 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.
- R Bird (Vice Principal), R Jardine, A Crowe, L Bell should be notified if no one from a department has been able to attend support meetings and they will consider how this is addressed.

Appropriate Evidence

Dundonald 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, and the asterisked evidence will be used if key evidence is not available:

- Year 11 work that led to year 12 predicted grades
- Formal assessments
- Controlled assessments
- Coursework
- Practicals
- Mock examinations
- CCEA assessment resources for 2021.
- CCEA past papers.
- Class tests.
- Homework (Only where deemed suitable)
- Remote Assessments (Only where deemed suitable)

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/Subject Leader and SLT link member. The grading of such alternative evidence will also need approval from the Head of department/Subject Leader and SLT link member and Head of Centre.

In relation to school refusers, School Aged Mums, they will be encouraged, where feasible, to return to school to complete required assessments. In the event of not having sat enough school based assessments, these pupils will be afforded the opportunity to sit assessments in order to achieve the three pieces of evidence required by CCEA or other relevant awarding organisations. Should any of our school refusers or SAMs not return to school, they will be given the opportunity to sit assessments remotely and grading quality accordingly to reflect lesser levels of control. The **VP**, **SENCO** and relevant **Year Head** will manage this remote assessment process – should it be relevant.

Dundonald 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 and all other specifications as set out by all relevant awarding organisations.

Dundonald High School has taken into account the information provided by CCEA and all relevant awarding organisations about unit omissions before the cancellation of examinations. These are detailed on the Summer 2021 Information Pre-Examination Cancellation section of the CCEA website. And on relevant awarding organisations websites.

Where applicable, Dundonald High School is taking account of disruption that candidates have faced to their learning, as a result of COVID-19, by allowing adaptations to assessments where the full specification content has not been able to be completed within the normal timescale. 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 and all other documentation given from relevant awarding organisations

Candidates will be made aware of the evidence that will be used in determining their grades, via communication with pupils and parents. Candidates will be made aware of their attainment in remaining assessments, but the Centre Determined Grades won't be disclosed and there won't be an opportunity for candidates to re-sit their assessment if dissatisfied with their attainment.

Centre Determined Grades

Each subject in Dundonald 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 all relevant awarding organisations specification, specimen assessment materials, past papers, controlled assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator reports, which are available on the all relevant awarding organisations websites.

All **class teachers** will complete the appropriate documentation for their qualification and will forward to their **Head of Department /Subject Leader**.

All **class teachers** will complete the school additional information sheets for students and departments when relevant and forward these to their **Head of Department /Subject Leader**.

All **class teachers** are responsible for ensuring that all evidence has been stored safely and is accessible to support the Review of Evidence and Award process set up by relevant awarding organisations. 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 and moderation and for the **Head of Department /Subject Leader** to lead on this.

The purpose of internal standardisation is to provide teachers with confidence in the marking process and 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 as outlined in our Dundonald High School Assessment for Learning policy.

Internal standardisation should include Internal standardisation and moderation 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.

As a result of the internal standardisation and moderation processes, it may be necessary for a **class teacher** or the **Head of Department / 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 and moderation, any necessary decisions will be made by the **Head of Department**. They should complete the relevant checklist (see previous template), which will record any adjustments and relevant information.

The Candidate Assessment Records, or similar records, should form the basis of discussions around decisions made.

Head of Centre Moderation and Declaration

Dundonald High School undertakes to have a consistent approach across departments/subjects. This involves the following:

- **Senior Leaders/Lead Assessors** are linked to specific subjects and will meet with their link departments on a regular basis throughout the evidence process.
- **Senior Leaders/Lead Assessors** will carry out whole school moderation, after departmental processes have been completed, to include a review of marking and the internal standardisation and moderation arrangements and will investigate whether decisions have been justified.
- **Senior Leaders/Lead Assessors** will consider unexplained grade profiles (eg high marks in majority of subjects and then a much lower mark in another) and this may result in a review of the evidence used or remarking.
- **Senior Leaders/Lead Assessors** should retain a record of amended decisions.
- The whole school moderation exercise will include professional discussions with **Heads of departments/subject Leaders**.
- **Senior Leaders/Lead Assessors** 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

Access Arrangements and Special Consideration:

- The **SENCO/ Examinations Officer** 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, (for example a reader or scribe), as per normal JCQ arrangements.
- Such access and special consideration arrangement decisions should be recorded on the **relevant awarding organisations** 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 awarding organisations** documentation.
- 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:

Bias and Discrimination

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

Senior Leaders/Lead Assessors K Perry, R Bird and A Crowe, 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 **class teachers** and **Heads of Department/Subject Leaders** maintain records which will then be centralised, 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 on the C2k network. [*Dundonald High School: Acceptable Use of Computers.*]
- 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 relevant awarding organisations 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 and within the 48 hour timescale.

The following documentation must be fully and accurately completed and retained securely by the **Examinations Officer**:

- CCEA Candidate Assessment Records, or similar records;
- CCEA Head of Department Checklists and Departmental Assessment Evidence Grid; and
- CCEA Head of Centre Declaration.
- All further documentation for all other qualifications

Confidentiality

Dundonald 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 relevant exam board and awarding organisation requirements.

Malpractice/Maladministration

Dundonald High School will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to the relevant awarding organisations 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 **the relevant awarding organisation** 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 the relevant awarding organisation 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 relevant awarding organisations Process for Heads of Centre document issued in March 2021.

Dundonald 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.

Dundonald High School's internal appeals procedure will be available for staff, candidates and parents on the centre website.

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 exam boards 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

Dundonald 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

Dundonald High School Acceptable use of computers policy

Dundonald High School Internal appeals

Dundonald High School Assessment policy