

Approach to Centre Determined Grades for CCEA Qualifications

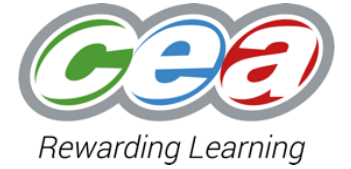
- Loreto Grammar School Omagh
- Summer 2021

Introduction



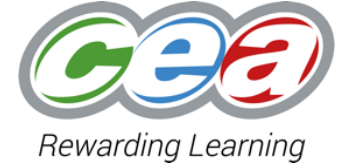
1. Overview of Awarding Grades Summer 2021
2. Loreto Grammar School's Centre Determined Grade Policy
(An abbreviated version of Policy is available on our school website. Full version available on request)
3. Evidence
4. Disruption to Teaching and Learning
5. Timelines

Terminology



Term	Meaning
Centre	School
Candidate	A student/pupil entered for a qualification: GCSE, GCE AS / A'Level.
Centre Determined Grades (CDGs)	Grades formulated by teachers and submitted to CCEA for Summer 2021
Awarding	The assigning of a final grade for a qualification
Specification	A document that sets out the details of content to be taught and all assessments for a qualification

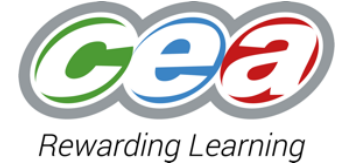
Overview



- This summer CCEA is asking schools to award a grade that reflects the standard at which a student is working, **assessed only on the specification content that the student/centre has covered**, so that the grade, reflects a student's knowledge, understanding and skills.
- These grades will be referred to as Centre Determined Grades (CDGs).
- No algorithm or statistical adjustment to grades will be involved this year.
- Grades will be based on teacher judgement using evidence selected by the centre, following the alternative arrangements process set out by CCEA.
- Grades submitted to CCEA are not final until they are released in August 2021 and may be subject to change.
- CCEA has stated that centres **cannot** share the centre determined grades they will submit with students in advance of them being issued by CCEA on results day (August 2021).



Loreto Grammar School's Centre Determined Grade Policy



It is a requirement of the CCEA process that we put in place a “Centre Determined Grade Policy” and are clear with students, parents and carers from the outset on:



Our school's approach to arriving at grades for students completing qualifications this summer

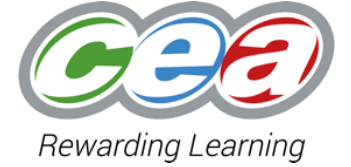


The type of assessment or evidence of a student's performance we will use to determine this grade



The contingency assessments or evidence we will use where the agreed evidence is not available for individual students.

Evidence



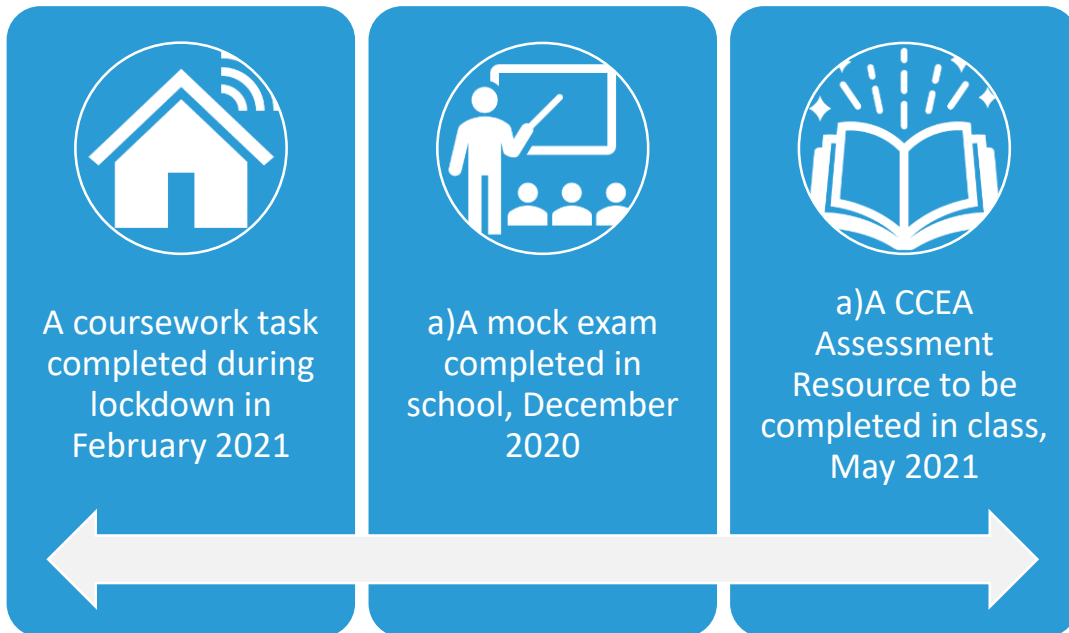
The CCEA process is clear on the evidence we should use to formulate a grade.

1. The grade assigned to a student must be based on the standard at which each student **is performing**.
2. 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.
3. To ensure fairness to all students, we have been asked to outline in our school's Centre Determined Grades policy the evidence we will use to inform grading decisions. **This must be applied consistently across all students entered for the same subject.**



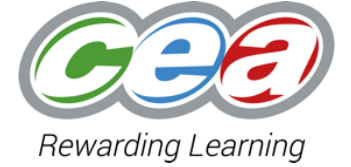
For example

- Each Department has discussed and agreed which assessment(s)/evidence are most appropriate for assessing the level of performance of their students taking into account disruption caused by the COVID-19 pandemic.
- Example:



- Grades for every student completing their GCSE, AS, A' Level this summer will be based on three key pieces of evidence.
- Evidence may vary for students who may have missed significantly more teaching and learning time and therefore have not covered the same amount of learning as the rest of the class.
- We cannot consider other sources of evidence solely on the basis that it may indicate a higher or lower result for a student.

Disruption to Teaching and Learning



- We appreciate all students across NI have had a level of disruption and we have adapted our approach to assessment to mitigate this disruption.
- There is flexibility in place to ensure no student is disadvantaged any further this year.
- Flexibility is **not** in place to allow teachers to pick and choose the pieces of evidence in order to maximise a student's attainment. This is to ensure fairness to all students across Northern Ireland.
- The next slide gives an example of this.

Disruption to Teaching and Learning



A class of 15 pupils are due to complete a GCSE with 3 units of work: Unit 1, Unit 2 and Unit 3.



Due to lockdown and school closures the class have missed face-to-face teaching of parts of the course and have only completed Units 1 and 2.





One pupil (Pupil A) has missed another 6 weeks of school on top of this due to illness and self-isolation and has only completed Unit 1.



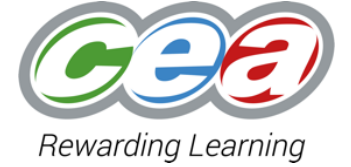
We must only assess our pupils on the parts of the course they have completed.



Therefore the school will base their Centre Determined Grades as follows:

Pupils	Full Class	Pupil A
Assessments/ Evidence based on	 Unit 1 and Unit 2	 Unit 1

Evidence



- Loreto Grammar School wants to ensure that we use the most appropriate evidence that reflects the attainment of all of our pupils and will use the following types of evidence:
- 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.



Contingency



- In exceptional cases (due to illness or adverse circumstances) where a pupil has been **more** significantly disrupted in comparison to other members of the class and the agreed evidence is unavailable we may also include additional pieces of evidence, for example:
 - Class Tests;
 - Homework*;
 - Classwork;
 - Assignments, including assignments completed during Remote Learning*.



We will not use/consider:

- Work/tasks completed with private tutors (except in the case of a Private Candidate)
- Work not aligned with the requirements of the CCEA specification
- Results of other external exams or qualifications e.g. Graded Music Exams

Rationale / Aims:

The purpose of this policy is:

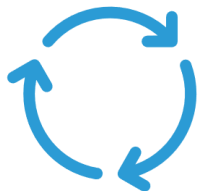
- to ensure that the effective operation of the Centre Determined Grades process produces fair, objective, consistent and timely outcomes within and across departments;
- to ensure that Centre Determined Grades are produced in line with the process as published by CCEA, using the professional judgement 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.



Appeals



- Similar to previous years there will be a process for students who would like a review of their results.
- This is called the Post-Results Service and provides an opportunity if an error is made for that to be rectified
- More information will follow on the CCEA Post-Results Service in the coming weeks.
- Loreto Grammar School will share the details and process for this with students, parents and carers as soon as it is published by CCEA.
- We will guide and assist students and parents through this process as we would in any other year.

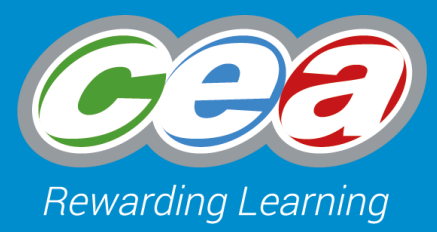


Timelines



The timelines for this process are as follows:

21 May 2021	Grades submitted to CCEA	A' Level and AS grades
4 June 2021	Grades submitted to CCEA	GCSE
10 August 2021	Results issued by CCEA	A' Level and AS
12 August 2021	Results issued by CCEA	GCSE



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