

St Mary's College

Centre Number: 71873

Policy for Centre Determined Grades, Summer 2021

Adopted by the Board of Governors	21st April 2021
Issued to staff	21st April 2021
Responsible for policy	Mr Brendan McGinn, Head of Centre

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.

References to centre and Head of Centre in this document are in line with JCQ examination centre terminology.

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 process are provided in Appendix 4.

Roles and Responsibilities

Roles and responsibilities of St Mary's College staff are outlined below:

1. 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.
2. The **Head of Centre** 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.

3. The **Senior Leadership Team** 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. Members of the SLT will be dedicated to specific departments (SLT links) and will liaise closely with them throughout the process. Regular communication, meetings and reports with the Head of Center will take place to ensure there is effective monitoring of departmental work and progress throughout this process.

4. 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 overall Lead Assessor is the Head of Centre supported by the Acting Vice Principal for Senior School.
5. The **Examinations Officer supported by the Head of Centre and administration staff** are 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. They will also ensure that they know, understand and can use the CCEA Centre Manager Applications. The Head of Centre 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 supported by the Head of Centre and administration staff are responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.

6. **Heads of Department supported by SLT and the Head of Centre** 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.
7. **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. Teachers 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. The centre will ensure records are kept using the Candidate Assessment Record templates provided by CCEA, 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. Instructions on how to do this will be provided to them by the Head of Centre. The CCEA Candidate Assessment Records will be required for the candidates sampled by CCEA.

The knowledge, expertise and professionalism of the staff of St Mary's College is central to arriving at Centre Determined Grades.

Training, Support and Guidance

Teachers involved in determining grades must attend any centre-based training provided.

St Mary's 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 Head of Centre should be notified if no one from a department has been able to attend support meetings and he will consider how this is addressed.**

Appropriate Evidence

St Mary's College 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:

- Performance in CCEA assessment resources for 2021;
- Performance in CCEA past papers;
- Performance in mock examinations, which relate to the CCEA specification;
- Performance in coursework or controlled assessments or other assessments required for the qualification even where not completed – if applicable to the subject;
- Performance in class tests;
- Records of each student's performance throughout their study;
- Performance in any class assessments taken throughout their study;
- Performance in units sat prior to Summer 2021;
- *Performance in work deemed reliable and informative including homework, work from remote learning, class tests & assessments from term one, portfolio / coursework (even if incomplete) and any form of pupil work that the teacher deems to be reliable.

To ensure a consistency in approach, and that the school is able to validate the Centre Determined Grade Process, St Mary's College will use a broad evidence framework with the focus on high quality evidence completed under high control (see appendix 5). This framework is able to be applied to the vast majority of subjects and will result in four pieces of evidence being considered to arrive at an overall grade.

In a small number of subjects, there will be flexibility shown due to the nature of the subject. For example, a subject may have had their examination unit omitted and the remaining unit is a large coursework unit, normally a year's work. In this instance, this unit will be accepted as the sole piece of evidence.

IMPORTANT

In the event a pupil has **insufficient evidence in a subject** as a result of disruption to their school work or valid reasons for not attending school (evidence in this instance is based on the agreed department approach), opportunities will be created to allow that pupil to generate new evidence (controlled mop up sessions will be held) **or** the Head of Department in conjunction with the SLT link / Head of Centre will review / revisit the areas of the whole school evidence formula that have not yet been considered by the teacher e.g. previous classwork including homework and any form of assessment that the teacher deems reliable and informative. In some instances, this may result in three pieces of good quality evidence. This will be accurately noted in the pupil's Candidate Assessment Form.

The School's Evidence Formula

Compulsory

1. *CAR assessment (relevant to what has been studied, to be completed after Easter: high control / high value evidence)
2. Most recent Christmas subject grade (Mock): high control / high value evidence (or a second CAR as an equivalent)

*In some instances, guidance from CCEA may give an equivalent in the event the unit / content reductions announced in October has removed the examination element from a subject e.g. coursework-based CAR or a significant piece of work that may be the sole piece of evidence

Choose one assessment from the following:

1. Controlled assessment or coursework (even if incomplete at time of teacher assessment)
2. Most recent Christmas subject grade (Mock)
3. An assessment / equivalent or a series of assessments completed prior to Christmas 2020 (term one of Year 12) directly related to the course syllabus. This may include the October assessment. It is recommended this type of assessment is medium to high value / control
4. A series of short assessments (3 recommended / after Easter / high control / high value evidence) using CCEA based exam material and be directly connected to the unit being targeted for assessment.

Choose one supplementary assessment from the following (or another from above):

- Record of each student's performance throughout their study including remote learning (likely to be an average of the scores achieved)
- For Year 12 pupils, it may be possible to use the Year 11 Christmas Grade if the paper has been based on a CCEA past paper or questions
- For Year 14 pupils, there is the possibility of using Year 13 evidence but please bear in mind the level of challenge between both years and the weighting for assessment. *You are not permitted to use the AS grade itself*
- Any other form of assessment you consider to be representative of a pupil's standard and related specifically to the specification (including an additional one from above)

PLEASE SEE APPENDICES 1 – 3 TO VIEW THE EVIDENCE TO BE USED IN EACH SUBJECT AREA AT GCSE, AS & A2 LEVEL.

Period of Assessment, Conduct of the Centre Assessment Resources & In class Assessments and Access to Candidate Assessment Forms

To ensure there is a robust, fair and reliable process in place, the following will be adhered to throughout for remaining assessments in term 3:

- All Centre Assessment Resources will be used between 21st April and the 14th May. The week beginning 17th May will be used as a mop-up period for pupils who have missed assessments although this may be arranged at an earlier date;
- A timetable of assessments will be published to pupils in advance to ensure they are taken over a period of time. All assessments will take place in-class and the subject teachers will not supervise their own classes;
- Centre Assessment Resources will be accessed by staff under controlled conditions with no physical copies made until the resources have been amended or checked by the Head of Department. The photocopying, storing and distribution of Centre Assessment Resources will also be controlled (storage will be under lock and key) with limited access to resources and mark schemes in the C2K private folders;
- Candidate Assessments Forms will only be accessed electronically by the subject teacher, Head of Department, SLT link and Head of Centre. No physical copies will be made of them;
- 7th, 17th & 18th May will be dedicated to the standardisation / moderation of pupil work.

St Mary's College will base all evidence on the relevant CCEA qualification specifications as set out in the **CCEA Alternative Arrangements – Process for Heads of Centre**.

St Mary's 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.

St Mary's College will take into account of disruption that candidates have faced to their learning a result of COVID-19 by ensuring the omissions announced by CCEA in term one are considered by all subjects. Further amendments to units will be made on a one-to-one basis and these will be recorded explicitly on the Candidate Assessment Forms. As part of this process, Staff will access attendance records and review the impact school absence has had on the relevant pupils.

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**.

Informing Pupils & Parent(s) / Guardian(s)

St Mary's College will issue to every pupil a comprehensive and easy-to-follow guide on how the Centre determined Grade process will work including a breakdown of what each subject will look for in terms of evidence. This will be distributed to pupils to take home, with each pupil signing a form evidencing the collection of this important information. All parents / guardians / carers will be contacted via text about this process.

Centre Determined Grades

St Mary's 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 Records (see Appendix 6) for each pupil in their class electronically. All teachers will use the dedicated secure area for recording information on the Candidate Assessment Forms and to ensure all relevant areas of the CARs are complete in order to support the CCEA Review of Evidence and Award process. This process will be checked by the Heads of Department and the SLT links. 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 will include cross-checking of marking across the full range of marks and include candidates from each class. Depending on the size of the cohort it will include sampling a range of grades and evidence to ensure there is a consistency of marking that is reflective of the standards outlined by CCEA. The Candidate Assessment Records (see appendix 6) will 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. The Head of Department may consult / seek advice from their Senior Leadership Team link.

Head of Centre Moderation and Declaration

St Mary's College undertakes to have a consistent approach across departments/subjects. The Senior Leadership Team supported by the Head of Centre 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), **St Mary's 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, **St Mary's College** 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.

St Mary's 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

St Mary's College will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

The Head of Centre and Acting Vice Principal for Senior School 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. All staff will work within the guidelines as set out in our Acceptable of Digital Technologies policy.

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:

1. CCEA Candidate Assessment Records;
2. CCEA Head of Department Checklists and Departmental Assessment Evidence Grid; and
3. CCEA Head of Centre Declaration.

*See Appendix 6 for bullet point 1 & 2

Confidentiality

St Mary's 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

St Mary's 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 **St Mary's College**.

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.

St Mary's 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 centre's** internal appeals procedure is available for staff, candidates and parents on the centre website at **www.stmarysderry.com**. 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

St Mary's 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

Examination Policy which contains the internal appeals procedure in the event a parent / guardian / pupil wishes to challenge the grade(s) awarded.

Appendix 1

Evidence for GCSE Subjects	Art & Design	Business Studies	Child Development	Design & Technology	English Language	English Literature	French	Geography	H & S Care	History	Irish	LLW	Maths	Music	Occupational Studies	PE	RE	DA Science	TA Science
CCEA assessment resources (CARs)		✓	✓	✓	✓ 2	✓	✓ 2	✓ 2	✓	✓	✓ 2	✓	✓	✓		✓	✓	✓	✓
Performance in any mock examinations taken	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓		
Performance in CCEA past paper questions and mark schemes		✓ 2	✓			✓ 2	✓	✓	✓	✓	✓	✓				✓	✓	✓ 3	✓ 2
Performance in class tests			✓				✓			✓	✓	✓	✓						
Records of each student's performance throughout their study															✓				
Units sat prior to Summer 2021 (including Year 11)										✓			✓						
Controlled assessments/coursework or other assessments required for the qualification	✓ 2			✓ 2	✓				✓					✓ 2	✓	✓			
Performance in any class assessments taken throughout their study															✓				

Appendix 2

Evidence for AS Subjects	Art & Design	Business Studies	Design & Technology	English Literature	Geography	H & S Care	History	Science: Physics	Science: H & LS
CCEA assessment resources (CARs)		✓	✓	✓	✓ 2		✓	✓	
Performance in any mock examinations taken	✓	✓	✓	✓	✓		✓	✓	
Performance in CCEA past paper questions and mark schemes				✓ 2	✓		✓	✓ 2	
Performance in class tests		✓					✓		
Records of each student's performance throughout their study									
Units sat prior to Summer 2021									
Controlled assessments/coursework or other assessments required for the qualification	✓ 2	✓	✓ 2			✓ *			✓ *
Performance in any class assessments taken throughout their study									

* = Evidence submitted will be coursework based due to CCEA omissions. This has cleared by CCEA and will be accepted as the sole or a substantial piece of evidence due to the heavy content involved.

Appendix 3

Evidence for A2 Subjects	Art & Design	Business Studies	Design & Technology	English Literature	Mathematics	H & S Care	History	Religion	Science: H & LS
CCEA assessment resources (CARs)		✓ 2		✓	✓		✓	✓ 2	✓
Performance in any mock examinations taken	✓	✓	✓	✓	✓		✓	✓	
Performance in CCEA past paper questions and mark schemes				✓ 2	✓		✓		✓
Performance in class tests							✓		
Records of each student's performance throughout their study								✓	
Units sat prior to Summer 2021									
Controlled assessments/coursework or other assessments required for the qualification	✓ 2	✓	✓ 3 *			✓ *			✓ *
Performance in any class assessments taken throughout their study			✓						

* = Evidence submitted will be coursework based due to CCEA omissions. This has cleared by CCEA and will be accepted as the sole or a substantial piece of evidence due to the heavy content involved

APPENDIX 4**FIVE STEP AWARDING PROCESS**

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. Centre fully participates in support offered by CCEA and other partner bodies, such as EA and CCMS.	Centre Leadership Team, Heads of Department (HoD) and teaching staff	February
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Centre Leadership Team, HoD and teaching staff	March
		Centre 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.	Centre Leadership Team	April
		Preliminary consideration of value of available evidence	Centre Leadership Team and HoD	March
2	Evidence Gathering and Provision of Assessment Resource (March, April and May)	Completion and marking of defined assessments in line with centre policy; for example, this could comprise CCEA assessment resources which will be available from April 2021.	Centre Leadership Team, HoD and teaching staff	April/ May
		All other available evidence collated and documented	Centre Leadership Team, HoD and teaching staff	May
3	Centre Professional Judgement and Moderation (April and May)	All available evidence moderated in line with centre policy	Centre Leadership Team, HoD and teaching staff	May
		Any potential bias in Centre Determined Grades and outcomes considered	HoD and teaching staff	May
		Centre Determined Grade outcomes reviewed by senior leadership teams	Centre Leadership Team	May
		Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre	May & June

Step and Indicative Timeframe		Activity	Personnel	Internal Deadlines
4	Review of Evidence and Award (June and July)	Centre evidence and grade outcomes reviewed	CCEA personnel	May
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA personnel	June
		Where CCEA still has concerns, there will be engagement with the centre and, in some cases, this may require the centre to re-run their grading process.	Head of Centre and CCEA personnel	June
5	Post-Award Review Service (August and September)	After the issue of results, students will have the right to appeal to their centres and to CCEA.	Head of Centre and CCEA personnel	August / September

APPENDIX 5

DEFINITIONS OF LEVELS OF CONTROL

Levels of control for the conditions under which students have completed assessments that are internally marked in school are defined as High, Medium and Limited at GCSE. These definitions also align with the conditions of control for GCE and other CCEA qualifications. In recording the levels of control for evidence to be used in Centre Determined Grades for Summer 2021, the following should be used.

High	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none"> • all students are within direct sight of the teacher/supervisor throughout the session(s); • display materials which might provide assistance are removed or covered; • there is no access to email, the internet or mobile phones; • students complete their work independently; • interaction with other students does not occur; and • no assistance of any description is provided.
Medium	<p>Students do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres should ensure that:</p> <ul style="list-style-type: none"> • there is sufficient evidence to ensure that the individual work can be authenticated; and • the work an individual student submits for assessment is their own. <p>If work has been completed in groups, teachers must ensure that they can determine and assess the individual student's contribution to the work. If work has been completed remotely, it may be useful to ask questions about what they did and how/why they did it, to help authenticate the work.</p>
Limited	<p>Work is completed without any direct supervision and would not normally contribute to assessable outcomes.</p>

For more information, see the [Summer 2021 Assessment Arrangements](#) page on the CCEA website.

APPENDIX 6

Head of Department Checklist

This must be completed for the overall cohort, one for each subject at each qualification level.

Centre Name:	...
Centre Number:	...
Specification Title/Code:	...
Level:	...

The Head of Department must complete the following checklist before submitting subject outcomes for internal centre moderation.

Checklist	Y/N
1. Candidates' grades have been determined using the evidence identified. If requested by CCEA, the Candidate Assessment Record and evidence will be completed and provided for review.	...
2. The evidence has been authenticated as the candidates' own work.	...
3. Internal standardisation has been completed in line with the School Assessment and Centre Determined Grades policies. Records have been retained detailing all staff involved in the process, work reviewed, judgements and adjustments made as a result of internal standardisation. These records are readily available.	...
4. Consideration has been given to ensure that judgements are fair, free from bias and compatible with legislative requirements in respect of equality and discrimination.	...
5. Where applicable, the candidates were given their approved access arrangements while producing the evidence contributing to the final grade, and the access arrangements have been documented.	...
6. Where applicable, special consideration was given to the candidates if they were disadvantaged when producing their evidence contributing to their final grade, according to the JCQ Special Consideration Guidance, and this has been documented.	...
7. Subject cohort outcomes have been compared with those of previous years, and any significant changes can be justified with evidence.	...
8. The Centre Determined Grades for this subject have been signed off as accurate by the Head of Department and one other teacher within the subject. (The Head of Centre may provide the second signature where there is a one-teacher department.)	...
Provide detail and justification where you have indicated 'N' to any of the above:	
...	
<div style="display: flex; justify-content: space-around; height: 40px;"> </div>	
Head of Department:	...
Date:	...

Departmental Assessment Evidence Grid

This must be completed by the Head of Department for the overall cohort, one for each subject at each qualification level.

Please detail the assessments used for the subject cohort (for example CCEA assessment resource, mock examination, controlled assessment and/or homework).

This document must be completed for subjects requested for review by CCEA. Please indicate which assessment objectives were covered, as relevant, in each piece of evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control. A definition of [levels of control is provided](#) (see appendix 5)

Please input the specification unit number to which the assessments relate.

			Assessment 1	Assessment 2	Assessment 3	Assessment 4
Type of Assessment			...	...	...
Level of Control H, M, L			...	...	...
Unit 1	AO1	Y/N	...	...	...
	AO2	Y/N	...	...	...
	AO3	Y/N	...	...	...
	AO4	Y/N	...	...	...
	AO5	Y/N	...	...	...
Unit 2	AO1	Y/N	...	...	...
	AO2	Y/N	...	...	...
	AO3	Y/N	...	...	...
	AO4	Y/N	...	...	...
	AO5	Y/N	...	...	...
Unit 3	AO1	Y/N	...	...	...
	AO2	Y/N	...	...	...
	AO3	Y/N	...	...	...
	AO4	Y/N	...	...	...
	AO5	Y/N	...	...	...
If an assessment objective has been omitted at cohort level and/or further adaptations to assessments have been made, please briefly outline the reasons why: ...						
Head of Department:			...			
Signature:			...	Date:	...	

Sample Candidate Assessment Record

Records must be retained by the centre containing the information below, in Candidate Assessment Records or similar records. The CCEA assessment record provided below must be submitted for candidates selected for CCEA sampling.

Candidate Name:	
Candidate Number:	
Centre Name:	
Centre Number:	

Select Level:	GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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Section 1: COVID-Related Disruption – Learner Context		Y/N
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID-19, <u>when compared with</u> their class peers?		
Was there any other specific disadvantage considered for this candidate in arriving at their Centre Determined Grade, when compared with their class peers?		
If 'yes', please provide details of the action taken to ensure the candidate was not disadvantaged (for example, content reduction):		

Section 2: Access Arrangements and Special Consideration		Y/N
Is the candidate entitled to access arrangements?		
Were the approved access arrangements in place during the assessments used in candidate evidence?		
Please provide details:		
Record any enhancements to the mark as a result of a special consideration in line with JCQ – A Guide to the Special Consideration Process .		Tariff
Reason for Special Consideration tariff:		

Candidate Assessment Record (continued)

Section 3: Subject-Level Assessment of Individual Candidate Evidence

Record student attainment for each of the assessments contributing towards the overall grade awarded. Attainment for each assessment may be captured by recording marks in percentages and/or grades.

Date of Assessment	Mark %	Grade
Assessment 1		
Assessment 2		
Assessment 3		
Assessment 4		
Overall Grade Awarded		

Please provide any additional information that you feel is relevant to support the grade awarded. In line with your policy, this should include justification of any discretionary variation from the **Departmental Assessment Evidence Grid** (maximum 50 words):

Candidate Assessment Record (continued)

Section 4: Teacher Checklist Please indicate that you have complied with the conditions outlined below (Y/N). For Conditions 3 and 4, indicate Y, N or N/A.	
Compliance conditions	
1. The grade for the candidate has been determined on the basis of the evidence produced by the candidate and available to me.	
2. The grade awarded has been determined using only the evidence detailed in the Departmental Assessment Evidence Grid. Justification for the need to use any alternative evidence has been provided in Section 3, as per centre policy.	
3. Where applicable, the candidate was given their approved access arrangements while producing the evidence contributing to the final grade, and the access arrangements have been documented.	
4. Where applicable, special consideration was given to the candidate according to the JCQ Special Consideration Guidance, if they were disadvantaged when producing their evidence contributing to their final grade, and this has been documented.	
5. Consideration has been given to ensure that judgements are fair, free from bias and compatible with legislative requirements in respect of equality and discrimination.	
6. To the best of my knowledge, the assessment evidence used to contribute to the candidate's overall subject grade is the candidate's own work.	

Teacher Signature:		Date:	
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