



**Dunluce School  
Centre Determined  
Grades Policy  
April 2021**

Adopted by Board of Governors on 15/04/2021

Issued to staff on 15/04/2021

Responsible: All Staff

The agreed policy should:

- be understood by all staff;
- be reflected in school processes, procedures and practices and in school development planning;
- include clear guidance about the purposes of assessment methods, the range of evidence and the assessment information to be used;
- ensure that staff are actively engaged in applying the policy;
- be reviewed and updated regularly.

The purpose of this policy is:

- to establish clear ground rules and recommendations for assessment within Dunluce School.
  - assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.
  - assessment in Dunluce School supports each pupil in the achievement of his or her full learning potential and fosters the development of self-esteem and personal responsibility. It takes place in a self-reflective context and encourages the involvement of all staff, pupils and parents.
- 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;
- to ensure that the centre meets its obligations in relation to relevant legislation.

It is the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand and implement this policy. The Centre Determined Grades Policy will be in line with 'CCEA Alternative Arrangements – Process for Heads of Centre', subject specific guidance and other CCEA guidance and information issued in relation to Summer 2021. All staff involved in centre determined grades will support the implementation of alternative arrangements as set out by CCEA, including the CCEA review stage. Staff will familiarise themselves with all relevant guidance provided by CCEA, the JCQ requirements and the relevant centre policies.

## Process Overview

Step	Overview	Activity	Personnel	Internal Deadlines
1	Guidance, Information and Readiness (March, April)	<p>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.</p> <p>Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.</p> <p>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.</p> <p>Preliminary consideration of value of available evidence</p>	<p>P, SLT &amp; HODs</p> <p>SLT</p> <p>P, SLT, HODs &amp; T</p> <p>HODs</p>	<p>31/03/21 – Mid 04/21</p> <p>15/04/21</p> <p>15/04/21 – 23/04/21</p> <p>05/05/21</p>
2	Evidence Gathering and Provision of Assessment Resource (March, April & May)	<p>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.</p> <p>All other available evidence collated and documented</p>	<p>HODs</p> <p>HODs</p>	<p>05/05/21</p> <p>26/05/21</p>
3	Centre Professional Judgement and Moderation	<p>All available evidence moderated in line with centre policy</p> <p>Any potential bias in Centre Determined Grades and outcomes considered</p> <p>Centre Determined Grade outcomes reviewed by senior leadership teams</p> <p>Head of Centre sign-off and submission of Centre Determined Grades</p>	<p>HODs &amp; Ex Mod</p> <p>HODs, SLT</p> <p>SLT</p> <p>P, EO</p>	<p>28/05/21</p> <p>01/06/21</p> <p>01/06/21</p> <p>04/06/21</p>
4	Review of Evidence and Award (June and July)	<p>Centre evidence and grade outcomes reviewed</p> <p>If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.</p> <p>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.</p>	<p>P, EO, HOD</p> <p>P, EO, HOD</p> <p>P, EO, HOD/s</p>	<p>06/21 &amp; 07/21</p>
5	Post-Award Review Service (August and September)	<p>After the issue of results, students will have the right to appeal to their centres and to CCEA.</p>	<p>P</p>	<p>12/08/21</p>

## **Internal Verification**

Internal verification is a key part of the school's quality assurance arrangements and contributes significantly to quality improvement. Effective internal verification ensures that the standard of assessment remains consistent over time and that there is consistency and standardization in the assessment decisions made by different assessors. This in turn ensures that learners are treated fairly and equally in the assessment of their work.

**Moreover, it ensures the entire process is both rigorous and credible.**

To achieve this, it is our policy to:

- appoint internal verifiers who are sufficiently qualified and experienced to undertake the role;
- provide training and/or support to enable them to complete their work effectively;
- ensure the model of internal verification applied and sampling strategy adopted are appropriate for the context and circumstances;
- ensure that internal moderation is planned prior to a course commencing;
- ensure that we keep accurate internal moderation records;
- ensure there is a SLT link to each department to provide oversight and support throughout this process.

## **Internal verification procedures**

The purpose of our internal verification procedures is to:

- assess the rigor and quality of assessment work;
- evaluate assessment practices and decisions;
- ensure the validity of assessment decisions;
- ensure the standardization of assessment decisions, and
- identify good practice and areas for improvement.

This is achieved by preparing an internal verification plan which includes a systematic approach to sampling assessment work and documentation across our provision and specifies how and when assessors' assessment practices and decisions will be reviewed.

## **Internal Verification Plan**

The internal verification plan will include:

- the sampling of verifiable evidence, i.e. completed assessment work and related documentation/products;
- the observation of assessment practices;
- a brief discussion with one or more the learners;
- a professional discussion with the teacher/s;
- the sampling strategy being used.

Internal verification will be recorded using the checklist sheet (See Appendix 1).

The internal verification plan will follow this process:

### ***Departmental Internal Verification***

All departments are encouraged to verify work from within each grade boundary.

Cross-marking should take place when possible within a department.

Internal moderation can cover, though is not restricted to the following: assessment papers, practical observations, presentation work (visual / talking and listening).

Where cross-marking is not possible within departments or indeed the school, arrangements will be put in place to partner with a school in a similar position.

Each internal verifier should share their IV work findings with the HoD.

**HoDs should sample a maximum of two random pieces of work within their department.**

HoDs will take appropriate action to address any concerns following the IV process.

One-person departments should link with another appropriate department for IV purposes.

### ***SLT involvement in the Internal Verification process***

SLT will follow the IV process set out for departments.

**SLT will request one candidate's full portfolio of assessment evidence that has already been through departmental verification.**

A relevant mark scheme should also be provided to assist in this exercise.

### **Reporting**

The Head of Centre will lead on addressing any issues that arise from the Internal Verification Process.

They will, however, be supported by each SLT member, who will complete a written IV report for the department they have responsibility for oversight. This report will identify good practice, remedial action required, and any areas of concern. The following records will be maintained:

- IV plan;
- IV reports;
- Appeal documentation (if applicable).

### **Internal Verification Appeals Procedure**

In the event that an individual disagrees with an internal verification decision they are entitled to appeal against it following the procedure prescribed below. The aim is to resolve the issue within the shortest time possible.

The teacher should raise any problems, questions or queries with the Internal Verifier (Head of Department or SLT link) concerned immediately.

In the event that the issue remains unresolved or the teacher feels unable to discuss this with the Internal Verifier concerned, they should refer their concern to the Head of Centre.

The Principal will review all the relevant documentation and, if necessary, discuss the matter with the Internal Verifier and the relevant teacher. The Principal will consult with the Head of Department or SLT link prior to making a decision. The Internal Verifier and teacher will be issued with the decision as soon as possible.

The Principal will retain all documentation pertaining to the appeal.

## Roles and Responsibilities

**The Board of Governors** are 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** 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** will provide support to staff involved in producing Centre Determined Grades. They will support the Head of Centre in the quality assurance of the final Centre Determined Grades. They have a role in achieving a consistent approach across departments and authenticating the preliminary outcomes in subjects where there is only one teacher. This will be agreed on a case-by-case basis but may include, for example, Senior Leaders or the Head of Centre validating the outcomes after comparing them with outcomes in associated subject areas where applicable. Those who attended the CCEA Chartered Institute of Educational Assessors (CIEA) training will act as Lead Assessors in their centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

**The Examinations Officer** is responsible for ensuring accurate and timely entries are submitted to CCEA. They must ensure that all information from CCEA is shared promptly with all relevant staff. The Examinations Officer will ensure that they know, understand and can use the CCEA Centre Manager Applications. They will ensure that the centre's systems for data capture are enabled and that the Centre Determined Grades are submitted for each candidate entry by the published date(s) for Summer 2021. The Examinations Officer is responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.

**Heads of Department** are responsible for supporting departmental staff and ensuring all staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements. They will ensure that a Head of Department Checklist is completed for each qualification that they are submitting. Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers. Teachers are responsible for ensuring that they conduct assessments (which may include the optional assessment resource) under the centre's appropriate levels of control, where it is safe to do so, and that they have sufficient evidence, in line with the centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification. They must ensure that the Centre Determined Grade they assign to each candidate is a fair, valid and reliable reflection of the assessed evidence available for each candidate. Centres must ensure records are kept similar to the Candidate Assessment Record, to include a description of the assessment evidence used, the level of control for each assessment considered, and any other evidence that explains the final Centre Determined Grade submitted.

**Class Teachers** have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required. They must securely store and be able to retrieve evidence to support their decisions. The CCEA Candidate Assessment Records will be required for the candidates sampled by CCEA. The knowledge, expertise and professionalism of the staff of Dunluce School is central to determining Centre Determined Grades. Teachers involved in determining grades must attend any centre-based training provided. Dunluce School will engage fully with all training and support that CCEA has provided, including web-based support and training. Further general and subject-specific support and guidance can be found on the CCEA website at [www.ccea.org.uk](http://www.ccea.org.uk).

Dunluce School will use the following candidate evidence in arriving at Centre Determined Grades:

- CCEA assessment resources for 2021;
- CCEA past papers;
- mock examinations, which relate to the CCEA specification;
- coursework or controlled assessments, even where not completed – if applicable to the subject;
- class tests;
- homework\*; [if appropriate and limited to a maximum of one piece of evidence].\*

Dunluce School will base all evidence on the relevant CCEA qualification specifications as set out in the CCEA Alternative Arrangements – Process for Heads of Centre.

Dunluce 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. The School is taking account of disruption that candidates have faced to their learning a result of COVID-19 and candidates will be made aware of the evidence that will be used in determining their grades. Dunluce School will share the Candidate Assessment Record minus grade information with candidates.

Dunluce 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](http://www.ccea.org.uk).

All teachers will complete the Candidate Assessment Record and will forward to their Head of Department/Subject Leader. All teachers are responsible for ensuring that all evidence has been stored

safely and is accessible to support the CCEA Review of Evidence and Award process. It is important that decisions are justified and recorded to show how the evidence was used to arrive at a fair and objective grade.

### **Internal Standardisation**

Internal standardisation should include cross-checking of marking across the full range of marks and include candidates from each class. The Candidate Assessment Records, or similar records, should form the basis of discussions around decisions made. As a result of the internal standardisation process, it may be necessary for a teacher or the Head of Department to adjust the original decision:

- to match the standards as established and understood in the guidance provided;
- to bring judgements into line with those of other teachers in the department.

In the context of internal standardisation, any necessary decisions will be made by the Head of Department. They should complete the relevant checklist, which will record any adjustments and relevant information.

### **Head of Centre Moderation and Declaration**

Dunluce School undertakes to have a consistent approach across departments/subjects. Senior leaders will carry out moderation, to include a review of marking and the internal standardisation arrangements, and will investigate whether decisions have been justified. Unexplained grade profiles will be considered and may result in a review of the evidence used or remarking. A record of decisions should be retained.

The moderation exercise will include professional discussions with Heads of Department. Senior Leaders will consider both the subject and centre outcomes based on the evidence available.

The Head of Centre will submit a declaration on behalf of the centre. This will include a confirmation that the Centre Determined Grades for candidates are a true representation of their performance.

### **Access Arrangements and Special Consideration**

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), Dunluce School will make every effort to ensure that these arrangements are in place when assessments are being taken.

Where illness or other personal circumstances, covered by the JCQ guidelines, might have affected the candidate's standard of performance, Dunluce School will take account of this when making judgements. The centre will record how they have determined any impact of illness or personal circumstances and how this was incorporated into their judgements in the Candidate Assessment Record, or similar records. Dunluce 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**

Dunluce School will fulfil its duties and responsibilities concerning relevant equality and disability requirements. Mr Parker (VP) 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);
- 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;
- 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 centrally in the folders provided. 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. The following documentation must be fully and accurately completed and retained securely:

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

### **Confidentiality**

No member of staff must disclose a candidate's Centre Determined Grades in advance of the official issue of results. Dunluce 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**

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

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

The consequences of malpractice or maladministration are as published in the JCQ guidance 'Suspected Malpractice: Policies and Procedures' which is available on the JCQ website, and include the risk of a delay to candidates receiving their grades, up to and including removal of centre status.

### **Conflicts of Interest**

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. Dunluce 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**

Dunluce School's internal appeals procedure is available for staff, candidates and parents on request from the Main Office. 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.

Centre Based Grades – Head of Department / SLT Checklist (Appendix 1)

Department being verified	
Head of Department	
SLT Verifier	
Subject	
Name of pupil	
Level	

- **Percentage Mark / Grade for Assessment 1:** \_\_\_\_\_
- **Percentage Mark / Grade for Assessment 2:** \_\_\_\_\_
- **Percentage Mark / Grade for Assessment 3:** \_\_\_\_\_
- **Percentage Mark / Grade for Assessment 4:** \_\_\_\_\_
- **Percentage Mark / Grade for Assessment 5:** \_\_\_\_\_
- **Overall Grade awarded:** \_\_\_\_\_

Checklist:

1. **The grade for the candidate has been determined on the basis of the evidence produced by the candidate and available to me.**

Yes []                      No []

**Please explain if “No”:**

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2. **The marks / grade awarded have been determined using a mark scheme that has been applied consistently and accurately?**

Yes []                      No []

**Please explain if “No”:**

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**3. Was special consideration given to the candidate according to the JCQ Special Consideration Guidance?**

Yes

No

**Please explain if "Yes":**

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**4. The process and standard of internal verification meets the requirements of the school policy.**

Yes

No

**Please explain if "No":**

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**5. As the internal verifier have you had advised that any alterations must be made?**

Yes

No

**Please explain if "Yes":**

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**Name of Internal verifier:**

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**Position:**

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**Signed:**

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**Date:**

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