



ST JOSEPH'S BOYS' SCHOOL DERRY

CCEA Centre Determined Grades Policy

Centre Number 71869

Exam Series Summer 2021

Ratified by Board of Governors of St Joseph's Boys' School

Agreed *MMCC* date: 20.04.2021

Principal

Agreed BOG *Sue M. Duff* Date: 22.04.2021

Chairperson

Issued to staff

Date: 23rd March 2021

Responsible: Board of Governors

Principal / Head of Centre (HOC)

Vice Principal Curriculum (VP.C)

Head of Examinations (HOE)



St Joseph's Boys' School

Centre Number: 71869

Contents Page

Contents	Page Number
Statement of Intent	3
Purpose	3
Process Overview	3-4
Roles and Responsibilities	5-6
Training, Support and Guidance	6-7
Appropriate Evidence	7-8
Range of Evidence	8-11
Centre Determined Grades	11-12
Internal Standardisation	12
Head of Centre Moderation and Declaration	12-13
Access Arrangements and Special Circumstances	13
Bias and Discrimination	13-14
Recording Decisions and Retention of Evidence and Data	14-15
Confidentiality	15
Malpractice/ Maladministration	15-16
Private Candidates	16
Conflict of Interests	16
Internal Appeals Procedures Relating to Centre Determined Grades	16
Requirements as a JCQ Centre	16-17
Centre Policy Portability across Jurisdiction	17
Appendices	18-32

Statement of Intent:

It is the intention of St Joseph's Boys' School to outline to stakeholders, a methodology for all subject areas delivering CCEA qualifications at GCSE /AS /A level, to facilitate the accurate setting and awarding of grades. The policy aims to allow pupils to be awarded grades commensurate with their abilities and performance across their course of study. The policy is intended to legislate a process, outlined by CCEA Guidance – Alternative Arrangements – Process for Heads of Centre V2 16th March 2021 which results in the accurate and legitimate awarding of grades.

Purpose

The purpose of this policy is:

- to ensure that the effective operation of the Centre Determined Grades (CDG) 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(HOC) Guidance V2 (16.3.21), subject specific guidance and other CCEA guidance and information issued in relation to Summer 2021 Examination Series.

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 **must** familiarise themselves with all relevant guidance provided by CCEA, the JCQ requirements and the relevant centre policies **or have these communicated to them by the Head of Centre, Senior Management Team (SMT) Link, Head of Exams and Examinations Officer.**

References to Centre and Head of Centre in this document are in line with JCQ examination centre terminology. GCSE, AS and A Level Awarding Summer 2021: Alternative Arrangements – Process for Heads of Centre First published 5th March 2021 / revised and published version 2, 16th March 2021.

1. Process Overview:

There is a five step process for the Summer 2021 awarding arrangements as outlined in the CCEA Alternative Arrangements – Process for Heads of Centre Guidance document V2 16th March 2021. Internal deadlines relating to the steps of the CCEA process are provided in Appendix 4a pages 36, 37 of the document referenced above. Appendix 4a is reproduced below.

St Joseph's Boys' School has referenced this process and developed a school specific pathway of internal deadlines, CPD for staff and overall quality assurance of our process produced by Head of Centre and Vice-Principal Curriculum. This pathway is outlined in appendices A&B of this policy document produced. There are two versions of this pathway reflecting the different deadlines (and therefore different waypoints) experienced by departments following CCEA process and other JCQ examination boards.

CCEA FIVE STEP AWARDING PROCESS

Step and Indicative Timeframe		Activity	Personnel	Internal Deadlines
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 resource 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	

2. Roles and Responsibilities:

Roles and responsibilities of St Joseph's Boys' School staff are outlined below:

- The Board of Governors is responsible for approving the policy for producing Centre Determined Grades and must notify CCEA of arrangements should the Head of Centre be unavailable to confirm the Centre Determined Grades.
- The Head of Centre has overall responsibility for the centre as an examinations centre and will ensure the roles and responsibilities of all staff are defined. The Head of Centre will confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff. The Head of Centre will ensure that the method of determining grades by the centre (in line with processes published by CCEA) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by CCEA. The Head of Centre will work collaboratively with CCEA in terms of engaging with professional dialogue and the provision of evidence as requested.
- The Senior Management Team (SMT) will provide support to staff involved in producing Centre Determined Grades (CDGs) – primarily utilising the 2019/2020 monitoring structure/SMT link format – utilised when setting CAGs as the process during that academic year. SMT will support the Head of Centre in the quality assurance (QA) of the final Centre Determined Grades. They have a role in achieving a consistent approach across departments and authenticating the preliminary outcomes in subjects where there is only one teacher. This will be agreed on a case-by-case basis but may include, for example Senior Leaders or the Head of Centre validating the outcomes after comparing them with outcomes in associated subject areas where applicable and using available statistical data e.g. CATS/tracking on SIMS, CCEA

Data Pack requested by Head of Centre, Whole school and Departmental targets – 2021.

- Those staff who participated and completed CCEA Exams Support Programme facilitated by Chartered Institute of Educational Assessors (CIEA) namely Head of Centre and Head of Exams will act as Lead Assessors in their centre and disseminate the content of the programme to SMT and to all teachers involved in producing Centre Determined Grades.
- The Examinations Officer/Head of Exams (Exams Team) are 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 Team 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 Team is responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.
- Heads of Department (HODs) are responsible for supporting departmental staff and ensuring all staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements. They will ensure that a Head of Department Checklist is completed for each qualification that they are submitting. Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers. HODs will engage with the agreed and established SMT Leadership Link/HOC in moderation process.
- Teachers are responsible for ensuring that they conduct assessments (which may include the CCEA produced optional assessment resource) under the centre's appropriate levels of control, where it is safe to do so. Subject 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. They must ensure that the Centre Determined Grade they assign to each candidate, is a fair, valid and reliable reflection of the assessed evidence available for each candidate. They must complete the Candidate Assessment Record to include a description of the assessment evidence used, the level of control for each assessment considered, and any other evidence that explains the final Centre Determined Grade submitted. Teachers have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required. They must securely store and be able to retrieve evidence to support their decisions. The knowledge, expertise and professionalism of the staff of St Joseph's Boys' School is central to determining Centre Determined Grades. Evidence will be required to be submitted to CCEA within a 48hour timescale.

3. Training, Support and Guidance:

Teachers involved in determining grades must attend any centre-based training provided. St Joseph's Boys' 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. Appendix A

and B of this policy details a summary of all CPD processes / guidance available to staff in St Joseph's Boys' school.

The centre policy will be supported through training provided by CCEA to Senior Leaders (Head of Centre and Head of Exams) through the CIEA facilitated Support Programme. Senior Leaders will disseminate this training to SMT in the first instance and then to all Heads of Departments and teachers involved in producing Centre Determined Grades

If relevant staff are unable to attend subject support meetings / webinars or other associated training provided, 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 Senior Management Link** should be notified if no one from a department has been able to attend support meetings / other training for consideration on how this is addressed.

4. Appropriate Evidence:

This section lists the range of evidence that the centre will use to set grades/evidence grades in line with the CCEA Alternative Arrangements – Process for Heads of Centre Guidance V2 16th March 2021). Departments who have subject specific differences requiring alternative evidence will have sought clarity via CCEA advice and from their SMT link and this will be clearly considered before grades are set.

The Head of Centre, in advance of the grading process, in consultation with SMT and HODs, will determine and agree key evidence appropriate to the centre's circumstances, along with contingency arrangements (* in list of evidence) if some of the key evidence is not available for individual candidates or within individual **subjects**. Advice will be sought from CCEA Support personnel as and if appropriate in these circumstances where evidence availability is an issue for a particular pupil / pupils or for particular pupil circumstances.

For example, the centre may decide that homework will be considered if other forms of key evidence (i.e. other evidence determined by the centre as being key evidence to be used for each cohort) are not available.

In relation to:-

- school refusers,
- other pupils who may not return to school as they are in vulnerable / extremely vulnerable categories
- pupils where parents state that they will not be sending them back to school due to anxiety / stress / concerns for health

these pupils will be encouraged, where feasible, to return to school safely to complete planned assessments or evidence producing tasks or they will be given the opportunity if safe and appropriate to sit assessments remotely and weightings adjusted accordingly to reflect lesser levels of control. The Head of Exams, Heads of Department, Curriculum V.P, Pastoral VP, Learning Support Manager, Head of Senior School and relevant Heads of Year will manage this remote assessment process – should it be relevant.

Where pupils have had previous assessment material returned to them after marking and that material cannot now be accessed or retrieved by the school; the school may use the mark obtained as evidence alongside other supplementary evidence material as listed.

To add rigour to this process the scheduling of any assessments used as evidence will be recorded/dated.

4a. Range of Evidence

The first part of the following list indicates the key evidence that will be considered (as stipulated by CCEA), and the asterisked evidence will be used if key evidence is not available. See Also Appendices G and H for subject specific summary grid of sources of evidence.

St Joseph's Boys' School will use a range of evidence from the following list in arriving at Centre Determined Grades: -

- **CCEA assessment resources for 2021;**
- **CCEA past papers; (including modules taken in Nov 2019/Jan 2020)**
- **Tiers of Entry**
- **Mock examinations, which relate to the CCEA specification;**
- **Coursework or controlled assessments, even where not completed – if applicable to the subject;**
- **Class tests / performance in class assessments taken throughout their course of study**
- **Department created assessments that have been quality assured by HODs, SMT leadership link and Curriculum Development Team**
- **Class notebooks**
- **Past examination papers / discreet tasks / partial exam questions and tasks**
- **homework***
- **marks recorded on SIMS* or other records.**
- **Material gathered during controlled assessments held within pupil documents on C2K**
- **Subject specific controlled assessment tasks / field work**
- **Other evidence presented by our partner schools – Foyle Learning Community collaboration (FLC) and other educational settings in use by St Joseph's students**
- **Work submitted throughout period of lockdown on TEAMS * such as**
 - **Posting of assignments on agreed platforms**
 - **Material submitted**
 - **Marking and Feedback returned on these platforms.**
- **Indicative data – e.g. CCEA Data Pack / Cognitive Ability Tests (CATS).**
- **Whole school and departmental target setting process / monitoring structure supported by monitoring minutes / departmental minutes.**

- Pupil tracking grades (even if pupil exam material is not available), the grade in SIMS indicates its authenticity and the fact it is material quality assured by the Curriculum Development Team. Other supporting evidence may be offered to validate where only tracking grade is available. Where pupils have taken an assessment and had it returned after marking (meaning it is no longer available) the school may still use the grade achieved, especially if it was recorded on SIMS, but we will support this with supplementary evidence.
- Evidence gathered from participants who accessed Engage Project
- Departmental minutes / monitoring minutes
- Portfolio evidence

CCEA have specified the categorisation of evidence to have high/medium/limited control summarised below in Appendix 5 from Head of Centre Guidance Document V.2 16th March 2021 page 38 – whilst CCEA in their documentation claim that all types of evidence are acceptable they note in their guidance doc:

“You should exercise caution where work completed has been unsupervised (i.e. limited control) This work should not be discounted, but it must only be used as evidence when reliably authenticated as the student’s own work.A piece of evidence has high validity and reliability if a student who performs well in the task would reasonably be expected to perform equally well in the qualification as a whole.... A piece of evidence that covers a greater breadth of the specification content, knowledge, understanding and skills from a unit...with a higher weighting may give a better indication of a student’s standard of performance... Evidence that is similar to CCEA assessment for the qualification will be more useful in determining a student’s grade than evidence that is considerably different from the qualification assessment...”

CCEA DEFINITIONS OF LEVELS OF CONTROL

Levels of control for the conditions under which students have completed assessments that are internally marked in school are defined as High, Medium and Limited at GCSE. These definitions also align with the conditions of control for GCE and other CCEA qualifications. In recording the levels of control for evidence to be used in Centre Determined Grades for Summer 2021, the following should be used.

High	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none">• All students are within direct sight of the teacher/supervisor throughout the session(s);• Display materials which might provide assistance are removed or covered;• There is no access to email, the internet or mobile phones;• Students complete their work independently;• Interaction with other students does not occur; and• No assistance of any description is provided.
Medium	<p>Students do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres should ensure that:</p> <ul style="list-style-type: none">• There is sufficient evidence to ensure that the individual work can be authenticated: and• The work an individual student submits for assessment is their own. <p>If work has been completed in groups, teachers must ensure that they can determine and assess the individual student's contribution to the work. If work has been completed remotely, it may be useful to ask questions about what they did and how/why they did it, to help authenticate the work.</p>
Limited	<p>Work is completed without any direct supervision and would not normally contribute to assessable outcomes.</p>

St Joseph's Boy's School will base all evidence on the relevant CCEA qualification specifications as set out in the CCEA Alternative Arrangements – Process for Heads of Centre V2 (16th March 2021).

St Joseph's Boys' School **will take** 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.

St Joseph's Boys' School is also taking account of disruption that candidates have faced to their learning a result of COVID-19 by acknowledging that some pupils may have been unable to work from home during lockdown and may not return to school in March 2021 when ordinarily expected to do so – meaning that CARs may not be completed when other pupils do so. The school ergo, in line with the suggestions from CCEA, reserves the right to utilise alternative evidence to indicate level of pupil performance and to support and acknowledge teacher professional judgement as the key determinant in this CDG process. Any adaptations that have been made will be recorded in the checklists provided by CCEA

and will be based on the CCEA Alternative Arrangements V2 16th March 2021 – Process for Heads of Centre.

Art at GCSE and AS / A Level are following Eduqas and Edexcel Examination Boards respectively.

The ESA (40% of the overall course normally) has been removed from assessment 2020–2021, therefore the coursework element comprising 60% of the course will be marked as normal procedures (although obviously taking into account student difficulties due to Covid).

Eduqas has also supplied the grade boundaries/ marks for coursework from 19-20 to assist this process. Therefore, where possible the normal procedures, including mark sheets, for final assessing in GCSE Art will be followed.

The “ normal” processes of blind standardisation will also be part of the assessment process in relation to Eduqas / Edexcel Art.

Candidates will be made aware of the evidence that will be used in determining their grades. The school will provide generic information via our Centre Determined Grade Policy from 04/05/2021 indicating the range of sources of evidence to be used by the school to set grades. A candidate record sheet compiled for each student in each subject indicating precise evidence used minus grades awarded will be made available to students/parents.

5. Centre Determined Grades:

St Joseph's Boys' 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, 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

Information on all these aspects for each qualification will be drawn from the CCEA specification, specimen assessment materials, past papers, controlled assessments, GCSE, AS and A Level Awarding Summer 2021: Alternative Arrangements – Process for Heads of Centre First published 5 March 2021 / revised and issued 16th March 2021, 30 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 and will forward to their Head of Department/Subject Leader.

It is important that decisions are justified and recorded to show how the evidence was used to arrive at a fair and objective grade as per record sheets used by department / CCEA record sheets.

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. HODs will identify secure storage area within their department and provide detail to Head of Examinations / Examinations Officer who will compile a register of storage for each Department and update to Head of Centre.

6. Internal Standardisation:

The process of standardisation outlined below is underpinned by staff training which will have occurred before commencement of the process. This training will have addressed lead assessor training cascaded by Lead Assessors to nominated member of SMT namely Curriculum V.P and then to all of SMT and thence to all teaching staff. This will give rigour to the processes below:

- In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation. The purpose of internal standardisation is to provide teachers with confidence in the grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards. This allows for any teachers' differences to be resolved – see also school policies on Controlled Assessment, Assessment and Reporting, Examinations policy and Internal Verification (IV).
- 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 so as -
 - 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.
- HODs should complete the relevant checklist, which will record any adjustments and relevant information.

7. Head of Centre Moderation and Declaration:

The Moderation Teams/SMT Departmental Links are available on request to all Departments.

St Joseph's Boys' School undertakes to have a consistent approach across departments/subjects. The Senior Management Team (SMT) will carry out moderation, to include a review of marking and the internal standardisation arrangements (as completed during process 19-20 utilising our SMT/HOD link system) and will assess whether decisions have been justified. Unexplained grade profiles (**e.g. discrepancies between CAT data and proposed CDGs or between November predictions and proposed CDGs or between School / CCEA Data Pack and proposed CDGs**) 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. SMT will consider both the subject and centre outcomes based on the evidence available.

The Head of Centre will then 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. (See Appendix F)

8. Access Arrangements and Special Consideration:

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, St Joseph's Boys School 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.

St Joseph's Boys' School 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. GCSE, AS and A Level Awarding Summer 2021: Alternative Arrangements – Process for Heads of Centre First published 5 March 2021 and revised 16th March 2021 – see page 31

- The Pastoral Vice- Principal will ensure access arrangements will be in place when assessments are being taken where candidates have agreed access. These arrangements will be communicated to all relevant staff.
- The Head of Examinations in liaison with Learning Support Manager / Pastoral Teams will ensure special arrangements or reasonable adjustments as per normal JCQ arrangements.
- Such access and special consideration arrangement decisions should be recorded on the CCEA documentation.
- Please note, 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>

9. Bias and Discrimination:

The process outlined below is underpinned by staff training which will have occurred before commencement of the process. This training will have addressed lead assessor training CIEA /CDP /Standardising/Moderating training cascaded by Lead Assessors and Curriculum V.P to all of SMT and thence to all HODs and teaching staff. See Appendices A and B, ST Joseph's Boys' School CCEA Centre Determined Grade (CDG)/ JCQ Teacher Assessed Grade(TAG) Pathways. This will give rigour to the processes below:

St Joseph's Boys' School will fulfil its duties and responsibilities concerning relevant equality and disability requirements. SMT will disseminate guidance from CCEA / CIEA training support Programme undertaken by the HOC and the HOE 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.

10. Recording Decisions and Retention of Evidence and Data:

Reference Appendices attached: -

Appendix C – Candidate Assessment Record

Appendix D – Head of Department (HOD) Checklist

Appendix E – Departmental Assessment Evidence Grid

Appendix F – Head of Centre Declaration

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 on the C2k network. Ref: Acceptable Use of IT and Data Protection and GDPR Policy. See also- Appendix C Candidate Assessment Record Sheet and Appendix D HOD Checklist.

It is essential that there are robust, accurate and secure records of decisions and retention of evidence to comply with data protection legislation and in anticipation of centre moderation and the CCEA Review of Evidence and Award process and potential appeals.

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

The following CCEA documentation must be fully and accurately completed and retained securely:

- Candidate Assessment Records;
- Head of Department Checklists (Appendix D) and Departmental Assessment Evidence Grid (Appendix E); and
- Head of Centre Declaration. (Appendix F)
- St Joseph's Boys' School Subject Evidence Summary Grid GCSE (Appendix G)
- St Joseph's Boys' School Subject Evidence Summary Grid GCE A2 (Appendix H)

11. Confidentiality:

St Joseph's Boys' 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.

12. Malpractice/Maladministration:

St Joseph's Boys' 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;
- 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 GCSE, AS and A

Level Awarding Summer 2021: Alternative Arrangements – Process for Heads of Centre
First published 16th March 2021 and p 34 JCQ website, and include the risk of a delay to candidates receiving their grades, up to and including removal of centre status.

13.Private Candidates:

For subjects where entries have been made for private candidates, centres will ensure that they have sufficient evidence to confidently submit an objective Centre Determined Grade. If evidence is limited, it is essential that these candidates complete the CCEA assessment resource or an appropriate adaptation of the assessment resource. Thereafter, decisions for the private candidate should be made with the same approach as for all other candidates at the centre. St Joseph's will also work with CCEA and partner organisations to ensure the efficient management of the CDG process for incoming and outgoing learning community students, for private candidates and for students engaged in education other than in school i.e. Education Other Than School (EOTAS, EDIT,) and Foyle Learning Community Students.

14.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 re- issued 16th March 2021. St Joseph's Boys' School will also carefully consider the requirements of our centre policies, particularly in relation to the separation of duties and personnel to ensure fairness in later process reviews and appeals.

15.Internal Appeals Procedure Relating to Centre Determined Grades:

- A CCEA written internal appeals procedure is available to permit candidates recourse in relation to the production of a Centre Determined Grade and will be available on request from CCEA.
- St Joseph's Boys' School internal appeals procedure is available for staff, candidates and parents **on request from the main school office**. It outlines the roles and responsibilities for centre staff and provides clarity on the various steps in the internal procedure.
- The various steps of the internal appeals procedure are time-bound and in line with CCEA requirements.
- Candidates will be updated at each stage and will be informed in writing of the outcomes and recourse procedures.
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16.Requirements as a JCQ Registered Centre:

St Joseph's Boys' 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. All aforementioned policies are available on request at the main school office.

17. Centre Policy Portability Across Jurisdictions

St Joseph's Boys' school is located in Northern Ireland and therefore we are predominantly associated with the local exam board CCEA. However, we have entries with Eduqas, Edexcel, AQA and OCR. The section below outlines our approach to Ofqual-regulated awards, other than those with CCEA. See also Appendix B with specific dates for Non CCEA exams.

Centre policy portability
<ul style="list-style-type: none">• Our arrangements for ensuring confidentiality of centre-determined grades for Ofqual-regulated qualifications are compliant with those outlined in the JCQ Guidance issued 26th March 2021.• The policies and procedures outlined in this CDG policy (which are predominantly for use with CCEA examinations) we believe are also compliant with the requirements of each of the major exam boards in England and Wales pertaining to: training, evidence, bias, fairness, use of evidence, use of support material, application of special consideration and appeals. Ergo we believe our CDG policy has portability and is appropriate for the centre to use when setting CDGs or Teacher Assessed Grades (TAGs) across all exam boards.

APPENDIX A – PATHWAY DOCUMENT FOR DEPARTMENTS WITH NI BOARD EXAMS:

CCEA CDG 20-21	 St Joseph's Boys' School Pathway to Centre Determined Grade (CDG)
Dates	<ul style="list-style-type: none"> • CPD – Advice / Guidance / Ideas / Content / Process • Quality Assurance timeline
22nd February – 22nd March 2021 26th January 2021 and ongoing Ongoing	<ul style="list-style-type: none"> • Head of Centre and Head of Exams participate and complete CCEA Assessment Support Programme (CIEA). • Principal attendance – CCEA Bi -Monthly Principals' Updates. • Head of Centre / Head of Exams / Examination Officer – regular CCEA CDG process updates to all staff. SMT / Departmental link meetings as appropriate
1 March 2021	<p>Introduction to CDGs. Delivered by SMT.</p> <p>Grid for departments to allow all staff to meet if they are involved with more than 1 department.</p> <p>Consider the evidence that can be used.</p> <p>Agenda distributed outlining the day.</p>
2 March 2021	<p>Department planning for CDG process.</p> <ul style="list-style-type: none"> a) Potential assessments for class that Department may wish to quality assure b) Review of risk lists c) Catch up material <p>Agenda distributed.</p>
19th March	<p>Senior Management Team CPD – cascade training CCEA (CIEA) Assessment Support Programme - (HOC/Curriculum V.P/HOE).</p> <ul style="list-style-type: none"> • Centre Determined Grades Policy • Validity Chain • reliability, comparability, fairness, bias, discrimination • Principles of standardisation and Moderation • Use of Data

	<ul style="list-style-type: none"> • CCEA GCSE/ AS/ A2 level Alternative Awarding Summer 2021 Alternative Arrangements Process for Heads of Centre V2 16th March 2021 – 20-21 Process -familiarisation / clarification / key points
22nd – 30th Mar + 12th - 23rd April	<ul style="list-style-type: none"> • Course content covered based on identified unit(s) • Subject preparation for CAR • No assessments before Easter - in class assessments (based on CCEA spec) to take place after Easter
31 March	<ul style="list-style-type: none"> • Staff Development Day. Baker Day. (The 22 and 29 March – 3.00pm until 4pm – staff will be taken through the CDG process and the draft policy relating to CDGs). • The day should be used constructively by departments. If needed, the department can meet to consider the role of CARs – please note that strict guidance should be followed. The CARs are confidential and should be used in a manner that supports the CDG process and will not leave the school open to challenge. Please do not share in advance with the pupils. HODs / SMT link need to be informed when a department intends using a CAR. • Consider what evidence is currently available. • Standardisation and Moderation of material can be considered • If a department is large, some staff may use different evidence. Does this fit within the process? Has it been agreed?
12th April - 7th May	<ul style="list-style-type: none"> • Centre Assessment Resources for examination pupils will be used during this time for GCSE, AS & A2 pupils • CARs to occur in classrooms with teacher supervision – this will support evidence available for grade determination and appeals process. • Class time may be dedicated to completing tasks / revision although BTECs, Prince's Trust and OCNs will continue to complete courses under the current advice from the awarding bodies.
10th - 14th May	<ul style="list-style-type: none"> • Monday 10th May. Qualification Procedure Day 1 dedicated to standardisation and marking for GCSE, AS & A2 • Friday 14th May. Qualification Procedure Day 2 dedicated to moderation and arriving at CDGS for AS & AS only • Begin the process of AS / A2 Grade upload • Opportunity to gather additional evidence (mop-up period)
17th - 21st May	<ul style="list-style-type: none"> • Begin the process of AS / A2 Grade upload. Due date Friday 21st May • Monday 24th May. Qualification Procedure Day 3 (Exceptional closure) dedicated to moderation and arriving at CDGS for GCSE only (pupil non – attendance day)
24th May – 4th June	<ul style="list-style-type: none"> • Begin the process of GCSE Grade upload. Due date Friday 4th June

**APPENDIX B – PATHWAY DOCUMENT FOR DEPARTMENTS WITH
JCQ ENGLISH/WELSH BOARD EXAMS:**

JCQ TAG Process 20-21	<div data-bbox="911 306 991 421" data-label="Image"> </div> <p align="center">St Joseph's Boys' School</p> <p align="center">Pathway to Teacher Assessed Grade (TAG)</p>
Dates	<ul style="list-style-type: none"> • CPD – Advice / Guidance / Ideas / Content / Process • Quality Assurance timeline
Ongoing	<ul style="list-style-type: none"> • Head of Centre / Head of Exams / Examination Officer – regular JCQ / Eduquas / Edexcel -Teacher Assessed Grade process updates to all appropriate staff. SMT / Departmental link meetings as appropriate
1 March 2021	<p>Introduction to general process delivered by SMT.</p> <p>Grid for departments to allow all staff to meet if they are involved with more than 1 department.</p> <p>Consider the evidence that can be used.</p> <p>Agenda distributed outlining the day.</p>
2 March 2021	<p>Department planning for grading process.</p> <ul style="list-style-type: none"> d) Potential assessments for class that Department may wish to quality assure e) Review of risk lists f) Catch up material <p>Agenda distributed.</p>
22nd – 30th Mar + 12th - 23rd April	<ul style="list-style-type: none"> • Course content covered based on identified unit(s) • Subject preparation for final piece evidence and assessment resources / mark schemes and mapping grid • No assessments before Easter after pupil return 22nd March - in class assessments (based on Exam spec) to take place after Easter
31 March	<ul style="list-style-type: none"> • Staff Development Day. Baker Day. (The 22 and 29 March – 3.00pm until 4pm – staff will be taken through the exam process and the draft policy relating to TAGs – addendum to be added to JCQ requirements). • Assessment Resources made available re: Eduquas / Edexcel • The day should be used constructively by departments. If needed, the department can meet to consider the role of ARs – please note that strict guidance should be followed. The ARs are confidential and should be used in a manner that supports

	<p>the TAG process and will not leave the school open to challenge. Please do not share in advance with the pupils. HODs / SMT link need to be informed when a department intends using an AR.</p> <ul style="list-style-type: none"> • Consider what evidence is currently available. • Standardisation and Moderation of material can be considered • If a department is large some staff may use different evidence. Does this fit within the process? Has it been agreed?
12th April 21st April	<ul style="list-style-type: none"> • Assessment training power points available for individual and departmental use re marking of assessment resources if used • Additional support materials– grading exemplification • Online Q and A sessions re: Grading and Support Arrangements - GCSE /AS / A2 • Assessment Resources for examination pupils will be used during this time for GCSE, AS & A2 pupils • ARs to occur in classrooms with teacher supervision – this will support evidence available for teacher grade assessment and appeals process. • Class time may be dedicated to work completion / revision for evidence based tasks / work although BTECs, Prince’s Trust and OCNs will continue to complete courses under the current advice from the awarding bodies.
10th - 14th May	<ul style="list-style-type: none"> • Monday 10th May. Qualification Procedure Day 1 dedicated to standardisation and marking for GCSE, AS & A2 for appropriate work completed to date • Friday 14th May. Qualification Procedure Day 2 dedicated to standardisation /moderation as appropriate to arrive at TAGs for AS & A2 of any work completed to date • Opportunity to continue to gather additional evidence continues
14th May – 24th May 24th May	<ul style="list-style-type: none"> • Opportunity to gather additional evidence continues • Qualification Procedure Day 3 (Exceptional closure) dedicated to moderation and processing TAGs for GCSE only in relation to work ongoing / completed and administration work that can be completed to date
24th May - 12th June 2021 12th June 2021	<ul style="list-style-type: none"> • Completion of all evidence gathering tasks / work / marking / moderation administration finalised. Begin the process of AS / A2 / GCSE Grade upload. • Exam Upload.

APPENDIX C CANDIDATE ASSESSMENT RECORD TEMPLATE(CCEA)

Canidate 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 – <u>A guide to the Special Consideration Process.</u>	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):

Candidate Assessment Record (continued)

<p>Section 4: Teacher Checklist</p> <p>Please indicate that you have complied with the conditions outlined below (Y/N)</p> <p>For Conditions 3 and 4, indicate Y, N and N/A</p>	
Compliance conditions	
1. The grade for the candidate has been determined on the basis of the evidence produced by the candidate and available to me.	
2. The grade awarded has been determined using only the evidence detailed in the Departmental Assessment Evidence Grid. Justification for the need to use any alternative evidence has been provided in Section 3, as per centre policy.	
3. Where applicable, the candidate was given their approved access arrangements while producing the evidence contributing to the final grade, and the access arrangements have been documented.	
4. Where applicable, special consideration was given to the candidate according to the JCQ Special Consideration Guidance if they were disadvantaged when producing their evidence contributing to their final grade, and this has been documented.	
5. Consideration has been given to ensure that judgements are fair, free from bias and compatible with legislative requirements in respect of equality and discrimination.	
6. To the best of my knowledge, the assessment evidence used to contribute to the candidate's overall subject grade is the candidate's own work.	

Teacher Signature:		Date:	
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APPENDIX D HOD CHECKLIST(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:

APPENDIX E DEPARTMENTAL ASSESSMENT EVIDENCE GRID(CCEA)

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

Please detail the assessments used for the subject cohort (for example CCEA assessment resource, mock examination, controlled assessment and/or homework).

This document must be completed for subjects requested for review by CCEA. Please indicate which assessment objectives were covered, as relevant, in each piece of evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control. A definition of levels of control is provided.

			Assessment 1	Assessment 2	Assessment 3
Type of Assessment					
Level of Control H, M, L					
<u>Unit</u>	AO1	Y/N			
	AO2	Y/N			
	AO3	Y/N			
	AO4	Y/N			
	AO5	Y/N			
<u>Unit</u>	AO1	Y/N			
	AO2	Y/N			
	AO3	Y/N			
	AO4	Y/N			
	AO5	Y/N			
<u>Unit</u>	AO1	Y/N			
	AO2	Y/N			
	AO3	Y/N			
	AO4	Y/N			
	AO5	Y/N			
<u>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:</u>					
<u>Head of Department:</u>					
<u>Signature:</u>				<u>Date:</u>	

APPENDIX F HEAD OF CENTRE DECLARATION(CCEA)

In accordance with the Formal Ministerial Direction of 2 March 2021, the Head of Centre will be required to submit the following declaration when the data is submitted. One Head of Centre sign-off will be required for each data submission. Centres will not be able to submit data without this authorisation.

As the Head of Centre, I confirm that:

- These Centre Determined Grades that have been checked for accuracy, reviewed by a second member of staff (where possible) and are accurate and represent the professional judgements made by my staff
- Entries were appropriate for each candidate, in that students entered were those already studying the course, and each candidate has no more and one entry per subject
- My centre has met the requirements set out for internal quality assurance
- I am satisfied that the evidence on which each student's grade is based is their own work and that CCEA's requirements have been met for any private candidates
- Access arrangements and reasonable adjustments were provided with appropriate input from the SENCo and other specialists
- I and my staff have taken note of the guidance from CCEA about minimising bias, and I am confident that the judgements are fair, free from bias and compatible with legislative requirements in respect of equality and discrimination
- All relevant evidence and records are available for inspection, as necessary

Head of Centre: _____

Signature: _____

Date: _____

Quality Assured Departmental Created Assessments																									
Class Notebooks																									
Past Examination papers / discreet tasks / partial exam questions / tasks																									
Homework																									
Material gathered during controlled assessments held within pupil documents on C2K																									
Subject Specific controlled assessment tasks / fieldwork																									
Other evidence presented by other educational settings in use by St Joseph's Students																									
Work submitted throughout period of lockdown on TEAMS - posting of assignments, material submitted back, marking and feedback returned on these platforms																									
Indicative Data – CCEA Data Pack / CATS , pupil tracking grades on SIMS																									
pupil tracking grades / data on SIMS																									
Whole School and Departmental target setting process / data, Monitoring structure supported by minutes -Departmental and Monitoring minutes.																									

Portfolio evidence																										
Evidence gathered from Participants on Engage Programme.																										

Portfolio evidence																									
Homework																									
Marks recorded on SIMS / other records																									
Material gathered during Controlled Assessments held within pupil documents on C2K																									
Subject Specific Controlled Assessments tasks / fieldwork.																									
Other evidence presented by our partner schools – FLC and other Educational Settings in use by St Joseph’s Boys’ School pupils.																									
Work submitted throughout period of lockdown – Vis TEAMs such as – Assignments posted and submitted back including marking and feedback.																									
Indicative Data – CCEA Data Pack																									
pupil tracking grades on SIMS.																									
Whole School and Departmental Target Setting Data / Monitoring structure supported by minutes – departmental and monitoring.																									
Evidence gathered from Participants on Engage Programme																									