

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. School fully participates in support offered by CCEA and other partner bodies, such as EA and CCMS.	Senior Leadership Team, Heads of Department (HoD) and teaching staff	23 rd February 2021 16 th March 2021
	Schools agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Senior Leadership Team, HoD and teaching staff	w/b 12 th April 2021
	School 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.	Senior Leadership Team	w/b 12 th April 2021
	Preliminary consideration of value of available evidence.	Senior Leadership Team and HoD	w/b 22 nd February 2021
2. Evidence Gathering and Provision of Assessment Resource (March, April and May)	Completion and marking of defined assessments in line with school policy; for example, this could comprise CCEA assessment resources which will be available from April 2021.	Senior Leadership Team, HoD and teaching staff	14 th May 2021 - AS & A-Level 28 th May 2021 - GCSE
	All other available evidence collated and documented.	Senior Leadership Team, HoD and teaching staff	14 th May 2021 - AS & A-Level 28 th May 2021 - GCSE
3. Centre Professional Judgement And Moderation (April and May)	All available evidence moderated in line with school policy.	Senior Leadership Team, HoD and teaching staff	10 th May 2021 (AS/A2) 17 th & 24 th May (GCSE)
	Any potential bias in Centre Determined Grades and outcomes Considered Centre Determined Grade outcomes reviewed by senior leadership teams.	HoD and teaching staff Senior Leadership Team	10 th May 2021 (AS/A2) 17 th & 24 th May (GCSE)
	Head of Centre sign-off and submission of Centre Determined Grades.	Head of Centre	20 th May 2021 (AS/A2) 3 rd June 2021 (GCSE)

<p>4. Review of Evidence and Award (June and July)</p>	<p>School evidence and grade outcomes reviewed.</p> <p>If evidence submitted is considered reasonable, school grades proceed to award. If necessary, additional evidence requested and reviewed.</p> <p>Where CCEA still has concerns, there will be engagement with the school and, in some cases, this may require the school to re-run their grading process.</p>	<p>CCEA personnel</p> <p>CCEA personnel</p> <p>Head of Centre and CCEA personnel</p>	<p>June/July 2021</p> <p>June/July 2021</p>
<p>5. Post-Award Review Service (August and September)</p>	<p>After the issue of results, students will have the right to appeal to their schools and to CCEA.</p>	<p>Head of Centre and CCEA personnel</p>	<p>August 2021</p>

Roles and Responsibilities

Roles and responsibilities of Breda Academy staff are outlined below:

The **Board of Governors** is responsible for approving the policy for producing Centre Determined Grades and must notify CCEA of arrangements should the Head of Centre be unavailable to confirm the Centre Determined Grades.

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

Mr Perry and Mr Carrick, who attended the Chartered Institute of Educational Assessors (CIEA) training, will act as Lead Assessors in Breda Academy and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

Mrs Curry, the **Examinations Officer**, in conjunction with senior staff, is responsible for ensuring accurate and timely entries are submitted to CCEA. All information from CCEA will be shared promptly with all relevant staff. The Examinations Officer, will ensure that they know, understand and can use the CCEA Centre Manager Applications. The Examinations Officer will ensure that the school's systems for data capture are enabled. Senior staff, Mr Perry and Mr Carrick will ensure 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 school.

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.

Teachers are responsible for ensuring that they conduct assessments (which may include the optional assessment resource) under the school's appropriate levels of control, where it is safe to do so, and that they have sufficient evidence, in line with the school 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 Senior 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 Breda Academy is central to determining Centre Determined Grades.

Training, Support and Guidance

Teachers involved in determining grades must attend any school-based training provided. Breda Academy will engage fully with all training and support that CCEA has provided, including web-based support and training. Further general and subject-specific support and guidance can be found on the CCEA website at www.ccea.org.uk

The school's policy will be supported through training provided by CCEA to Senior Leaders (Mr Perry and Mr Carrick) through the CIEA. They will disseminate this training to all teachers involved in producing Centre Determined Grades.

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

Appropriate Evidence

Breda Academy will use a range of key candidate evidence in arriving at Centre Determined Grades. In line with the Department of Education's High Level guidance and CCEA documentation (Alternative Awarding Guidance for Principals and Technical Questions and Answers), grades will be determined through a holistic consideration of key evidence and supported by, at most, three pieces of confirmatory evidence that may be submitted to CCEA if requested. The list below indicates the key evidence that will be considered:

- CCEA assessment resources for 2021;
- CCEA past papers;
- internal examinations, which relate to the CCEA specification;
- coursework or controlled assessments, even where not completed – if applicable to the subject;
- class tests, including those sat remotely under high supervision during school closure;

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

Breda Academy has also taken into account the information provided by CCEA about unit omissions before the cancellation of examinations. These are detailed on the Summer 2021 Information Pre-Examination Cancellation section of the CCEA website.

Breda Academy is taking account of disruption that students have faced to their learning as a result of COVID-19 by adapting the CCEA assessments to fit the assessment opportunity windows and reflect the level of teaching that students have received both in school and remotely. The Department of Education's High Level Guidance (February 2021) asserted that *'The Department's key priority is to ensure that young people who are taking qualifications in 2021 will not be disadvantaged by the COVID-19 outbreak.'*

Any adaptations that have been made will be recorded in the Centre Checklist and checklists for Heads of Department and teachers provided by CCEA, and will be based on the **CCEA Alternative Arrangements – Process for Heads of Centre**.

The table below outlines the subject specific evidence that will be used to inform a holistic Centre Determined Grades for students;

CCEA GCSE Courses	Evidence 1	Evidence 2	Evidence 3
GCSE Art	Unit 1A Controlled Assessment	Unit 1B AO2 & AO3 Controlled Assessment	Unit 1B AO1 Controlled Assessment
GCSE Child Development	Controlled Assessment	April Assessment 1	CCEA Assessment Resource
GCSE English Language	Unit 1 Assessment	Unit 3 Controlled Assessment	CCEA Assessment Resource
GCSE English Literature	Controlled Assessment	December Tracking Test	CCEA Assessment Resource
GCSE French	October Tracking Test	December Tracking Test	April Assessment
GCSE Geography	October Tracking Test	April Assessment 1	April Assessment 2
GCSE Health and Social Care	October Tracking Test	Unit 2 Controlled Assessment	CCEA Assessment Resource
GCSE History	October Tracking Test	December Tracking Test	April Assessment
GCSE LLW	Personal Development Assessment	Citizenship Assessment	CCEA Assessment Resource
GCSE Maths	December Tracking Test	April Assessment 1	April Assessment 2
GCSE Religious Studies	October Tracking Test	December Tracking Test	April Assessment
GCSE Science (Single Award)	CCEA GCSE Unit 2 external examination result	December Tracking Test	April Assessment

GCSE Science (Double Award)	CCEA GCSE B1&C1 external examination result	December Tracking Test	April Assessment
GCSE Technology and Design	December Tracking Test	Controlled Assessment	April Assessment
CCEA OS Courses	Evidence 1	Evidence 2	Evidence 3
OS Construction (Technology Dept.)	BJ AO1	BJ AO2 and CJ AO2	BJ AO3 and CJ AO3
OS Design and Creativity (HE Dept.)	Patisserie AO1	Patisserie AO2	Patisserie AO3
OS Engineering and Engineering Service (Technology Dept.)	CC and EW AO1	CC and EW AO2	CC and EW AO3
OS Environment and Society (T&T Dept.)	TG - AO1	TG - AO2	TG - AO3
OS Environment and Society (HE Dept.)	WICE AO1	WICE AO2	WICE AO3
CCEA AS Courses	Evidence 1	Evidence 2	Evidence 3
AS Art	Unit 1 AO1 Controlled Assessment	Unit 1 AO2 Controlled Assessment	Unit 1 A03 Controlled Assessment
AS Health and Social Care (Single Award)	Portfolio AS 1 (A, B, C Ei and Eii)	Portfolio AS 2 (A-D)	CCEA Assessment Resource
AS Health and Social Care (Double Award)	Portfolio AS 4	Portfolio AS 6	CCEA Assessment Resource
AS Moving Image Arts	Unit 1 A02a	Unit 1 A02b / A03	CCEA Assessment Resource
AS Technology and Design	December Tracking Test	Controlled Assessment	April Assessment

CCEA A2 Courses	Evidence 1	Evidence 2	Evidence 3
A2 Art	Unit 1 AO1 Controlled Assessment	Unit 1 AO2 Controlled Assessment	Unit 1 A03 Controlled Assessment
A2 English Literature	December Tracking Test	Unit 3 Controlled Assessment	CCEA Assessment Resource
A2 Health and Social Care (Single Award)	Portfolio A2 1	Portfolio A2 5	CCEA Assessment Resource
A2 Health and Social Care (Double Award)	Portfolio - A2 4	Portfolio - A2 5	CCEA Assessment Resource
A2 Moving Image Arts	Unit 1 A02a	Unit1 A02b / A03	CCEA Assessment Resource
A2 Religious Studies	October Tracking Test	December Tracking Test	April Assessment
A2 Technology and Design	October Tracking Test	Controlled Assessment	April Assessment

Candidates will be made aware of the evidence that will be used in confirming Centre Determined Grades.

The *Appropriate Evidence* section in this policy informs parents, carers and students of the evidence that subject departments and subject teachers will use to assign their Centre Determined Grades. This policy will be shared on Wednesday 21st April 2021 via the school website and the three specific pieces of evidence to be used will also be verbally communicated to students by their subject teachers.

Centre Determined Grades

Breda Academy 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.

Quality Assurance

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. 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.

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

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

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

Head of Centre Moderation and Declaration

Breda Academy undertakes to have a consistent approach across departments/subjects. The Senior Leadership Team 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 Senior Leadership Team will consider both the subject and centre outcomes based on the evidence available.

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

Access Arrangements and Special Consideration

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), Breda Academy 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 Joint Council for Qualifications (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, Breda Academy will take account of this when making judgements. Subject 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, or similar records. Breda Academy will ensure consistency in the application of special consideration by following the guidance on pages 4–7 of the JCQ document [A guide to the special consideration process, with effect from 1 September 2020](#).

Bias and Discrimination

Breda Academy will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

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

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

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

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

Recording Decisions and Retention of Evidence and Data

It is fundamental that subject 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.

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 school 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:

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

Confidentiality

Breda Academy will not disclose any candidates' Centre Determined Grades in advance of the official issue of results. This is in keeping with the school's GDPR policy and CCEA requirements.

Malpractice/Maladministration

Breda Academy 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 school 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 school submitting grades not supported by evidence or that they know to be inaccurate;
- school 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 school status.

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 Breda Academy.

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.

Breda Academy will also carefully consider the requirements of their centre policies, particularly in relation to the separation of duties and personnel to ensure fairness in later process reviews and appeals.

Internal Appeals Procedure Relating to Centre Determined Grades

A written internal appeals procedure will be available once the awarding bodies confirm their processes to permit candidates recourse in relation to the production of a Centre Determined Grade. Breda Academy's internal appeals procedure will be made available for staff, candidates and parents on the school website. It will outline the roles and responsibilities for school staff and will provide clarity on the various steps in the internal procedure. The various steps of the internal appeals procedure will be time bound and will be in line with CCEA requirements. Candidates will be updated at each stage and will be informed in writing of the outcomes and recourse procedures.

Requirements as a JCQ Registered Centre

Breda Academy 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

Controlled Assessment Policy

https://storage.googleapis.com/siteassetsswd/423/docletter/20210421013628_12_Breda_Academy_-_Controlled_Assessment_Policy.pdf

Internal Assessment Appeals Procedure

https://storage.googleapis.com/siteassetsswd/423/docletter/20210421013606_16_Breda_Academy_-_Internal_Assessment_Appeals.pdf