

Edmund Rice College



Centre Determined Grades Policy

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Purpose

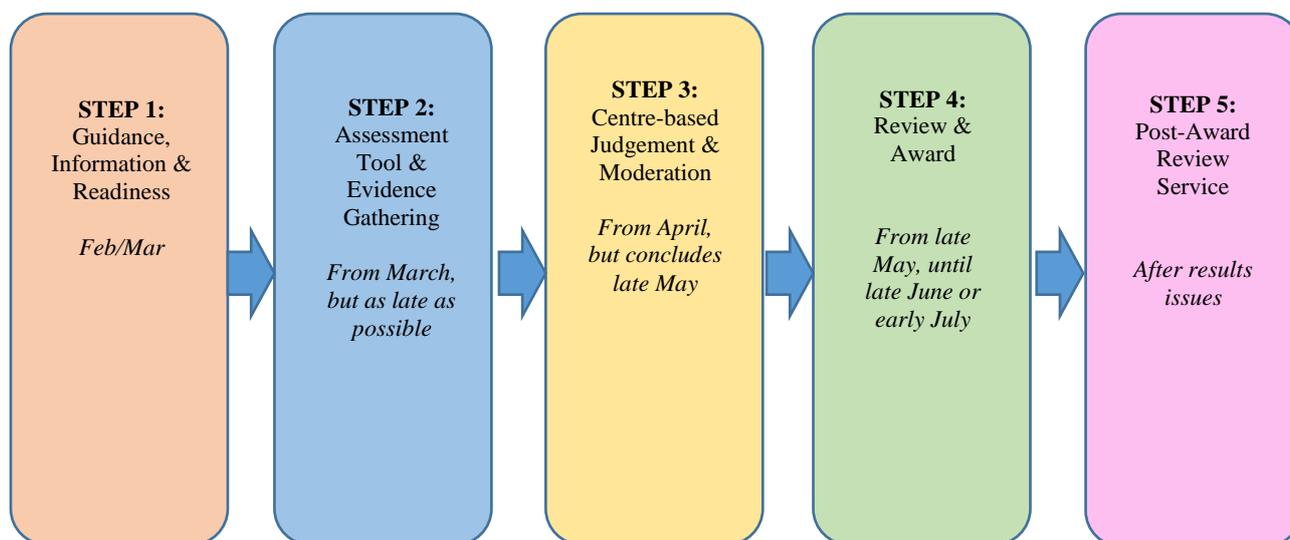
The purpose of this policy is:

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

It is the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand and implement this policy. The Centre Determined Grades policy will be in line with CCEA Alternative Arrangements – Process for Heads of Centre, 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. The five step process is as follows:



Internal deadlines relating to the steps of the CCEA process have been provided to the relevant staff and can be found below:

Edmund Rice College Internal deadlines for the Five-Step Process

Step and Indicative Timeframe	Activity	Personnel	Internal Deadlines
Step 1	Guidance, Information and Readiness (March, April)	<p>CCEA and other awarding bodies guidance documentation shared and understood by all involved staff. The key documents are:</p> <ul style="list-style-type: none"> • CCEA Alternative Arrangements – Process for Heads of Centre • GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Technical Questions and Answers. • ‘Alternative Awarding Arrangements for CCEA GCSE, AS and A Levels in 2021- A high level guide for schools and Colleges.’ and key information from other awarding bodies when published 	<p>SLT. Subject Leaders. Examinations Officer.</p> <p>HoD meeting via Zoom – 11 March 2021 AGENDA</p> <ol style="list-style-type: none"> 1. Awarding Bodies Key Documents to date 2. Discussion on sources of evidence 3. Possible timelines for completion 4. Any questions from HoDs. 5. Final pupil entries/ <p>HoD meeting via Zoom – 25 March 2021 AGENDA</p> <ol style="list-style-type: none"> 1. Standardisation and Moderation <p>From Mid-March 2021 (Ongoing as updates are made available)</p>
		<p>Centre fully participates in support offered by CCEA and other partner bodies, such as EA and CCMS. The key training is:</p> <ul style="list-style-type: none"> • Principals’ CCEA Bi-monthly meeting • Chartered Institute of Educational Assessors (CIEA) CCEA Alternative Arrangements – Process for Heads of Centre.’ • Subject Specific training. • And any other training made available but currently not published. 	<p>Head of Centre - Principal Bi-monthly meeting.</p> <p>Mr A Morris Mr D McClelland (Senior Teacher) (CIEA training)</p> <p>Subject Leaders – Subject Specific training.</p> <p>Bimonthly commencing in January 2021</p> <p>Feb-March 2021</p> <p>March 2021- Staff Development Day April 12th to familiarise with content.</p>
		<p>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.</p>	<p>SLT/BoG Subject Leaders All Staff and Parents</p> <p>March-April April 20th CDG Policy Ratified by Board of Governors 23rd April 2021 Policy sent to CCEA</p>
		<p>Centres agree their quality assurance process to ensure consistency across teachers, subjects, and departments.</p>	<p>SLT Subject Leaders All Staff</p> <p>BP Meeting HoDs 11th March – 25th March 12th April Full Staff Training taken by HoD’s</p>

		Preliminary consideration of value of available evidence	SLT Subject Leaders	BP Meeting HoDs 11 th March – 25 th March 12 th April 2021 Full Staff Training
Step 2	Evidence Gathering and Provision of Assessment Resource (March, April, and May)	Completion and collation of defined assessments in line with Edmund Rice College CDG Policy. Pupils will engage in a number of assessment opportunities to create additional evidence under high levels of control.	MOH Subject Leaders All Staff	Schedule issued to all pupils & parents 20 th April
		All other available evidence collated and documented	SLT Subject Leaders All Staff	Ongoing April and May 2021

Step 3	Centre Professional Judgement and Moderation (April and May)	All available evidence moderated in line with centre policy	Subject Leaders All Staff	Moderation Period: GCE: 10 th – 14 th May GCSE: 24 th – 28 th May
		Any potential bias in Centre Determined Grades and outcomes considered	HoD teaching staff	Evidence moderated by: A Level -14 th May 2021 GCSE- 28 th May 2021
		Centre Determined Grade outcomes reviewed by senior leadership teams	SLT	CDG reviewed: A Level -17 th - 19 th May 2021 GCSE- 31 st May- 1 st June 2021
		Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre	A Level -21 st May 2021 GCSE- 4 th June 2021
Step 4	Review of Evidence and Award (June and July)	Centre evidence and grade outcomes reviewed	CCEA personnel	Awarding Body internal deadlines
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA personnel	Awarding Body internal deadlines
		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	Awarding Body internal deadlines
Step 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	Awarding Body internal deadlines

Roles and Responsibilities

Roles and responsibilities of Edmund Rice 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 (Mr P Berne)** 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 provide appropriate training for all Heads of Department to help implement this process. 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 Leadership Team** 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 or past cohorts where applicable.

Those who attended the CCEA Chartered Institute of Educational Assessors (CIEA) (**Mr Aiden Morris and Mr David McClelland**) 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 (Mr Aiden Morris)** 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. All meetings particularly in relation to moderation and standardisation should be recorded on a school proforma that can be found on the Awarding Arrangements Google Classroom 2021.

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. Provision of individual candidate's access arrangements should be recorded for each assessment. They must securely store and be able to retrieve evidence to support their decisions.

The knowledge, expertise and professionalism of the staff of Edmund Rice College is central to determining Centre Determined Grades.

Training, Support and Guidance

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

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 should co-ordinate training and support in their department. Any issues should be brought to the attention of the Vice Principal, Mark O' Hare.

Appropriate Evidence

A selection of key tasks or assessments carried out under appropriate conditions and with a suitable level of demand, which allows the teacher to authenticate the work as the student's own, will give a good indication of the standard at which the student is performing in the qualification.

If evidence is generated under less controlled conditions than a normal qualification assessment, its value may be less than a piece generated under conditions that are similar.

A student's knowledge, understanding and skills may develop over the period of a course of study; you should consider when any piece of evidence was generated and ensure, if possible, that evidence generated recently is taken into account.

Edmund Rice College is taking account of disruption that candidates have faced to their learning as a result of COVID-19 by constructing assessments that are based on the learning that is most secure for all candidates. Teachers will be provided with the details of disruption to learning due to COVID-19 for each candidate.

Edmund Rice 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;
- Year 12 tracking assessment 1 and mark scheme;
- Year 12 tracking assessment 2 and mark scheme;
- Mock examinations, which relate to the CCEA specification;
- Coursework or controlled assessments, even where not completed – if applicable to the subject;
- Portfolios for Moving Image Art and Art and Design GCE
- Performance in class tests;
- Results from GCSE modules in Single and Double Award Science

Each subject will use the evidence from this list that is deemed the most appropriate and most relevant for their department.

Edmund Rice College will base all evidence on the relevant CCEA qualification specifications as set out in the CCEA Alternative Arrangements – Process for Heads of Centre. All pupils will be required to have 3 pieces of evidence on which to base their CDG. Grades can be submitted where there is no evidence to validate the 3 pieces of evidence that teachers have.

Edmund Rice College has taken into account the information provided by CCEA about unit omissions before the cancellation of examinations and will only base assessment judgements on units that were to be awarded in Summer 2021. These are detailed on the Summer 2021 Information Pre-Examination Cancellation section of the CCEA website.

Candidates and parents will be made aware via standard letter the range of evidence which will be used to inform the Centre Determined Grades.

Centre Determined Grades

Edmund Rice 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 tier at which each candidate is working.

Information on these aspects for each qualification will be drawn from the CCEA specification, specimen assessment materials, past papers, controlled assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator reports, which are available on the CCEA website at www.ccea.org.uk

All teachers will complete the Candidate Assessment Record for their sample and will forward to their Head of Department. All records must also be kept for all other pupils not requested as part of the sample. 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 (English, Maths and History), 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.

Where only one teacher is involved in the assessment process, best practice would be to involve another colleague with appropriate expertise within the curriculum area to verify standards.

Each Departments internal standardisation procedures will be led and managed by the relevant Head of Department and include all teachers. A record of any internal standardisation meetings should be kept using the ERC proforma.

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 record any adjustments and relevant information on the ERC proforma.

Head of Centre Moderation and Declaration

Edmund Rice College undertakes to have a consistent approach across departments/subjects. Mr P Berne, Mr M O' Hare and Mr D McClelland will carry out moderation, to include a review of marking and the internal standardisation arrangements, and will investigate whether decisions have been justified. Unexplained grade profiles will be considered and may result in a review of the evidence used or remarking. A record of decisions will be retained.

The moderation exercise will include professional discussions with 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

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), Edmund Rice College will make every effort to ensure that these arrangements are in place when assessments are being taken. The school Learning Support Coordinator will ensure staff are aware of who the candidates are via the Access Arrangements register and what exam concessions they are entitled to. Students will be given access to these arrangements during internal exams and assessments. Staff will be asked to record their observations as evidence on their centre evidence forms. The learning support assistants will have a role in supporting the recording of evidence in their roles as readers/scribes/promoters.

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, Edmund Rice 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. Edmund Rice 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

Edmund Rice College will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Senior Leaders, Mr David McClelland and Aiden Morris 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.

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 **completed electronically** must be fully and accurately completed and retained securely:

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

Confidentiality

Edmund Rice 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

Edmund Rice 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, and include the risk of a delay to candidates receiving their grades, up to and including removal of centre status.

Shared Education Consortium Arrangements

For subjects where entries have been made for Edmund Rice College, candidates who have been taught in another school within the NBALC, it is the responsibility of the teaching centre to determine the grade subject to their own policy.

- For subjects which are not delivered in Edmund Rice College, the teaching centre will provide the evidence on student performance and Edmund Rice College will submit the Centre Determined Grade on the basis of the information provided by the teaching school.

The teaching school will provide a timetable for the assessment schedule and the nature of the assessments that will take place in the teaching school in order to confirm arrangements for pupils and parents.

Edmund Rice College has final responsibility for submitting a Centre Determined Grade and must have access to all available students' evidence in the event of this being requested as part of the CCEA sampling process. Edmund Rice College will liaise with the teaching school to agree where the evidence will be stored and the format that this will take. If CCEA undertake a more extensive review of the grades submitted as part of a consortium arrangement, the Head of Centre in Edmund Rice College will engage in professional dialogue with the Head of Centre in the teaching school in order to address any concerns.

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.

Edmund Rice 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. Edmund Rice College's internal appeals procedure is available for staff, candidates and parents within the External Assessment Policy.

It outlines the roles and responsibilities for centre staff and provides clarity on the various steps in the internal procedure. The various steps of the internal appeals procedure are timebound and in line with CCEA requirements. Candidates will be updated at each stage and will be informed in writing of the outcomes and recourse procedures.

Complaints Procedure

Edmund Rice College's internal complaints procedure permits candidates to challenge the centre's delivery or administration of a qualification (including failure to follow their internal appeals procedure correctly) and is available on the centre website.

Requirements as a JCQ Registered Centre

Edmund Rice 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.