

Loreto Grammar School Omagh



Centre Determined Grades Policy (Abbreviated)

Summer 2021

Issued to Staff: 26/03/2021

Adopted by Board of Governors: 29/03/2021

Responsible: Principal Mrs S. Cullinan

Loreto Grammar School Omagh

Centre Determined Grades Policy Summer 2021

Rationale

Due to the ongoing health pandemic and by Formal Direction of the Minister of Education, formal examinations will not take place in 2021. The approach to awarding grades in Summer 2021 will be based on teacher professional judgements, with moderation.

In 2021, centres are asked to take account of a range of educational evidence relating to the performance of the individual candidates 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.

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.

This is different from 2020 when centres were asked to supply a centre assessed grade based on their judgement of the grade a student would have likely achieved if they had been able to complete examinations.

With the ongoing disruption to public health and educational norms caused by the Covid-19 pandemic, Loreto Grammar School is committed to ensuring that CCEA GCSE, AS and A Level grades based on teacher professional judgements, with moderation in 2021 will be valid and reliable, enabling progression for students.

In 2021 centres will submit a Centre Determined Grade for the following students:

- All AS and A' Level students
- GCSE Year 12 students

The Centre Determined Grades must be submitted to CCEA as follows:

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

The Policy should be seen alongside the following LGS Policies:

- Assessment Policy
- Blended/Remote learning Policy
- Conflict of Interest Policy
- Controlled Assessment Policy
- Coursework Policy
- GDPR Policy
- Internal Appeals Policy
- E Safety Acceptable Use of ICT Policy
- Examination Contingency Policy

All staff involved in centre determined grades will support the implementation of

alternative arrangements as set out by CCEA, including the CCEA review stage. Staff will familiarise themselves with all relevant guidance provided by CCEA, the JCQ requirements and the relevant centre policies.

Aims:

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.

Roles and Responsibilities

The Board of Governors will:

- Approve the Centre Determined Grades Policy for the Centre.
- Should the Head of Centre be unavailable to confirm the Centre Determined Grades, the school's Examination Contingency Plan will be enacted and the Chairperson will notify CCEA of arrangements. Appendix 3: Summary Examinations Contingency Plan.

The Head of Centre will:

- Have overall responsibility for the centre as an examination centre.
- Ensure the roles and responsibilities of all staff are defined.
- Confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff.
- Maintain accurate records of decisions made throughout the process in relation to students' Centre Determined Grades.
- 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.
- 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](#) (Appendix 7) GCSE, AS and A Level Awarding Summer 2021: Alternative Arrangements – Process for Heads of Centre first published 5 March 2021 32
- Manage any potential conflicts of interest in relation to the submission of Centre Determined Grades. Appendix 4
- Submit a declaration on behalf of the centre confirming that the Centre Determined Grades for candidates are a true representation of their performance.
- Work collaboratively with CCEA in terms of engaging with professional dialogue and the provision of evidence as requested.

The Senior Management Team / SENCO will:

- Provide support to staff involved in producing Centre Determined Grades.

- Ensure agreed access arrangements or reasonable adjustments are in place when assessments are being taken.
- Support the Head of Centre in the quality assurance of the final Centre Determined Grades.
- Have a role in achieving a consistent approach across departments and authenticating the preliminary outcomes in subjects where there is only one teacher.
- Act as Lead Assessors in their centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades and quality assure the process required to produce fair and robust judgements for Summer 2021.
- Provide support to students who normally have access arrangements or reasonable adjustments as per normal JCQ arrangements.

Heads of Department will:

- Support departmental staff and ensure all staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements.
- Oversee the process of allocating Centre Determined Grades within their department in line with school policy.
- Liaise with SMT regarding procedures and protocols for CDGs.
- Ensure that CCEA Head of Department Checklist / Evidence Grid is completed for each qualification that they are submitting: Appendix 5
- Oversee final submission of CDGs to SMT and to awarding bodies.
- Ensure secure storage of departmental evidence.
- Provide additional support and quality assurance measures for newly qualified teachers.
- Maintain accurate records of decisions made throughout the process in relation to students' Centre Determined Grades, recording how they have determined any impact of illness or personal circumstances and how this was incorporated into their judgement in the LGS Department Summary Assessment Record of Candidates: Appendix 6

Subject Teachers will:

- Ensure that they conduct assessments under the centre's appropriate levels of control and that they have sufficient evidence to support Centre Determined Grades for each candidate they have entered for a qualification.
- Adhere to school and departmental guidance to 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.
- Maintain accurate records of decisions made throughout the process in relation to a pupil's Centre Determined Grade.

***As part of the moderation process, the Senior Management Team may request individual candidate marks and grades allocated, as part of the evidence used to arrive at Centre Determined Grades.**

- Refer to the School's Covid-19 Records and Monitoring of Remote Learning.
- Contribute to the completion of the LGS Department Summary Assessment Record of Candidates: Appendix 6.
- Complete individual CCEA Candidate Assessment Record for students selected for Centre Sample, 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, recording how they have determined any impact of illness or personal

circumstances and how this was incorporated into their judgement in the CCEA Candidate Assessment Record: Appendix 7.

- Ensure that the Centre Determined Grade assigned to each candidate is a fair, valid and reliable reflection of the assessed evidence available for each candidate.
- Actively participate in internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Management Team as required.
- Securely store and be able to retrieve evidence to support their decisions.

CCEA Training, Support and Guidance

The knowledge, expertise and professionalism of the staff of **Loreto Grammar School** is central to determining Centre Determined Grades. **Staff of Loreto Grammar School Omagh** have engaged fully with all training and support that CCEA has provided, including web-based support and training.

The Principal and Vice-Principal have attended the CCEA Chartered Institute of Educational Assessors (CIEA) training and will act as Lead Assessors. They will disseminate the content of the programme to the members of the Senior Management Team and all teachers involved in producing Centre Determined Grades.

Appropriate Evidence

Departments in Loreto Grammar School will use the following 3 key pieces of evidence to arrive at Centre Determined Grades:

1. **Assessment 1**
2. **Assessment 2**
3. **CCEA Assessment Resources**

Departments may select other evidence (under certain circumstances) as indicated in Appendices 9a-9c.

A "breadth of evidence" from the sources outlined below in arriving at Centre Determined Grades can be used:

- Examination Board Assessment Resources for 2021;
- Examination Board Past Papers;
- Examination Board Specimen Assessment Material;
- Key Assessments (1 and 2), which relate to the Examination specification;
- Coursework or Controlled Assessments;
- Practical and Analysis Work – e.g. Performance in Physical Education;
- Year 11 evidence which could contribute to GCSE;
- AS or Year 13 evidence, where appropriate as recorded, to determine A2 Centre Grade;
- Class Tests;
- Homework*;
- Classwork;
- Assignments, including assignments completed during Remote Learning*.

The first part of the above list indicates the key high-value evidence advised for submission with Candidate Assessment Records. The *asterisked evidence may be submitted where further evidence is required.

Loreto Grammar School is taking account of disruption that candidates have faced to their learning as a result of COVID-19 by adapting Assessments to ensure that candidates will not be disadvantaged due to absence from face to face Teaching.

Subject Teachers at **Loreto Grammar School** will be transparent in sharing information on the evidence gathered to reach Centre Determined Grades (minus grade information) before the final submission date. The Examination Body will issue the final Centre Determined Grade on the specified dates.

Centre Determined Grades

Loreto Grammar School Omagh 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.

There is no prescribed weighting for any piece of evidence rather the Centre Determined Grade is the holistic judgement of the standard at which the student is performing.

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.

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 CCEA Head of Department checklist / Evidence, which will record any adjustments and relevant information.

Head of Centre Moderation and Declaration

Loreto Grammar School undertakes to have a consistent approach across departments/subjects. The Senior Management Team will carry out moderation, to include a review of marking and the internal standardisation arrangements, GCSE, AS and A Level Awarding Summer 2021: Alternative Arrangements – Process for Heads of Centre First published 5 March 2021 31 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 must be retained.

Access Arrangements and Special Consideration

In Loreto Grammar School lost teaching and learning is being addressed via the flexibility afforded to centres in the assessment methods used and in the content that will be assessed. Where candidates have agreed access arrangements or reasonable adjustments, Loreto Grammar School will make every effort to ensure that these arrangements are in place when assessments are being taken.

Where illness or other personal circumstances, covered by the JCQ guidelines, might have affected the candidate's standard of performance, Loreto Grammar School will take account of this when making judgements.

Confidentiality

Loreto Grammar 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.

Malpractice/Maladministration

Loreto Grammar 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.

Results

Loreto Grammar School adheres fully to JCQ procedures and protocols on the issue of results. Advice and guidance to students upon issue of results will be implemented by the centre. The JCQ document ***Notice to Centres - release of general qualification results, June 2021 examinations*** provides detailed information for heads of centres, senior leaders and examination officers.

Collaboration

Loreto Grammar School will liaise with professional colleagues in partner schools regarding evidence to support Centre Determined Grades, and that procedures have been followed in line with DE/CCEA guidance.

Arrangement for Centre Determined Grades for School-to-School Collaborating Pupils

1. In the host school, assessment evidence for the collaborating pupil is gathered as part of the process for the class group in which the collaborating pupil is studying the subject.



2. The assessment evidence is standardized and moderated within the host school in line with the school's CDG policy and CCEA guidance.



3. In the host school the Centre Determined Grade is assigned to the collaborating pupil as a member of the year group taking the subject.



4. The home school submits the CDGs for their collaborating pupils to CCEA.

Internal Appeals Procedure Relating to Centre Determined Grades

A written internal appeals procedure is available to permit candidates recourse in relation to the production of a Centre Determined Grade. Loreto Grammar School's internal appeals procedure is available for staff, candidates and parents on the centre website at www.loretogs.com. It outlines the roles and responsibilities for centre staff and provides clarity on the various steps in the internal procedure. 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

Loreto Grammar 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.

School Policies are available on the school website www.loretogs.com

JCQ related documents available on www.jcq.org.uk

Awarding organisation links are as follows:

CCEA related documents available on ccea.org.uk

Other Awarding Bodies

AQA: www.aqa.org.uk/2021-exam-changes

WJEC/Eduqas: <https://www.edugas.co.uk/home/summer-2021-information-and-updates/>

OCR: www.ocr.org.uk/everything-you-need-to-know-for-summer-2021/

Pearson/Edexcel: www.pearson.com/uk/educators/schools/update-for-schools.