



CAMPBELL
COLLEGE

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CENTRE DETERMINED GRADES POLICY

Written for the Academic Year 2020-2021.

This policy is written in line with CCEA and JCQ guidance.

Written:	February 2021
Approved by Board of Governors:	April 2021
Submitted to CCEA and JCQ for approval	April 2021

Other Associated / Related Documents:

- **2021 CDG Appeal Policy**
 - **(This will be produced when guidance is published by the relevant examinations board)**
- E-Safety and Acceptable Use Policy
- GDPR Policy
- Assessment, Marking and Homework Policy
- Controlled Assessment, Malpractice and Anti-Plagiarism Policy
- Positive Behaviour Policy
- Complaints Policy

Campbell College uses specifications from several examination boards including:

- CCEA
- WJEC
- AQA
- OCR
- Eduquas
- Edexcel

Any references to CCEA can be substituted by the relevant examination board as the portability of NI guidance has been acknowledged by JCQ and applies to NI students taking non-CCEA qualifications.

SECTION 1 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.

SECTION 2 GENERAL PRINCIPLES & PROCESS OVERVIEW

In place of CCEA examinations in summer 2021, a student's grade in a subject will be based on their school or college's professional assessment of the evidenced standard at which the student is performing. These will be known as **Centre Determined Grades**.

Teachers know and understand their students and are well placed to take forward these determinations. Additional support and training will be provided by CCEA to ensure grades are awarded fairly and consistently across Northern Ireland.

We will make evidence-based decisions about the grade we recommend our students be issued. Wherever possible, a breadth of evidence will inform the teacher's assessment of their students' grades. This may include the student's performance in any non-examination assessments (practical examinations, controlled assessment or coursework); other class tests and mock examinations, or any other work completed (for example practice examination questions, or extended essays).

CCEA will make available a set of assessments, which teachers can use with their students as part of their overall evidence. This will be called the **CCEA Assessment Resource (A full set of past papers)** and we will offer students the opportunity to take this (or parts of this) during April and May, so that time for teaching and learning is maximised before these are taken. This resource will be unseen, exam questions in the units or components they would have taken if the examinations had been held. (For other examination boards a past paper will be used where appropriate).

At GCSE, AS and A Level only the overall Centre Determined Grade for the full qualification will be awarded. Notional unit grades or marks will not be provided for individual units.

Students in Year 11 or below may **not** be entered or awarded GCSE qualifications in 2021. This is to ensure that students in Year 11 continue to study their GCSE qualifications throughout Year 12.

One exception which applies to CCB pupils will be permitted by the Examination Board:

- CCEA GCSE Mathematics where the student will be entered for CCEA GCSE Further Maths in 2022. This is because CCEA GCSE Mathematics is a pre-requisite for CCEA GCSE Further Maths.

CENTRE DETERMINED GRADES (CDGs)

NOTE: These are **different** from the Centre Assessed Grades from 2020.

Students will not have had the opportunity to be taught all of the content of the course, or will have been taught it remotely. Students cannot, therefore, be assessed on what they would have likely achieved if examinations had gone ahead – which is what teachers were asked in 2020 - because many students will not have covered all of the content that would have been required for the examinations due to the ongoing disruption.

To allow for this, the grades awarded in 2021 should be based on the **evidenced standard at which the student is performing – their demonstrated knowledge, understanding and skills in the content of the course they have covered.**

Some key points:

- schools can utilise evidence from the current period of remote learning, as well as when students return to school or college
- evidence generated later in the course is likely to be the most holistic so grades are not submitted to CCEA until towards the end of May 2021. These are the FINAL dates for submission, so data will have to be collected, checked and processed before these dates:
 - **AS and A2 is submitted by 21st May 2021.**
 - **GCSE grades submitted by 4th June 2021.**
 - These are **not** students' final grades and will be subject to an external quality assurance process
 - The Dates for English examination boards may be later, but their terms are different so we will work towards the NI dates given by CCEA.
- We will provide opportunities for every young person to progress and improve during the period of remote learning and when the school returns to onsite teaching so that the work they are doing can contribute to their grades
- We will assess the **evidenced** standard at which the student is performing, this means students **do not** have to have completed a specified amount of content, or demonstrate skills knowledge and understanding across every area of the specification as they would normally. In this way, we are taking account of differential learning loss, as some students have suffered more disruption to their learning than others.
- teachers cannot be asked to decide the grade a student might have achieved had the pandemic not occurred. That would put them in an impossible position, as they would be required to imagine a situation that had not happened. It would also mean that those who use the grades would not know whether the grade indicated what a student knew, understood or could do or, rather, what they might have known, understood or could have done, had things been different.
- **The grade has to be based on the evidence of students' work. The final grade is NOT simply a target grade, a CAT grade or a predicted grade (used for the likes of UCAS).**

Subject Specific Guidance can be found on:

- The CCEA website www.ccea.org.uk
- The WJEC website www.wjec.co.uk
- The AQA website www.aqa.org.uk
- The Eduqas website www.eduqas.co.uk
- The OCR website www.ocr.org.uk

PROCESS OVERVIEW

Alternative Awarding Arrangements 2021 – The Five Step Process



STEP 1 GUIDANCE, INFORMATION & READINESS

CCEA will provide support for schools and colleges on evidence gathering as well as moderation and internal standardisation of judgements based on a range of evidence to ensure the judgements made are objective and fair. This will include support from the Chartered Institute of Educational Assessors

STEP 2 EVIDENCE GATHERING AND PROVISION OF AN ASSESSMENT RESOURCE

We will give further opportunities for students to demonstrate what they know, understand and can do. Schools can use evidence of students' performance against the specification from any point in the course. In order to promote ongoing engagement by students in teaching and learning during the coming months, schools can utilise evidence from during the current period of remote learning, as well as when students return to school. To support the evidence gathering process, CCEA will provide an assessment resource for each subject. Students may sit the assessment resources or similar assessments during April and early May. It may be that an entire paper is taken, or the questions may be used in part to assess a student.

It is our decision at Campbell College that we will issue exam classes with a timetable of assessments and some guidance as to their content. The exact number of assessments in a subject may vary so as to minimise the impact of one high stakes assessment. The assessment timetable could be flexible, so we can adapt to any changes in attendance of circumstances as the term progresses.

STEP 3 CENTRE PROFESSIONAL JUDGEMENT AND MODERATION

We will draw on evidence which relates to the specification, including but in no way limited to, the use of the assessment resource to reach centre professional judgements (Centre Determined Grades) for each qualification.

Where there is more than one subject teacher in a department, the school will need to carry out an internal standardisation process and agree on the grades for all students within the centre who are taking that subject. To do this, teachers within a subject department will need to discuss the grading and come to an agreed view of the standard being applied within their centre. This may require the department to bring a student's grade(s) line with those of the other teachers.

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.

STEP 4 REVIEW OF EVIDENCE AND AWARD

Once the school has submitted their initial grades, CCEA will carry out a review of evidence before issuing awards. Throughout June 2021, Senior Examiners and Subject Officers in CCEA will carry out an external quality assurance process looking at the grades submitted by all schools and colleges and reviewing samples of students' work to make sure the grades submitted accurately reflect the evidence provided. All schools have been granted two exceptional closure days to help towards this process.

Our arrangements for comparing this year's grades at qualification level to results for previous cohorts in years where exams have taken place for Ofqual-regulated qualifications are compliant with those outlined in the JCQ guidance on the determination of grades for A/AS and GCSEs for summer 2021.

Grades for AS and A level qualifications are to be submitted by **Friday 21 May 2021**, and grades for GCSE qualifications are to be submitted by **Friday 4th June 2021**. These are **not** students' final grades and will be subject to an external quality assurance process.

NOTE: The final grade is awarded by the examination board.

STEP 5 POST AWARD REVIEW SERVICE

Following the distribution of results there will be a post-award review service to enable anyone unhappy with their grade to ask for a review of the outcome.

Students who are dissatisfied with their results may use the appeals process. This process will allow students to present evidence in challenge of the grades provided by their centre. Subsequently, appeals against centre process may be made to CCEA.

The appeals process will be detailed when the exam boards publish the guidance.

SECTION 3 CONFIDENTIALITY OF GRADES AND PROCESS

Final examination grades are awarded by the examination board(s) in August and cannot be discussed or released to students before that date.

Our arrangements for ensuring confidentiality of centre-determined grades for Ofqual-regulated qualifications and Qualifications Wales regulated qualifications are compliant with those outlined in the JCQ Guidance on Release of Results, June 2021.

Understandably, students and parents may want to know about their progress or what grade they are working at; however, the determination of Centre Determined Grades is a holistic process but based on evidence, so one piece of work may not be a final determinant of a potential grade. Also a mark or percentage in one piece of work does not necessarily indicate a final grade as questions in that assessment may not cover the full grade range.

It may be the decision of a department that intermediate results are not released, and we support that decision. Students should work hard, revise hard and do their best during each of the assessments. Teachers will mark any work accurately and their marking will ultimately be moderated and, where necessary, standardized.

If any member of staff or the College feels pressurized by a parent/guardian to release information of grades, this has to be reported to the relevant examination board.

SECTION 4

ROLES AND RESPONSIBILITIES

Roles and responsibilities of Campbell College 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 (Headmaster)** 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 the examination boards) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by the examination board. The Head of Centre will work collaboratively with the examination board(s) in terms of engaging with professional dialogue and the provision of evidence as requested.

The **Vice-Principal (Curriculum)** will provide direct support to Heads of Department regarding the process of developing Centre Determined Grades and ensuring the appropriate processes are followed.

The **Senior Leaders** will provide support to staff involved in producing Centre Determined Grades. They will support the Head of Centre and Vice-Principal 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.

This will be:

- The Headmaster
- The Vice-Principal (Curriculum)

Other colleagues will undertake the training within their capacity as Principal Examiners, including

- The Examinations Officer

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.

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. They must complete 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 knowledge, expertise and professionalism of the staff of Campbell College is central to determining Centre Determined Grades.

SECTION 5 TRAINING, SUPPORT & GUIDANCE

Campbell 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

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.

The Vice Principal should be notified if no one from a department has been able to attend support meetings and they will consider how this is addressed.

SECTION 6 APPROPRIATE EVIDENCE

The College may use the following candidate evidence in arriving at Centre Determined Grades:

- Any assessment resources for 2021;
- Past papers and past paper questions
- Mock examinations;
- Coursework or controlled assessments, even where not completed – if applicable to the subject;
- Use of AS material if appropriate (note that last year's AS results were generated through a different criteria);
- Class tests;
- Homework;
- Benchmarking Data (e.g. CAT scores)

Note that target grades and predicted grades (e.g. for UCAS) may be used in context, but will not be appropriate to provide evidence. Target Grades/UCAS predictions tend to be aspirational.

The College will base all evidence on the relevant CCEA qualification specifications as set out in the **CCEA Alternative Arrangements – Process for Heads of Centre** (or appropriate examination board guidance).

The College has 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.**

In taking into account the disruption that candidates have faced to their learning a result of COVID-19 students are still eligible to be assessed in the most appropriate modules; however, they will be offered the opportunity to take assessments in the omitted modules, should this be of particular benefit.

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 will be made aware of the assessed evidence that will be used in determining their grades – this is given in the guidance booklets specific to each year group: 11 (1-year Mathematics), 12, 13 and 14.

The evidence we use may need to vary for a given cohort depending on their level of entry and may also need to be adapted to take into account any lost time of special circumstances that a pupil (or group) have. Every effort is made to ensure evidence is consistent and equitable.

SECTION 7 DEVELOPMENT OF CDGs

Centre Determined Grades

Campbell 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 if required and will forward to their Head of Department/Subject Leader. Teachers will be required to enter data on assessment scores and possible grade levels as required into a central spreadsheet. 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.

Internal standardisation should include cross-checking of marking across the full range of marks and include candidates from each class. The Candidate Assessment 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

Campbell College undertakes to have a consistent approach across departments/subjects. Senior 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.

Senior Leaders 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

The 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, the College will take account of this when making judgements. 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.

The 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, with effect from 1 September 2020](#).

Bias and Discrimination

Campbell College will fulfil its duties and responsibilities concerning relevant equality and disability requirements. Senior Leaders 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 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 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 CCEA documentation must be fully and accurately completed and retained securely:

- Candidate Assessment Records*;
- Head of Department Checklists and Departmental Assessment Evidence Grid; and
- Head of Centre Declaration.

*NOTE – the relevant documentation is produced for the sample requested by the examination board as per their revised guidance.

Confidentiality

Campbell 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

Campbell 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.

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 the College.

For external candidates we will most likely ask the candidate to sit the assessment resource in full or as directed within guidance.

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 Centre** document issued in March 2021. Likewise, the relevant procedures will be followed for all examination boards.

The 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

A written internal appeals procedure is available to permit candidates recourse in relation to the production of a Centre Determined Grade. **The College's** internal appeals procedure is available for staff, candidates and parents on the centre website at www.campbellcollege.co.uk or by contacting the College directly. (This will be available following publication of results and when the relevant exam boards have produced guidance and information on the appeals procedure).

This will outline 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 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

Campbell 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 is available by contacting the College.

Requirements as a JCQ Registered Centre

The 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

These are detailed at the start of this policy.

The booklets giving the assessments plans are also available and have already been sent to parents via ParentMail (along with an offer to collect hard copies).

NOTE

Because of the ever changing nature as we travel through this pandemic, if it is ever necessary to alter or update this policy, the latest version will always be available by contacting the College.

Similarly, following submission to CCEA and JCQ, any updates will be made as directed and the latest copy made available.