**Sperrinview Special School**

**Policy for Centre Determined Grades, Summer 2021**

Adopted by Board of Governors on 31/03/2021

Issued to staff on 14/04/2021

Responsible: Ruth Walker

**Statement of Intent**

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 guidance and information issued in relation to Summer 2021. 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.

**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. Internal deadlines relating to the steps of the CCEA have been set.

1. Guidance, Information and Readiness (March, April)
2. Evidence Gathering (March, April and May)
3. Centre Professional Judgement and Moderation (April and May)
4. Review of Evidence and Award (June and July)
5. Post-Award Review Service (August and September)

**Roles and Responsibilities**

Roles and responsibilities of **Sperrinview Special School** staff are outlined below:

The **Board of Governors** is responsible for approving the policy for producing Centre

Determined Grades and must notify CCEA of arrangements should the Head of Centre be unavailable to confirm the Centre Determined Grades.

The **Head of Centre, Miss Paula Jordan** has overall responsibility for the centre as an examinations centre and will ensure the roles and responsibilities of all staff are defined. The Head of Centre will confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff. The Head of Centre will ensure that the method of determining grades by the centre (in line with processes published by CCEA) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by CCEA.

The Head of Centre will work collaboratively with CCEA in terms of engaging with

professional dialogue and the provision of evidence as requested.

The **Senior 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, Senior Leaders or the Head of Centre validating the outcomes after comparing them with outcomes in associated subject areas where applicable.

Those 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, Ms Ruth Walker** 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.

**Teachers** are responsible for ensuring that they conduct assessments 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 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 Sperrinview Special Schoolis central to determining Centre Determined Grades.

**Training, Support and Guidance**

**Sperrinview Special School** will engage fully with all training and support that CCEA has provided, including web-based support and training. Further general and subject-specific support and guidance can be found on the CCEA website at www.ccea.org.uk

The centre policy will be supported through training provided by CCEA to Senior Leaders through the CIEA. Senior Leaders 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. **Ruth Walker** should be notified if no one from a department has been able to attend support meetings

and **she** will consider how this is addressed.

**Appropriate Evidence**

**Sperrinview Special School** will use the following candidate evidence in arriving at Centre Determined Grades. The first part of the list indicates the key evidence that will be considered, and the asterisked evidence will be used if key evidence is not available:

• coursework

* practical assessments

• homework and home learning\*;

• witness statements\*

**Sperrinview Special School** will base all evidence on the relevant CCEA qualification

specifications as set out in the CCEA Alternative Arrangements – Process for Heads of Centre. **Sperrinview Special School** has taken into account the information provided by CCEA about unit omissions before the cancellation of examinations.

**Sperrinview Special School is** taking account of disruption that candidates have faced to their learning a result of COVID-19 by **completing coursework in a shorter timeframe in class and taking account of relevant home learning.**

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. Candidates and their parents will be made aware of how grades are being determined via Seesaw.

**Centre Determined Grades**

**Sperrinview Special School** will determine grades based on evidence that reflects the standard at which a candidate is performing, i.e. their demonstrated knowledge, understanding and skills in regard to the specification content they have covered.

To make accurate judgements, teachers must have a clear understanding of:

• the range of skills, knowledge and understanding covered by the specification;

• the assessment requirements and the structure of the specification;

• the grade descriptions at key grades;

• the level of demand of the qualification assessments; and

• 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.

**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.

**[Refer to centre’s Assessment Recording and Reporting policy.]**

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**

**Sperrinveiw Special School** undertakes to have a consistent approach across

departments/subjects. **Ruth Walker** 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 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), **Sperrinview Special School** 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, **Sperrinview Special School** will take account of this when making judgements. 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. **Sperrinview Special School** will ensure consistency in the application of special consideration by following the guidance on pages 4–7 of the JCQ document A guide to the special consideration process, with effect from 1 September 2020.

**Bias and Discrimination**:

**Sperrinview Special School** will fulfil its duties and responsibilities concerning relevant equality and disability requirements. 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**

This section should include how decisions will be recorded for the appropriate stages of the process, as published by CCEA, to ensure accurate and safe retention of the evidence used to make decisions and the rationale for those decisions. For example:

It is fundamental that teachers and Heads of Department maintain records that show how Centre Determined Grades have been produced and internally standardised, including the rationale for decisions in relation to individual marks/grades. All evidence used to support the grade determined for each candidate will be retained electronically on the C2k network.

**[see Acceptable Use of the Internet.]**

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.

**Confidentiality**

**Sperrinview Special 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**

**Sperrinview Special School** will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA for investigation. There may be instances where the centre or individual teachers are put under improper pressure from a candidate or their parent/guardian to influence the decision-making on a grade. Any improper pressure must be reported to CCEA, who may investigate this as potential malpractice or maladministration.

Other examples of potential malpractice include:

* deception;
* improper assistance to a candidate;
* failure to appropriately authenticate a candidate’s work;
* over-direction of candidates in preparation for assessments;
* the centre submitting grades not supported by evidence or that they know to be

inaccurate;

* centres entering candidate(s) who were not originally intending to cash in a grade in the Summer 2021 series;
* failure to engage as requested with CCEA during the review stage of the process; and
* failure to keep appropriate records of decisions made and Centre Determined

Grades.

The consequences of malpractice or maladministration are as published in the JCQ

guidance Suspected Malpractice: Policies and Procedures, which is available on the

JCQ website, and include the risk of a delay to candidates receiving their grades, up to

and including removal of centre status.

**Conflicts of Interest**

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 Centredocument issued in March 2021.

**Sperrinview Special School** 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 is available to permit candidates recourse in relation to the production of a Centre Determined Grade. **Sperrinview Special School**’s internal appeals procedure is available for staff, candidates and parents on the centre website at **[insert** **link]**. It outlines the roles and responsibilities for centre staff and provides clarity on the various steps in the internal procedure. The various steps of the internal appeals procedure are timebound 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.

**Requirements as a JCQ Registered Centre**

Centres are required to review and adapt, where necessary, their current assessment and examination-related policies and procedures to the current situation. For example:

**Sperrinview Special 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.