

STRANGFORD COLLEGE



Policy for Centre Determined Grades

Summer 2021

Adopted by Board of Governors on:	20 th April 2021
Issued to staff on:	21 st April 2021
Chairperson signed:	
Principal Signed (Head of Centre):	

STATEMENT OF INTENT

On 6 January 2021, the Minister of Education, Peter Weir MLA, cancelled all CCEA GCSE, AS and A2 examinations scheduled for January, February, May and June 2021. Instead, by Formal Direction of the Minister dated 2 March 2021, the approach to awarding grades in Summer 2021 will be based on teacher professional judgements, with moderation. This policy, which applies to GCSE, AS and A level qualifications offered by CCEA is intended to support teachers and school leaders in submitting Centre Determined Grades for each student.

In 2021, centres are asked to use a range of evidence to arrive at a professional and academic judgement of the standard at which each student is performing in the context of the specification for which they are entered and from this provide a grade to CCEA and other awarding bodies. This is different from 2020, when centres were asked to supply a centre assessment grade based on their judgement of the grade a student would likely have achieved if they had been able to complete examinations.

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 and JCQ guidance and information issued in relation to Summer 2021.

All teachers involved in centre determined grades will support the implementation of alternative arrangements as set out by CCEA, including the CCEA review stage. Teachers will familiarise themselves with all relevant guidance provided by CCEA, the JCQ requirements and the relevant centre policies.

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

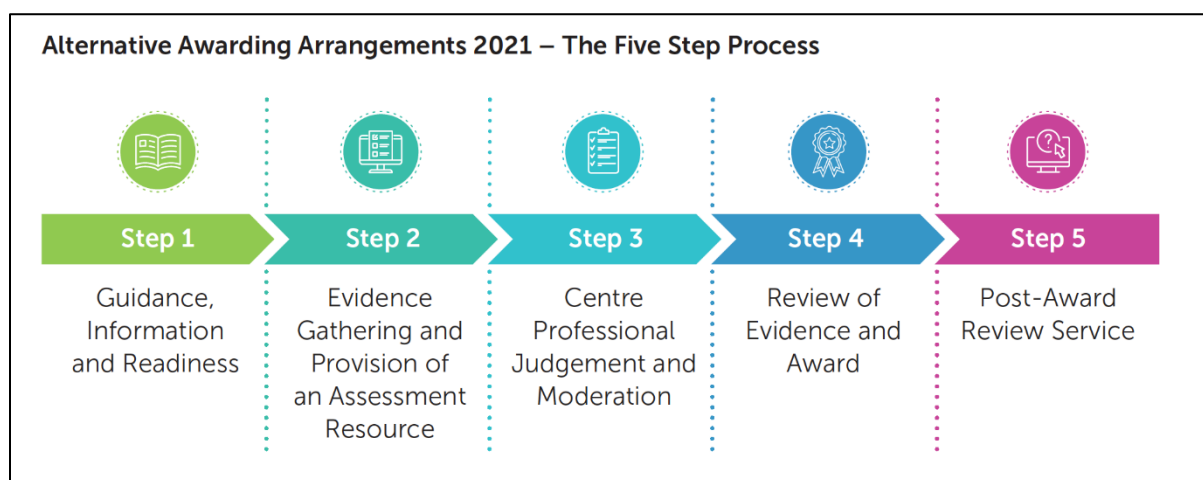
<https://ccea.org.uk/document/7991>

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

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' & 'Alternative Awarding Arrangements for CCEA GCSE, AS and A Levels in 2021- A high level guide for schools and Colleges.'

The Five Step Process:



1. Guidance, Information and Readiness (March, April)

(Centre Leadership Team, Heads of Department (HoD) and teaching staff)

- CIEA training undertaken by designated senior staff and disseminated to teaching staff.
- CCEA guidance documentation shared and understood by all involved staff. Staff fully participates in support offered by CCEA and other partner bodies, such as EA and CCMS.
- Quality assurance processes reviewed to ensure consistency across teachers, subjects, and departments.
- 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.
- Preliminary consideration of value of available evidence.

2. Evidence Gathering and Provision of Assessment Resource (March, April, and May)

(Centre Leadership Team, HoD and teaching staff)

- Completion and marking of defined assessments in line with centre policy, e.g. CCEA assessment resources which will be available from April 2021.
- All other available evidence collated and documented.

3. Centre Professional Judgement and Moderation (April and May)

(Head of Centre, Centre Leadership Team, Heads of Department (HoD) and teaching staff)

- All available evidence moderated in line with Centre Determined Grades Policy.
- Any potential bias in Centre Determined Grades and outcomes considered.
- Centre Determined Grade outcomes reviewed by Core Leadership Team.
- Head of Centre sign-off and submission of Centre Determined Grades.

4. Review of Evidence and Award (June and July) *(Head of Centre and CCEA personnel)*

- Evidence and grade outcomes reviewed
- If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.
- 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.

5. Post-Award Review Service (August and September) *(Head of Centre and CCEA personnel)*

- After the issue of results, students will have the right to appeal to their centres and to CCEA.

***Strangford College Internal Timeline for the 5 Step Process (see page 19-20)**

ROLES AND RESPONSIBILITIES

Roles and responsibilities of Strangford College staff are outlined below:

Chairperson of the Board of Governors:	Mr R Murray
Principal & Head of Centre:	Mrs C Foster
Lead Assessors:	Dr A Lennon, Mrs L McBride
Examinations Officer:	Mrs A Morrison
Assistant Examinations Officer:	Miss J Purvis
Heads of Department and Class Teachers:	Please refer to: www.strangfordcollege.net/

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 **Core Leaders** will provide support to staff involved in producing Centre Determined Grades. They will support the Head of Centre in the quality assurance of the final Centre Determined Grades. They have a role in achieving a consistent approach across departments and authenticating the preliminary outcomes in subjects where there is only one teacher. This will be agreed on a case-by-case basis but may include, for example, Core Leaders or the Head of Centre validating the outcomes after comparing them with outcomes in associated subject areas where applicable.

Lead Assessors: who attended the CCEA Chartered Institute of Educational Assessors (CIEA) training will act as Lead Assessors in their centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

The **Examinations Officer** is responsible for ensuring accurate and timely entries are submitted to CCEA. They must ensure that all information from CCEA is shared promptly with all relevant staff. The Examinations Officer will ensure that they know, understand and can use the CCEA Centre Manager Applications. They will ensure that the centre's systems for data capture are enabled and that the Centre Determined Grades are submitted for each candidate entry by the published date(s) for Summer 2021. The Examinations Officer is responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.

Heads of Department are responsible for supporting departmental staff and ensuring all staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements. They will ensure that a Head of Department Checklist is completed for each qualification that they are submitting. Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers.

The **SENCO** is required to share access arrangements with staff and to make every effort to ensure the appropriate arrangements are made in line with the assessment schedule.

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. Centres must ensure records are kept similar to the Candidate Assessment Record, to include a description of the assessment evidence used, the level of control for each assessment considered, and any other evidence that explains the final Centre Determined Grade submitted. Teachers have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Core Leaders as required. They must securely store and be able to retrieve evidence to support their decisions. The CCEA Candidate Assessment Records will be required for the candidates sampled by CCEA.

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

Students will be expected to have good attendance, to submit work which is completed to the best of their ability, to adhere to school policy and meet internal deadlines for submission of work. Where the centre or individual teachers are put under improper pressure from a candidate to influence the decision-making on a grade this will be reported to CCEA or any other awarding body, who may investigate this as potential malpractice or maladministration.

Parents should support learners by ensuring good attendance, awareness of school policy and ensuring their children adhere to internal deadlines for submission of work. 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 this will be reported to CCEA or any other awarding body, who may investigate this as potential malpractice or maladministration.

TRAINING, SUPPORT AND GUIDANCE

The centre policy will be supported through training provided by CCEA to Core Leaders through the CIEA. Core Leaders will disseminate this training to all teachers involved in producing Centre Determined Grades. Teachers involved in determining grades must attend any centre-based training provided.

Strangford 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.

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. Dr Lennon (Deputy Principal) and Mrs McBride (Assistant deputy Principal) should be notified if no one from a department has been able to attend support meetings and Dr Lennon and Mrs McBride will consider how this is addressed.

Staff Support/Training:

- 2nd March – Directed Time “CCEA Guidance”
- 9th March – Directed Time “CCEA Guidance” update
- 16th March – Directed Time – Timeline for CCEA Centre Determined Grades
- 12th April – Staff Day
 - Bias and Discrimination
 - Internal Standardisation/ Moderation
 - Review and Plan use of CCEA Assessment Resources
- 13th April to 1st June – Drop-in Clinics for Heads of Department

APPROPRIATE EVIDENCE.

Strangford College will be asking Departments to collect three broad pieces of evidence. The nature of these pieces of evidence are outlined below, these have been detailed to encourage a level of consistency across the College. However, it is also important to note that different departments may decide to prioritise other pieces of evidence based on a number of factors, such as the characteristics of different subjects and the evidence at their disposal. Such variations will be made available to students. Any student specific variations will be identified on a Candidate Assessment Record.

The first part of the list indicates the key evidence that will be considered for all students, and the asterisked evidence will be used if key evidence is not available due to disruption to student learning:

1. **CCEA Assessment Resources** - To support the evidence gathering process, CCEA has provided assessment resources for each subject. These assessments will be a good indicator of the standard of student performance as they are fully aligned to specification content and the level of demand of past papers. These assessments will be timetabled to be completed in Strangford College over the two weeks beginning Monday 26th April and Tuesday 4th May. Students who are unable to complete the assessment resources due to illness, etc over this two-week period will be given the opportunity to complete them in subsequent weeks up to the submission dates for AS/A2 Level (21st May) and GCSE (4th June)
2. **Performance in CCEA past paper questions** - These are likely to be a good indicator of performance, particularly if they are taken under high control conditions, marked against CCEA mark schemes and assess the skills, knowledge and understanding required by the CCEA specification or are similar to CCEA question papers.
3. **Coursework or Controlled Assessments** - These are also likely to be good indicators of performance (even where not fully completed). Their strength will depend on the level of control that they were completed in.
4. **Mock Exams** - These are likely to be a good indicator of performance, as they would have been taken under high control conditions. These may be comprised of CCEA past papers.
5. **Class Tests** - These are also likely to be good indicators of performance. Their strength will depend on the level of control that they were completed in. These may be comprised of CCEA past papers.
6. **Homework that relates directly to the specification and assessment objectives*** - Teachers should satisfy themselves that they can authenticate the work produced.

7. **Work produced during remote learning that relates directly to the specification and assessment objectives*** - Teachers should satisfy themselves that they can authenticate the work produced.

Subject Specific Evidence:

- **Art - GCSE, AS and A2**
 - Art will be assessed in a holistic way using the Assessment Objectives for the subject specification and digital/photographic copies of students' work will be gathered as key evidence.

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

In relation to students who are unable to attend school due to circumstances beyond their control or medical conditions, they will be encouraged, where feasible, to return to school to complete assessments to support the awarding of Centre Determined Grades. These students will be afforded the opportunity to sit assessments in order to achieve the three pieces of evidence required by CCEA.

Should any of our school refusers not return to school, they will be given the opportunity to sit assessments remotely and weightings adjusted accordingly to reflect lesser levels of control (limited). The Lead Assessors, SENCO and relevant Heads of Year will manage this remote assessment process – should it be required.

Appendix 1 explains the Levels of Control for the conditions under which students have completed assessments (see Page 17).

Use of AS Evidence for A Level Grades

For A level, AS evidence may be considered by some subjects alongside A2 evidence if teachers deem this appropriate and/or necessary. The differences between AS and A2 will be borne in mind. Where AS evidence is used, it will be included in the Candidate Assessment Record and the evidence will be submitted to CCEA for sampling in the CCEA review stage.

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

UNIT OMISSIONS

Strangford College has taken into account the information provided by CCEA about unit omissions before the cancellation of examinations. The unit omissions announced by the Minister for GCSE subjects in October 2020 and for AS and A2 subjects in December 2020 will still apply. This means that evidence can be drawn from across all assessment units or can be restricted to those which align with previous policy announcements. Details of the unit omissions are detailed in the “*Summary of Assessment Arrangements: GCSE, AS and A Level Qualifications Summer 2021*”, published in December 2020. Details can also be found on the Summer 2021 Information Pre-Examination Cancellation section of the CCEA website.

INDIVIDUAL LOST LEARNING

In this series, students do not need to have completed a specified amount of content, or demonstrate skills, knowledge and understanding across every area of the specification, as they would normally. Therefore, students will not be disadvantaged as a result of lost learning. If the grade awarded reflects the evidence available, the student should be awarded that grade, irrespective of content coverage.

Strangford College is taking account of disruption that candidates have faced to their learning as a result of COVID-19. 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.*”

Where a student has missed a piece of evidence due to Covid-19, the teacher will seek to use alternative pieces of evidence. This will be recorded on the Candidate Assessment Record.

If a parent/student is aware of additional evidence at home that could be considered, it is the responsibility of the parent/student to inform the school and to bring this evidence into school as soon as possible.

COMMUNICATION OF EVIDENCE

Candidates will be made aware of the evidence that will be used in determining their grades. Strangford College will share this information with candidates through the Centre Determined Grades policy.

CENTRE DETERMINED GRADES

Strangford 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.

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 and will forward to their Head of Department/Subject Leader. All teachers are responsible for ensuring that all evidence has been stored safely and is accessible to support the CCEA Review of Evidence and Award process. It is important that decisions are justified and recorded to show how the evidence was used to arrive at a fair and objective grade.

Submission Deadlines for Centre Determined Grades:

- GCE AS and A level – no later than 21 May 2021
- GCSE – no later than 4 June 2021

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. (This will be in line with the College's Internal Assessment Policy).

In Departments with only one teacher, Strangford College will still require the standardisation process to take place; these departments will link with a nominated school and all meetings recorded as with subjects with multiple teachers.

The purpose of internal standardisation is to provide teachers with confidence in the grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards. This allows for any teachers' differences to be resolved.

- Internal standardisation should include cross-checking of marking across the full range of marks and include candidates from each class.
- The Candidate Assessment Records, or similar records, should form the basis of discussions around decisions made.
- Blind cross-sampling of evidence will take place in departments to avoid unconscious bias.

- As a result of the internal standardisation process, it may be necessary for a teacher or the Head of Department to adjust the original decision:
 - to match the standards as established and understood in the guidance provided; and
 - to bring judgements into line with those of other teachers in the department.
- In the context of internal standardisation, any necessary decisions will be made by the Head of Department. They should complete the relevant checklist, which will record any adjustments and relevant information.

Departmental Meetings and Directed Time during April and May will be used to carry out internal standardisation.

The Department of Education has made available two additional planning and administration days to support schools to implement the awarding process. These are known as Qualification Procedure Days 2021 and will be used by the College to complete Internal Standardisation and Moderation:

1. Monday 10th May – A Level Centre Determined Grades
2. Monday 24th May – GCSE Level Centre Determined Grades

The two Qualification Procedure Days are in addition to the School Development Days already available to schools in 2020/21 and reduce the number of required pupil teaching days by two.

HEAD OF CENTRE MODERATION AND DECLARATION

Strangford College undertakes to have a consistent approach across departments/ subjects. The Lead Assessors will carry out moderation, to include a review of marking and the internal standardisation arrangements, and will investigate whether decisions have been justified. Unexplained grade profiles will be considered and may result in a review of the evidence used or remarking. A record of decisions should be retained.

The moderation exercise will include professional discussions with Heads of Department. **The 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

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), Strangford College will make every effort to ensure that

these arrangements are in place when assessments are being taken. Details on access arrangements can be found in the JCQ document *“Adjustments for candidates with disabilities and learning difficulties”*, which is available on the JCQ website.

As public examinations have been cancelled, the normal application process to the awarding organisation for special consideration will not apply this summer in the usual manner. However, where illness or other personal circumstances, covered by the JCQ guidelines, might have affected the candidate’s standard of performance in a piece of evidence used in the consideration of a student’s Centre Determined Grade, Strangford College will take account of this when making a judgement. The centre 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, or similar records. Due to the flexibility in approaches to assessments for Summer 2021, it is anticipated that special consideration requests will be limited.

The JCQ special consideration framework remains unchanged for Summer 2021. An injury or event must relate to the candidate’s performance(s) at the time of taking relevant assessments/piece of evidence. Candidates will not be eligible for special consideration if preparation for or performance in their assessments is affected by:

- long-term illness, disability, or other difficulties, unless the illness or circumstances manifest themselves at the time of an assessment;
- bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment or there are ongoing implications such as an inquest or court case; and/or
- consequences of disobeying the centre’s internal regulations.

Special consideration is never applied due to lost teaching and learning time. Lost teaching and learning is being addressed this summer via the assessment methods and the flexibility afforded to the centre in the content that will be assessed. (See example 5 below).

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. Strangford 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’* (<https://www.jcq.org.uk>). (See Appendix 2 for *Special Consideration Allowances*).

Some examples of Special Circumstances provided by CCEA have been outlined below:

Example 1

A student’s parent sadly died six weeks before they were due to sit their mock GCSE History paper. The paper had a total possible raw mark of 100, and the student scored 60/100 in the paper.

As per JCQ guidance, this circumstance would attract the maximum allowance of 5%, which will be calculated on the total raw marks available, i.e. 5% of the 100 = 5. The student's new mark will therefore be 65/100.

Example 2

A student broke their non-writing arm the day before a class assessment was due to take place. The student took the assessment but was in obvious discomfort throughout. The assessment had a total of 50 marks available, and the student scored 35/50.

As per JCQ guidance, this circumstance would attract an allowance of 3%, which will be calculated on the total raw marks available, i.e. 3% of 50 = 1.5, which is rounded up to 2 raw marks. The student's new mark will therefore be 37/50.

*Special consideration **should not** be applied retrospectively if the centre has made some adjustment at the time of the mock examination/assessment, for example by giving the candidate 25% extra time to complete their assessment.*

Example 3

A student's grandmother was admitted into hospital with a serious condition the night before the student's assessment. The student was very upset and worried. The assessment had a total possible raw mark of 60. The student scored 45/60 in the examination.

As per JCQ guidance, this circumstance would attract an allowance of 3%, which would be calculated on the total raw marks available, i.e. 3% of 60 = 1.8. The student's new mark will therefore be 47/60 (after rounding).

Example 4

A student suffered from severe hay fever on the day of their assessment. The assessment had a total possible raw mark of 80. The student scored 55/80 in the examination.

As per JCQ guidance, this circumstance would attract an allowance of 1%, which would be calculated on the total raw marks available, i.e. 1% of 80 = 0.8. The student's new mark will therefore be 56/80 (after rounding).

Example 5

A student has missed an additional 10 weeks of face-to-face teaching due to having to self-isolate on more than one occasion. Can they apply for special Circumstances?

As per JCQ guidance, a special consideration allowance cannot be applied or considered for lost teaching and learning due to COVID-19 or for any other reason. Lost teaching and learning due to COVID-19 is managed through the omission of a component for each subject taken and the subsequent flexibility in assessments chosen by the centre to inform their academic judgements.

BIAS and DISCRIMINATION

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

Dr Lennon and Mrs McBride 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 teachers 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 hard copy and electronic 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.

The records of decisions and retention of evidence will comply with data protection legislation and will be available for CCEA centre moderation, the CCEA Review of Evidence and Award process and any possible appeals. Strangford College will upload evidence via the CCEA application system when requested.

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 documentation must be fully and accurately completed and retained securely:

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

The storing of information will comply with the College's GDPR Policy.

CONFIDENTIALITY

Strangford 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

In the absence of formal assessments, registered centres are required to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA for investigation.

Strangford 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.

COLLABORATION

Students who are being taught at a different centre will be included in the grading of the College. Strangford College will consult with the teaching centre and compare evidence on student performance in both centres to determine an agreed grade. The home centre, Strangford College, which is making the entry for the student, has final responsibility for submitting a Centre Determined Grade. Strangford College will ensure they have access to all available students' evidence, as this may be requested of them to support the CCEA sampling process.

TRANSFERRED STUDENTS

In a case where a student has transferred to Strangford College from a school or college to part-way through their studies, the Head of Centre will consult with the previous centre about evidence they hold and may take this into account in reaching a judgement, where they are confident to do so.

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 Strangford College.

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.

Strangford 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

An internal appeals procedure will be available to permit candidates recourse in relation to the production of a Centre Determined Grade. Strangford College's internal appeals procedure follow the CCEA Appeals Policy which is in line with JCQ regulations and will be made available for staff, candidates and parents on the College website at www.strangfordcollege.net .

The procedure will outline the roles and responsibilities for centre staff and provide clarity on the various steps in the internal procedure. The various steps of the internal appeals procedure will be 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.

COMPLAINTS PROCEDURE

Strangford 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 will be available on the College website at www.strangfordcollege.net .

REQUIREMENTS AS A JCQ REGISTERED CENTRE

Strangford College has reviewed and amended, where necessary, all assessment and examination-related policies and procedures in line with the JCQ General Regulations for Approved Centres, 1 September 2020 to 31 August 2021 to ensure appropriateness for the unique context of Summer 2021 qualifications.

ASSOCIATED/RELATED CENTRE DOCUMENTS (See Appendices Pages 18-28)

- 1. Definitions of Levels of Control**
- 2. Special Consideration Allowances**
- 3. Head of Department Guidance**

Appendix 1

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>

For more information, see the "Summer 2021 Assessment Arrangements" page on the CCEA website.

Appendix 2

Special Consideration Allowances

The size of the allowance of special consideration depends on the timing, nature and extent of the illness or other circumstance. The maximum allowance given will be 5% of the total raw marks available in the assessment.

Circumstances which must apply at the timing of the assessment.

5% - This is the maximum allowance and will be reserved for the most exceptional cases, such as:

- Terminal illness of the learner
- Terminal illness of a parent/care
- Death of a member of immediate family within two months of the assessment
- Very serious and disruptive crisis/incident at or near the time of the assessment

4% - Very serious problems such as:

- Life-threatening illness of learner or member of immediate family
- Major surgery at or near the time of the assessment
- Severe disease
- Very recent death of a member of extended family
- Severe or permanent bodily injury occurring at the time of the assessment
- Serious crisis/incident at the time of the assessment

NB 'very recent' is defined as within one month of the assessment(s) taking place.

3% - A more common category (more cases will fall into this category), including:

- Recent traumatic experience such as death of a close friend or relative
- Recent illness of a more serious nature
- Flare up of severe congenital/medical condition or psychological condition
- Broken limbs
- Organ disease
- Physical assault trauma before an assessment
- Recent crisis/incident
- Witnessing a distressing event on day of assessment

NB 'recent' is defined as up to four months of the assessment(s) taking place

2% - the most common category – most cases will fall into this category including:

- Illness at the time of the assessment
- Broken limb on the mend
- Concussion

- Effects of pregnancy (not pregnant as per se)
- Extreme distress on the day of the assessment (not simply assessment related)

1% - reserved for minor problems:

- Illness of another learner which leads to disruption on the day of the assessment
- Stress or anxiety for which medication has been prescribed
- Hay fever on day of the assessment
- Minor upset arising from administrative process

Head of Department Guidance
Centre Determined Grades
Summer 2021

GCSE

CCEA Only

WB 15 th March	WB 22 nd March	12 th April to 21 st May	WB 24 th May	WB 31 st May	WB 7 th June
To be done:	To be done:	To be done:	To be done:	To be done:	To be done:
<p>Potential unit(s) evidence decided on at department level</p> <p>Potential evidence for CDG already completed and gaps identified where other evidence is required</p> <p><u>Dept Meeting on Fri 19th March</u></p> <p>Provisional list of unit (s) evidence to be used submitted to Deputy Principal</p> <p>Evidence gathering – gaps identified</p> <p>CDG Mark Sheets to be created</p> <p>Dept planning for additional high control assessments</p> <p>Begin planning for use of CCEA Assessment Resources</p>	<p>CCEA subject specific webinars begin</p> <p>Evidence gathering</p> <p>Folders to be created</p> <p>Further evidence gathering + begin filing evidence</p> <p>Begin to populate CDG SIMS mark sheets with completed evidence + outcomes</p> <p>Planning for additional high control assessments and use of CCEA ARs</p>	<p><u>Mon 12th April</u> – Staff Day to review ARs. Plan and prep for running ARs.</p> <p>CDG Policy ratified by BoG</p> <p><u>23rd April</u> CDG Policy submitted to CCEA</p> <p>Additional assessments carried out</p> <p>Ongoing moderation for identified evidence</p> <p>CDG SIMS Mark Sheets continue to be populated</p> <p>Individual student Candidate Record Sheets completed and signed off (Subject Teachers)</p> <p>Directed Time – Focus on CDGs</p>	<p><u>24th May</u> – Qualification Procedure Day for GCSE CDGs</p> <p>Moderation completed</p> <p>Dept evidence assessment grids completed (HoD)</p> <p>Individual student Candidate Record Sheets completed and signed off (subject teachers)</p> <p>All CDG grades to be checked by CLT</p> <p><u>28th May</u> - Head of Centre sign Off</p> <p>Directed Time – Focus on CDGs</p>	<p>GCSE Student Evidence Folders stored and signed off by HoD</p> <p>CLT informed of storage of evidence</p> <p><u>4th June</u> – CDGs for GCSE submitted to CCEA</p> <p>Directed Time – Focus on CDGs</p>	<p>CCEA to request sample evidence</p> <p>Evidence to be submitted when requested (within 48 hrs of request)</p>
By whom	By whom	By whom	By whom	By whom	By whom
HoD + subject teachers	HoD + subject teachers	HoD + subject teachers	HoD + subject teachers CLT + Principal	HoD + subject teachers CLT + Principal	HoD + subject teachers to forward evidence when requested by CCEA CLT + Principal

A Level

CCEA Only

WB 15 th March	WB 22 nd March	12 th April to 7 th May	WB 10 th May	WB 17 th May	WB 24 th May
To be done:	To be done:	To be done:	To be done:	To be done:	To be done:
<p>Potential unit(s) evidence decided on at department level</p> <p>Potential evidence for CDG already completed and gaps identified where other evidence is required</p> <p>Dept Meeting on 19th March</p> <p>Provisional list of unit (s) evidence to be used submitted to Deputy Principal</p> <p>Evidence gathering – gaps identified</p> <p>CDG Mark Sheets to be created</p> <p>Dept planning for additional high control assessments</p> <p>Begin planning for use of CCEA Assessment Resources</p>	<p>CCEA subject specific webinars begin</p> <p>Evidence gathering</p> <p>Folders to be created</p> <p>Further evidence gathering + begin filing evidence</p> <p>Begin to populate CDG SIMS mark sheets with completed evidence + outcomes</p> <p>Planning for additional high control assessments and use of CCEA ARs</p>	<p>12th April – Staff Day to review ARs. Plan and prep for running ARs.</p> <p>CDG Policy ratified by BoG</p> <p>23rd April CDG Policy submitted to CCEA</p> <p>Additional assessments carried out</p> <p>Ongoing moderation for identified evidence</p> <p>CDG SIMS Mark Sheets continue to be populated</p> <p>Individual student Candidate Record Sheets completed and signed off (Subject Teachers)</p> <p>Directed Time – Focus on CDGs</p>	<p>10th May – Qualification Procedure Day for A Level CDGs</p> <p>Moderation completed</p> <p>Dept evidence assessment grids completed (HoD)</p> <p>Individual student Candidate Record Sheets completed and signed off (subject teachers)</p> <p>All CDG grades to be checked by CLT</p> <p>14th May - Head of Centre sign Off</p> <p>Directed Time – Focus on CDGs</p>	<p>A Level Student Evidence Folders stored and signed off by HoD</p> <p>CLT informed of storage of evidence</p> <p>21st May – CDGs for A Level submitted to CCEA</p> <p>Re-focus on GCSE</p> <p>Directed Time – Focus on CDGs</p>	<p>CCEA to request sample evidence</p> <p>Evidence to be submitted when requested (within 48 hrs of request)</p> <p>Directed Time – Focus on CDGs</p>
By whom	By whom	By whom	By whom	By whom	By whom
HoD + subject teachers	HoD + subject teachers	HoD + subject teachers	HoD + subject teachers CLT + Principal	HoD + subject teachers CLT + Principal	HoD + subject teachers to forward evidence when requested by CCEA. CLT + Principal

Subject Leader 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:	
Signature:	<div style="display: flex; justify-content: space-between;"> <div></div> <div>Date:</div> <div></div> </div>

Departmental Assessment Evidence Grid

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					
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			
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:					
Head of Department:					
Signature:			Date:		

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:

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):

Section 4: Teacher Checklist

Please indicate that you have complied with the conditions outlined below (Y/N).

For Conditions 3 and 4, indicate Y, N or N/A.

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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