

St. Joseph's Grammar School

Centre Determined Grades Policy 2021



Centre Number
71639

Ratified by the Board of Governors on 20th April 2021

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| Signature 1: | |
| Signature 2: | |

Adopted by Board of Governors: 20th April 2021

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Context

Due to the ongoing public health crisis caused by the Coronavirus pandemic, the Minister of Education Peter Weir announced that all public exams scheduled to take place in 2021 would be cancelled.

An alternative approach to awarding grades in 2021 has been developed, led by CCEA in conjunction with the Department of Education.

The process to be adopted by schools in 2021 is intended to produce Centre Determined Grades (CDGs). It is based on teacher professional judgement, underpinned by evidence of the standard at which each pupil is performing in the context of each qualification they have been entered for with CCEA. This approach is different from the process adopted in the first year of the pandemic, 2020, when Centres were required to supply a centre assessment grade based on the teacher's judgement of the grade a student would most likely have achieved had the public exams proceeded as normal.

Therefore, the approach adopted for all Centres this year is different to that of 2021.

St Joseph's Grammar School is committed to ensuring that CCEA GCSE, AS and A Level grades based on teacher professional judgements as well as moderation by the exam board CCEA, will be valid, reliable and will reflect the standard at which each student is performing in each of the qualifications for which they have been entered.

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 are in line with JCQ examination centre terminology.

GCSE, AS and A Level Awarding Summer 2021:

Alternative Arrangements – Process for Heads of Centre

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 below.

Five Step Awarding Process for Centre determined Grades 2021:

| | Step and Indicative Timeframe | Activity | Personnel | Internal Deadline |
|---|--|--|--|--|
| 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 | Centre Leadership Team, Heads of Department (HoD) and teaching staff | By end of w/b 12 th April 2021 |
| | | Centre agree the quality assurance process to ensure consistency across teachers, subjects and departments INSERT | Centre Leadership Team, HoD and teaching staff | By end of w/b 5 th April 2021 |
| | | Final draft of Centre Policy for awarding Centre Determined Grades developed, documented and shared with all staff. Policy to be sent to CCEA by 23 rd April 2021 for review at grade submission stage. | Centre Leadership Team | By end of w/b 19 th April 2021 |
| | | Preliminary consideration of value of available evidence. | Centre Leadership Team and HoD | Line manager meetings March and April 2021 |
| 2 | Evidence Gathering & Provision of Assessment Resource (March, April, May) | Completion and marking of defined assessments in line with the Centre's Policy. | Centre Leadership Team, HoD and teaching staff | See Appendix 1- Timeline |
| | | All other available evidence collated and documented | Centre Leadership Team, HoD and teaching staff | |

| | Step and Indicative Timeframe | Activity | Personnel | Internal Deadline |
|---|--|--|--|---|
| 3 | Centre Professional Judgement and Moderation (April & May) | All available evidence moderated in line with Centre Policy | Centre Leadership Team, HoD and teaching staff | See Appendix 1 |
| | | Any potential bias in CDGs and outcomes considered | HoD and teaching staff | Staff Training on: <ul style="list-style-type: none"> ▪ Mon 8th Mar 21 ▪ Thur 18th Mar 21 ▪ Thur 1st April 21 |
| | | CDG outcomes considered by the Leadership Team | Centre Leadership Team | AS/A Levels at Line Manager meeting on w/b 17 th May 21 GCSEs at Line Manager meeting on 1 st June 21 Head of Centre and Vice Principals' final review on Tues 2nd June 21 |
| | | Head of Centre signoff and submission of CDGs | Head of Centre | AS & A2: 2 days prior to upload on 19th May 20 GCSE: 2 days prior to upload 2nd June 2021 |
| 4 | Review of Evidence and Award (June and July) | Centre evidence and grade outcomes reviewed by CCEA personnel | CCEA Personnel | June/July |
| | | If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed | CCEA Personnel | June/July |
| | | 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/July |
| 5 | Post-Award Results Service (August and September) | | | August into September |

Roles and Responsibilities

Roles and responsibilities of St Joseph's Grammar School, Governors and Staff in relation to the process for Centre Determined Grades are outlined below:

The Board of Governors

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

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.

The Senior Leadership Team & Vice Principals

The Senior Leadership Team and Vice Principals are responsible for

- The Senior Leadership Team will provide support to staff involved in producing Centre Determined Grades.
- The Senior Leadership Team will assist in the training of Heads of Department for the process of arriving at Centre Determined Grades
- The Senior Leadership Team will ensure there is consistency of approach across all departments in the process to be adopted
- The Senior Leadership Team will support the Heads of Department with appropriate statistical analysis so as to support Centre Determined Grade judgements
- The Senior Leadership Team will support the Head of Centre in the quality assurance of the final Centre Determined Grades.
- The Senior Leadership Team 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. These members of staff will also

provide training and guidance to colleagues within the Centre and in particular to single member departments.

The Principal Mrs Donnelly and Vice-Principal Mrs MC Court have attended the CCEA Chartered Institute of Educational assessors (CIEA) training and will act as Lead Assessors. Relevant information from the CIEA training programme will be distilled and disseminated to Centre staff.

The Examinations Officers

The Examinations Officers are responsible for:

- ensuring accurate and timely entries are submitted to CCEA.
- ensuring that all information from CCEA is shared promptly with all relevant staff.
- The Examinations Officers will ensure that they know, understand and can use the CCEA Centre Manager Applications in relation to their respective roles.
- Collating applications for Special Consideration
- Oversight of the implementation of Special Consideration tariffs in agreement with the Vice Principal - Curriculum
- The administration of Access arrangements through liaison with the SENCOs
- 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 dates for Summer 2021.
- The administration of the final Centre Determined Grades across all awarding bodies and for the management of the post-results service within the school

The Examinations Officers are responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.

Heads of Department

The Heads of Department are responsible for:

- Supporting and guiding departmental staff in the processes for production of CDGs
- Overseeing the process of allocating Centre Determined Grades within their department and in line with the school policy
- Liaising with Line Managers in the Senior Leadership Team regarding procedures and protocols for CDGs
- Completing a Departmental Assessment Plan for their department and lodging a copy with the Head of Centre
- Ensuring staff within their departments conduct assessments under the appropriate levels of control and have all necessary information needed to make accurate and fair judgements
- Maintaining departmental records of assessment evidence, standardisation and moderation processes
- Managing and collating and transferring to the Examinations Officer departmental evidence to be stored in the examination store
- Managing and collating any additional evidence beyond CCEA requirements in secure storage with their own department
- Completing internal grade spreadsheet for each cohort by the date set

- Transferring files of evidence to the Examinations Officer for secure storage by the date set.
- Overseeing transfer of marks to Examinations Officers for uploading to CCEA by internal deadlines set
- Ensuring that a Head of Department Checklist is completed for each qualification that they are submitting.

Subject Teachers

The knowledge, expertise and professionalism of the staff of St Joseph's Grammar School is central to determining Centre Determined Grades.

Subject Teachers are responsible for:

- Ensuring that they conduct assessments including the optional assessment resource (CAR) under the Centre's appropriate levels of control, where it is safe to do so
- Maintaining records of assessments/evidence in line with school policy to support Centre Determined Grades for each candidate they have entered for a qualification
- Collating sufficient evidence in line with Centre policy to support the Centre Determined Grades for each candidate they have entered for a qualification
- Adhering to school and departmental guidance to support the Centre Determined Grade they assign to each candidate they have entered for a qualification
- Adhering to school and departmental policy to ensure that the Centre determined Grade they assign to each candidate is a fair, valid and reliable reflection of the assessed evidence for each candidate
- Ensuring that assessment evidence is in line with their Departmental Assessment Plan. This will 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.
- Ensuring that they have sufficient evidence to support their grading judgements, in line with the centre policy, procedures and protocols
- Actively participating in internal standardisation and moderation of candidates' work, in conjunction with departmental colleagues and SLT as required
- Storing securely and retrieving as requested all relevant evidence to support grading decisions
- Completing a CCEA Candidate Assessment Record document for each evidence sample requested by CCEA or other exam boards,

Training, Support and Guidance

The knowledge, expertise and professionalism of the staff of St Joseph's Grammar School is central to determining Centre Determined Grades.

Teachers involved in determining grades will attend any centre-based training provided either by the Head of Centre or the Line Manager.

The teachers of St Joseph's Grammar School will engage fully with all training and support that CCEA provides, including web-based support and training. Staff will also engage directly with their CCEA subject officers for technical information and support to guide decisions within their own subject area.

The centre policy will be supported through training provided by CCEA to Senior Leaders through the CIEA. Senior Leaders will disseminate relevant aspects of 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. Senior Teacher – Learning and teaching, should be notified if no one from a department has been able to attend support meetings so that alternative training can be sourced if necessary.

A log of all training related to Centre determined Grades which is attended by teachers will be maintained by the Senior Teacher – Learning and Teaching.

Appropriate Evidence to Support Teacher Judgements

St Joseph's Grammar 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 by the Centre to support teacher judgements, and the **contingency evidence** will be used if key evidence is not available: (Please see **Appendix 1 – Timeline**)

All subjects have submitted a Departmental Assessment Plan (DAP) to Head of Centre which details the specifics of the evidence to be used by all Departments. In some instances, where coursework and or practical work has been completed by the candidate, this will be used to form part of the evidence in a particular subject e.g.: Art. Some evidence such as oral assessments or music performance will be recorded electronically and stored in the exams store and will be sent electronically if required for sampling purposes by CCEA.

Key Evidence

- CCEA assessment resources for 2021
- CCEA past papers
- Tracking Assessments, which relate to the CCEA specification;
- Coursework or Controlled Assessments, even where not completed – if applicable to the subject

Contingency Evidence

Contingency evidence will be used to support decisions on grading for a student if one or more pieces of evidence from the list above is unavailable:

- Internal end of unit tests
- Homework or classwork produced in term 1 whilst in school
- Homework or classwork produced during the period of remote learning

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

St Joseph's Grammar School 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 Joseph's Grammar School is taking account of disruption that candidates have faced to their learning as a result of Covid-19 by adaptations, for example:

- Appropriate adjustments to CCEA Assessment Resources
- Appropriate adjustment to CCEA past paper assessments
- Alternative assessment opportunities

All pupils will only be assessed on material which they have had the opportunity to study.

Any adaptations that have been made will be recorded on the DAP and the CCEA Checklist as required and will be based on the CCEA Alternative Arrangements – Process for Heads of Centre. Candidates will be made aware of the evidence that the Centre has decided to use in determining their grades.

Communication with Students and Parents

St Joseph's Grammar School will communicate with students and parents regarding what evidence will be used to support grading in 2021 and how the school's process for grading will operate.

This information will be communicated orally in class by subject teachers directly to students and an overview of the process to be adopted by the school for awarding will be communicated to parents in a letter from the Head of Centre.

An overview of the process adopted by the school and described within this policy will be published on the school website for all students and parents to access. Hard copies of the policy will be available on request to the school office.

Students will be informed which three pieces of evidence will be used in each of their subjects to support grading from the range of **Key Evidence** as described on page 11 of this policy. Students will also be informed of contingency arrangements for collecting evidence should such be required.

Past paper assessments are one of the Key Evidence assessments which will be used in most but not all subjects to support grading decisions. These will be marked, moderated and a copy of the original script returned to students in advance of the students sitting the high control CARs. The original assessment will be retained in the Centre as part of the portfolio of evidence for each student.

CARs will be completed as high control assessments in school after PPQs have been completed (please see schedule in Appendix 1). The CARs will be retained by the school as evidence for the students' portfolio of evidence. CARs will be made available for collection by the students after upload of grades has been completed and sampling by CCEA finalised. Outcomes from the CARs will be communicated to the students either in person or via the relevant Google Classroom if students have already left for "Study Leave".

All outcomes that students have achieved in any assessments will be expressed as a raw mark converted to a %. Teachers will not use grades on either PPQs or CARs.

Teachers will remind the students throughout the process that grades are based on teacher professional judgement and no conclusions should be drawn from the outcome of any single assessment.

The Centre will communicate the Appeals Policy to be adopted when it has been agreed and made available to the Centre from CCEA.

See **Appendix 3** for further information on communication and training.

Centre Determined Grades

St Joseph's Grammar 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 contribute to the **Internal Subject Spreadsheet** and 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. The relevant section of the school's Examinations Policy outlines the internal standardisation processes which are in place and which will be adopted for the production of Centre Determined Grades in 2021.

- Time will be set aside for departments to conduct standardisation of marking and moderation. Moderation of **AS & A2 evidence** to happen on an INSET day **Tuesday 4th May 2021**. Moderation of **GCSE evidence** to occur on **Friday 28th May 2021**. Both of these days have been ring fenced solely for the purpose of moderation of final pieces of evidence.
- Internal standardisation will include blind marking of samples of students' assessments across the full range of marks
- Samples will include candidates from each class
- The Candidate Assessment Records will form the basis of discussions around the decisions made
- Any changes as a result of moderation will be recorded on the internal school record sheet which will note any changes and reasons for same. This should be recorded on the **Internal Moderation of CDGs Appendix 2**.
- 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.

- The decision of the Head of Department will prevail if a consensus cannot be reached
- The Line Manager will have an oversight function of his/her department's standardisation and moderation and will sign off on the process and decisions made

Use of Centre Data

After grading judgements have been made, the Centre will use trend data to compare the proposed grades for this year's cohort at each qualification level and in each subject compared to data from the last three years. CCEA data packs will be made available to each Head of Department and the data will be used in line with the Centre's protocols for data protection.

Head of Centre Moderation and Declaration

St Joseph's Grammar School undertakes to have a consistent approach across departments/subjects. Members of the Senior Leadership Team 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 such decisions will be retained. The moderation exercise will include professional discussions with Heads of Department.

Senior Leaders in the first instance, followed by the Vice Principals with the Head of Centre 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

St Joseph's Grammar School will make every effort to ensure that these arrangements are in place when assessments are taking place. 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 exams have been cancelled the normal application process to the warding organisation for special consideration will not apply this exam season in the usual manner. However, where illness or other personal circumstances, covered by JCQ guidelines, might have impacted on a candidate's performance in assessments intended to provide evidence for Centre Determined Grades, St Joseph's Grammar School will take account of this when making judgements about grades.

A **Special Consideration Committee**, consisting of the two Examination Officers, the Vice Principal – Curriculum and Senior Teacher – Data will be convened to consider whether a student's circumstances meet the criteria for consideration for Special Consideration. If so, the Committee will be guided by the relevant JCQ document and will apply a tariff as per the JCQ guidelines. This tariff will be applied retrospectively to a student's assessment and will be recorded separately on the script in a different coloured pen. The tariff applied will not be communicated to the student but will be recorded on internal electronic pro-forma, should this be required in the event of an Appeal.

It is important to note that special consideration cannot be applied due to lost teaching and learning time, including time lost for periods of illness or due to self-isolation during the pandemic. Instead, this type of issue is addressed via the flexibility afforded to the Centre in the assessment methods used for producing evidence.

St Joseph's Grammar 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

St Joseph's Grammar School will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

The Senior Leadership 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 in line with the school's Acceptable Use 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*.

GCSE, AS and A Level Awarding Summer 2021: Alternative Arrangements – Process for Heads of Centre first published 5 march 2021.

When requested, evidence will be uploaded via the CCEA application used to submit the Centre Determined Grades. The Disposal of Records Policy outlines how information and data is stored in line with data protection regulations.

The following documentation will 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.

The Head of Department/Subject Leader will be responsible for maintaining departmental evidence of Records of Assessment, standardisation and moderation.

- Records of Grades, evidence, standardisation and moderation processes carried out will be stored securely within the c2k Private folder system and accessible to a limited number of staff, namely the Head of Centre, the Vice Principals, the Examination officers
- Final hard copy portfolios of evidence will be stored securely in the exams store so as to allow for secure storage of evidence and timely access and retrieval of same for CCEA sampling exercises

The following CCEA documentation will be fully and accurately completed and securely retained:

- Candidate Assessment records for whom evidence has been requested
- Heads of Department/Subject Leader Checklists
- Head of Centre Declaration

Authentication of Student Evidence

The Centre will adopt a robust procedure in order to authenticate student evidence and will ensure that work produced in support of the teacher assessed grade is that of the student's own.

Students will be required to verify by signature that the work submitted is their own work and that no inappropriate levels of support have been given to students to complete it, either within the Centre or with external tutors. All teachers and students will be made aware of the implications of malpractice.

Confidentiality

St Joseph's Grammar School **will not disclose** any candidates' Centre Determined Grades in advance of the official issue of results. This is in keeping with the centre's GDPR policy and CCEA requirements.

Malpractice/Maladministration

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

Other examples of potential malpractice include:

- deception
- improper assistance to a candidate
- failure to appropriately authenticate a candidate's work
- over-direction of candidates in preparation for assessments;
- the centre submitting grades not supported by evidence or that they know to be inaccurate
- centres entering candidate(s) who were not originally intending to cash in a grade in the Summer 2021 series
- failure to engage as requested with CCEA during the review stage of the process; and
- failure to keep appropriate records of decisions made and Centre Determined Grades.

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

St Joseph's Grammar School will not facilitate Private Candidates for this exam series.

Issue of Results

St Joseph's Grammar School adheres fully to the JCQ procedures and protocols relating to the issue of results to candidates. The JCQ document Notice to Centres – release of general qualification results, June 2021 examinations provides detailed information for Heads of Centres, Senior Leaders and Examination Officers and is available in the JCQ website.

Centre staff will be available to offer advice and guidance to students on release of results.

Collaboration

We will liaise with our professional colleagues in partner school to satisfy ourselves that evidence to support Centre Determined Grades exist and that procedures have been followed in line with DE/CCEA guidance.

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 Joseph's Grammar 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

St Joseph's Grammar School will follow the Appeals Policy for Centre Determined Grades to be determined by DE and CCEA. This will be published on the school's website.

Requirements as a JCQ Registered Centre

St Joseph's Grammar School has reviewed and amended, where necessary, all assessment and examination-related policies and procedures in line with the JCQ General Regulations for Approved Centres, 1 September 2020 to 31 August 2021 to ensure appropriateness for the unique context of Summer 2021 qualifications.

Associated/Related Centre Documents

1. Examinations Policies including:
2. Controlled Assessment Policy
3. Access Arrangement Policy
4. Appeals Policy*
5. Assessment Policy
6. E-Safety and Acceptable Use Policy
7. Remote Learning and teaching Policy
8. Safeguarding and Child Protection Policy
9. Complaints Policy
10. SEN Policy

*The Appeals Policy will be made available after release from CCEA in April 2021

Awarding bodies:

- All JCQ documents referenced in this policy are available on www.jcq.org.uk
- All CCEA documents referred to in this policy are available on ccea.org.uk
- AQA: www.aqa.org.uk/2021-exams-changes
- WJEC/Eduqas: <http://www.ocr.org.uk/everything-you-need-to-know-for-summer-2021>
- Pearson/Edexcel: www.pearson.com/uk/educators/schools/update-for-schools.html#appendix

School policies are available on the school website or alternatively, parents can request a hard copy of a policy by telephoning the school office at 028 87761227

JCQ Timelines and key dates

The overall process for awarding in 2021 is illustrated on the next page. The key dates are:

| Date | What's happening? |
|---------------------------|---|
| 22 March to 22 April | Entry amendments window open for centres |
| 31 March | Additional Assessment Materials (sets of questions, mark schemes and mapping) |
| 12 April | Additional support materials (marking exemplification) |
| 12 April to 30 April | Window for Centre Policy submission via pro forma on CAP (Centre Admin Portal) |
| 19 April | Additional support materials (grading exemplification) and additional sets of questions publicly available |
| 19 April to 11 June | Awarding organisations review Centre Policies and conduct virtual visits where needed |
| 26 April | Entry deadline for Private Candidates |
| 26 May to 18 June | Window for Teacher Assessed Grades submission opens via awarding organisations' respective portals |
| 18 June to 16 July | Awarding organisations conduct sample checks of evidence (* in exceptional circumstances, sample checks may take place until 23rd July) |
| 10 August | A/AS Levels and relevant other Level 3 results day |
| 12 August | GCSE and relevant other Level 2 results day |
| 10 August to 7 September | Priority appeals window |
| 10 August to 16 August | Student requests centre review |
| 10 August to 20 August: | Centre conducts centre review |
| 11 August to 23 August | Centre submits appeal to awarding organisation |
| 10 August to end October | Majority of non-priority appeals take place |
| 10 August to 3 September | Student requests centre review |
| 10 August to 10 September | Centre conducts centre review |
| 11 August to 17 September | Centre submits appeal to awarding organisation |

JCQ document: Notice to Centres - release of general qualification results, June 2021 examinations

Restricted release of results to centres only

Electronic copies of results will be released to centres, either through secure means on awarding body extranet sites or via A2C, as follows:

| Date | Qualifications |
|--|--|
| 0001 hours on Monday 9 August 2021 | GCE, FSMQ Extended Project Level 3 Vocational and Technical qualifications |
| | |
| 0001 hours on Wednesday 11 August 2021 | GCSE, ELC Foundation and Higher Projects Level 1 and Level 2 Vocational and Technical qualifications |

Results are released to centres on the strict understanding that the results files and their contents remain entirely confidential to the head of centre, examinations office staff and senior members of teaching staff within the centre, the consortium or Multi Academy Trust.

The awarding bodies reserve the right to withdraw the special concession of providing early information about results electronically to any centre which is found to be in breach of these requirements.

Centres **must** abide by the additional restrictions detailed in this document.

Release of results to candidates

Results may be released to candidates as follows:

| Date | Qualifications |
|---------------------------------------|--|
| 0800 hours on Tuesday 10 August 2021 | GCE, FSMQ Extended Project Level 3 Vocational and Technical qualifications |
| | |
| 0800 hours on Thursday 12 August 2021 | GCSE, ELC Foundation and Higher Projects Level 1 and Level 2 Vocational and Technical qualifications |

The results **must not** be despatched until after 0800 hours on the appropriate date for the publication of results. **Candidates must not receive results by e-mail, post or otherwise prior to 0800 hours.**

Any breach of these requirements will be considered as malpractice by an awarding body.

Additional restrictions on the release of results

Results, or information derived from results, **must not** be divulged to or discussed with: •
other teachers;

- candidates or parents;
- educational institutions and Local Authorities;
- the media; • any other persons.

Additionally, the results, or information derived from results, **must not** be divulged or discussed on social media such as Facebook or Twitter.

Centres **must not** release results data to Local Authorities until after 9.30am on the appropriate date for the publication of results.

Similarly, centres **must not** issue press releases or statements to the media under any circumstances until after 9.30am on the appropriate date for the publication of results.

Results data **must not** be shared more widely until after the candidates have received their results.

Any breach of these requirements will be considered as malpractice by an awarding body.

Centres should note that results are issued on a provisional basis and may be subject to amendment through the published post-results services.

Candidate statements of provisional results are not certificates. An awarding body reserves the right to amend examination results prior to the issue of certificates.

Use of electronic result files

Awarding bodies do not provide paper copies of candidates' provisional results. Centres will need to use the electronic result files to prepare the information that is released to candidates.

Where candidates need to provide their provisional results to third parties, such as Sixth Form or FE colleges, we strongly recommend that the candidate statements of provisional results are printed on school letter headed paper and/or stamped with the school name and logo.



Appendices

Appendix 1: Timeline

Centre Designated Grades (CDGs)

| Date | Time | What is happening? | Who is involved? |
|--|--------------------------------|--|--|
| Wed 10 th March 21 | 1:30 – 2:30pm | <ul style="list-style-type: none"> ▪ Department Meeting for Maths ▪ To allow EW to attend other Science dept meetings ▪ Inform pupils you are attending a meeting at this time. | NB, EW, PQ, EMA, MMcC |
| Wed 10 th March 21 | 2:30 – 3:30pm | <ul style="list-style-type: none"> ▪ Department Meeting for Health & Social Care ▪ To allow RW, MMcG & LMA to attend other dept meetings ▪ Inform pupils you are attending a meeting at this time. | RW, LMA, MMcG, MM |
| Wed 10 th March 21 | Directed Time 3:30 – 4:30pm | <ul style="list-style-type: none"> ▪ Changed to Department Meeting for preparation of PPQs. | Department members who teach Year 12, 13 and 14 |
| Fri 26 th , Mon 29 th & Tues 30 th March Had to be rescheduled due to 12 cases this week and most of Year 13 had to Self-Isolate | Normal time schedule | <ul style="list-style-type: none"> ▪ Year 13 & 14 to sit PPQs in highly controlled conditions during timetabled lessons. Schedule (to follow). ▪ Only PPQ and SAMs from CCEA to be used as there are standardised mark schemes for these. ▪ Should not be longer than 1 hour long. ▪ Arrangement to be made between AS and A2 teachers as to make up of PPQs – only one assessment per subject. | Teachers of Year 13 & 14 Year 13 & 14 pupils. |
| Fri 26 th March 21 | 3:30pm | <ul style="list-style-type: none"> ▪ Year 8 – 11 commence their Easter Holiday to free teachers for marking, paperwork etc. ▪ Google Classroom to be closed. | Year 8 - 11 |

| Date | Time | What is happening? | Who is involved? |
|--|---|---|--|
| Mon 29 th March 21 | Directed Time 3:30 – 4:30pm Changed from Wednesday | <ul style="list-style-type: none"> Changed to Department Meeting. Rationale: CARs released on this date to Exams Officer. HOD will collect or receive CARs from AG or JMG. Meeting to discuss choice of CAR at GCSE, AS and A2 and justification for selection Prioritise AS & A2 as more time will be available on Holy Thursday for GCSE CARs Keep detailed records of rationale for selecting or omitting questions from CARs as this information will be required for the completion of the templates later on. | Department members who teach Year 12, 13 and 14 |
| Wed 31 st March 21 | 9:00 – 3:30pm Can be done at home. | <ul style="list-style-type: none"> Marking of PPQs that are already submitted by Year 13 and 14 | Teachers of Year 13 & 14 |
| Wed 31 st March 21 | 9:00 – 3:30pm | <ul style="list-style-type: none"> Year 12 to use this as a revision day. No new work set. | Year 12 pupils |
| 1 st April 21 Holy Thursday | 9:00 – 10:30am | <ul style="list-style-type: none"> Department Meeting to finalise/agree CARs that will be sat | Department members who teach Year 12, 13 and 14 |
| 1 st April 2021 Holy Thursday | 10:45 – 3:30pm | <ul style="list-style-type: none"> Marking of PPQs that are already submitted by Year 13 and 14 | Teachers of Year 13 & 14 |
| Fri 2 nd – Sun 11 th April 21 | Easter Holiday | | |
| Tues 6 th – Fri 9 th April 21 | 9:00 – 3:30pm | <ul style="list-style-type: none"> Easter Study Facilities available for pupils in Year 12 – 14. Staffed by volunteers. Paid at substitute teacher rates. Open to teaching and non-teaching staff. On line survey will go out allowing you to volunteer | Open to Year 12 – 14. |
| Mon 12 th April – 15 th April 21 | Year 13 rescheduled PPQ Year 14 mop up PPQ | <ul style="list-style-type: none"> Year 13 rescheduled PPQs in highly controlled conditions during timetabled lessons or other times Year 14 mop up PPQ | Year 13 & 14 pupils Teachers of Year 13 & 14. |

| Date | Time | What is happening? | Who is involved? |
|--|--|---|--|
| Mon 12 th – 16 th April 21 | During timetabled class | <ul style="list-style-type: none"> AS & A2 pupils will receive feedback from PPQ. PPQ when marked are to be photocopied and original held by subject teacher. To be filed and stored in Exams Office under secure conditions. Return the copy to pupils. Teaching and preparation for CAR | Year 13 & 14 pupils Teachers of Year 13 & 14. |
| Mon 12 th – 16 th April 21 | 9:00 – 3:30pm | <ul style="list-style-type: none"> Year 12 to sit PPQs in highly controlled conditions in the Sports Hall. The schedule which will follow. Only PPQ and SAMs from CCEA to be used as there are standardised mark schemes for these. Should not be longer than 1-hour long. | Year 12 pupils Teachers of Year 12 |
| Mon 19 th – 28 th April 21 Over 10 days | 9:00 – 3:30pm | <ul style="list-style-type: none"> AS and A2 will sit CARs in Sports Hall under highly controlled conditions. Timetable for Year 13 & 14 collapsed Pupils can leave early/come late if they are not required in school all day. Year Group Bubbles will be respected. The Sports Hall will be cleaned in accordance with H & Safety requirements between AM and PM sessions Misting machine will be also brought in Pupils required to sanitize on entry to hall. | Pupils in Year 13 & 14 Supervised by external staff Marking time for AS & A2 teachers as they are off timetable when they have Year 13 & 14 |
| Mon 26 th April 2021 | Qualification Procedure Day 1 – no teaching at all. No pupils in class. Year 13 and 14 sitting CARs in Sports Hall. Marking of AS & A2 CARs | | |
| Mon 19 th – Fri 30 th April 21 | During timetabled class | <ul style="list-style-type: none"> Year 12 pupils will receive feedback from PPQ. Teaching and preparation for CAR | Teachers of Year 12. Year 12 pupils |
| Mon 3 rd May 21 | Bank Holiday | | |
| Tues 4 th May 2021 | Changed to an INSET day Taken from Tuesday 29 th June | <ul style="list-style-type: none"> Moderation of AS & A2 work | Teachers of AS & A2 |

| Date | Time | What is happening? | Who is involved? |
|--|---|---|---|
| Wed 5 th May – Friday 14 th May 21 Over 7 days | 9:00 – 3:30pm | <ul style="list-style-type: none"> GCSE will sit CARs in Sports Hall under highly controlled conditions. Spread over 6 days Commence after a weekend, bank holiday and INSET day | Year 12 Pupils Marking time for GCSE pupils as Year 12 teachers will be off timetable when they have Year 12. |
| Wed 19 th May 2021 | Qualification Procedure Day 2 – no teaching at all. No pupils in school. Marking of GCSE CARs | | |
| By Wed 19 th May 2021 | | <ul style="list-style-type: none"> Uploading of AS & A2 marks to CCEA Portal Files with all evidence and associated paper work for Year 13 and 14 to be completed by this date. Files signed in with J McGrath in exams store. | Exams Officer, Assistant Exams Officer, SLT |
| Fri 28 th May 2021 | | <ul style="list-style-type: none"> Deadline for Year 13 & 14 grades in CCEA Portal. | |
| Fri 28 th May 2021 | Changed to an INSET Day 2 nd June 2021 moved to 28 th May for Moderation of GCSE work | <ul style="list-style-type: none"> Moderation of GCSE work | Teachers of Year 12 |
| By 2 nd June 2021 | | <ul style="list-style-type: none"> Uploading of Year 12 marks to CCEA Portal Files with all evidence and associated paper work for Year 12 to be completed by this date and in exams store under lock and key. | Exams Officer, Assistant Exams Officer, SLT |
| Fri 4 th June 2021 | | <ul style="list-style-type: none"> Deadline for Year 12 grades in CCEA Portal. | Class teachers to HODs HOD to Exams & Assistant Exams Officer |

Appendix 2: Internal Moderation Record for CDGs May/June 2021

| | | | |
|----------------------------------|--|------------------------------|--|
| Subject: | | Level e.g. GCSE, AS or A2 | |
| HOD/TIC: | | Date of internal Moderation: | |
| Teachers involved in moderation: | | Department Line Manager: | |

Minimum sample: One PPQ and CAR at each grade from each teacher. e.g. if there are four teachers you require samples from each grade from each teacher. If there are any pupils who a borderline you may ask for this sample to moderated too.

| Sample No e.g. 1, 2, 3 | Candidate No e.g. 5034 | Assessment Type e.g. PPQ, CAR | Class teacher score e.g. 89 | Peer assessed by: e.g. OMC | Agreement with class teacher score? Yes/No | If no, what is the new score? e.g. 85 |
|---------------------------|---------------------------|----------------------------------|--------------------------------|-------------------------------|--|---|
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| Sample No e.g. 1, 2, 3 | Candidate No e.g. 5034 | Assessment Type e.g. PPQ, CAR | Class teacher score e.g. 89 | Peer assessed by: e.g. OMC | Agreement with class teacher score? Yes/No | If no, what is the new score? e.g. 85 |
|---------------------------|---------------------------|----------------------------------|--------------------------------|-------------------------------|--|---|
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To be completed by the **Line Manager and HOD/TIC**

| | |
|--|--|
| Date of meeting with HOD/TIC: | |
| Evidence of moderation process: Yes/No | |

Confirmation

I am satisfied that an appropriate moderation process has been followed by this department in the awarding of CDGs 2021.

| | |
|-------------------------|--|
| HOD/TIC signature: | |
| Line Manager signature: | |

Appendix 3: SJS Training and Communication Schedule

| Who received training/communication? | Training/communication |
|--------------------------------------|---|
| Principal & Vice-Principal | <ul style="list-style-type: none"> CIEA Training Feb-March 2021 (6 Sessions) |
| Staff Awareness Session | <ul style="list-style-type: none"> Mon 8th Mar 21 Thur 18th Mar 21 Thur 1st April 21 |
| HoD Training/Information Session | <ul style="list-style-type: none"> HODs attended online webinars for their subject at various dates during March and April 2021 |
| Departmental Meetings | <ul style="list-style-type: none"> Wed 10th March 2021 Mon 29th March 2021 Thurs 1 April 2021 |
| Pupil Briefing | <ul style="list-style-type: none"> Email sent entitled “Key Dates for Year 12 – 14” to pupils with overview of timeline on 11th March 2021 Same information shared on school app on 11 March. PPQ and CAR assessment schedules communicated via email and on the school app to Yr 12, 13 & 14 pupils. |
| Parent Information | <ul style="list-style-type: none"> Letter sent to parents on 8th Jan 2021 CCEA information leaflet for pupils and parents sent on 4th Feb 2021 Letter sent to parents on Thursday 11th March Policy release in April after BOG Approval. |