

POLICY FOR OFQUAL CENTRE ASSESSED GRADES (JCQ qualifications other than CCEA)

FOR

**Carrickfergus Academy
71419
Summer 2021**



Version	Date	Revision Author	Summary of Changes
1	APRIL 2021	PDG	Ratified BoG 15 April 21
2			

1. Statement of Intent

The purpose of this policy is:

- To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
- To ensure the operation of effective processes with clear guidelines and support for staff.
- To ensure that all staff involved in the processes clearly understand their roles and responsibilities.
- To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.
- To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.
- To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
- To support our centre in meeting its obligations in relation to equality legislation.
- To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.
- To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

2. Roles and Responsibilities

Roles and responsibilities of Carrickfergus Aacdemy staff are outlined as follows:

- The Board of Governors is responsible for approving the policy for producing Centre Determined Grades and must notify the relevant examination board of arrangements should the Head of Centre be unavailable to confirm the Centre Determined Grades. In such a situation, this will be completed by the Deputy Principal for Curriculum.
- The Head of Centre has overall responsibility for the centre and will ensure the roles and responsibilities of all staff are defined.
- The Head of Centre will confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff. The Head of Centre will ensure that the method of determining grades by the centre (in line with processes published by the examination board) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by JCQ
- The Head of Centre will work collaboratively with individual examination boards 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. Alternative Arrangements – Process for Heads of Centre

- Senior Leaders including the Principal, Deputy Principal Curriculum and Senior Teacher Assessment or the Head of Centre validating the outcomes after comparing them with outcomes in

associated subject areas where applicable.

- The Principal and Deputy Principal Curriculum, assisted by the Senior Teacher Assessment, who have completed 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 and deputy are responsible for ensuring accurate and timely entries are submitted to the examination boards. They must ensure that all information from examination boards is shared promptly with all relevant staff. The Examinations Officer will ensure that they know, understand and can use the relevant Centre Manager Applications for examination boards. 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 and deputy, are responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.
- Subject Leaders 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 Departmental 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. This will be coordinated by the Senior Teacher responsible for new, BT and EPD staff in association with relevant Subject Leaders.
- Teachers are responsible for ensuring that they conduct assessments (which may include the optional assessment resource) under the centre's appropriate levels of control, where it is safe to do so, and that they have sufficient evidence, in line with the centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification.
They must ensure that the Centre Determined Grade they assign to each candidate is a fair, valid and reliable reflection of the assessed evidence available for each candidate.
They must complete any candidate assessment record as required by examination boards to include a description of the assessment evidence used, the level of control for each assessment considered, and any other evidence that explains the final Centre Determined Grade submitted.
Teachers have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required. They must securely store and be able to retrieve evidence to support their decisions.

The knowledge, expertise and professionalism of the staff of Carrickfergus Academy is central to determining Centre Determined Grades.

Training, Support and Guidance

Teachers involved in determining grades must attend centre-based training provided. Carrickfergus Academy will engage fully with all training and support provided by examination boards, including web-

based support and training.

The centre policy will be supported through training provided by CIEA to Senior Leaders. 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 Deputy Principal Curriculum should be notified if no one from a department has been able to attend support meetings and, along with the Principal, will consider how this is addressed.

Appropriate Evidence

Carrickfergus Aacdemy may use the following candidate evidence in arriving at Centre Determined Grades.

Parents and Guardians will be informed of the specific assessment evidence used in each subject area (Version 1: 18th March 2021, Version 2 16th April 2021). The first part of the list indicates the key 'high control' evidence that will be considered primarily whilst asterisked evidence will be used only cases of extended absence or where indicated by individual subject areas as a backup or contingency.

- Examination board assessment resources for 2021;
- Examination board past papers under assessment conditions;
- mock examinations, which relate to the relevant specification;
- coursework or controlled assessments, even where not completed – if applicable to the subject;
- tracking tests;
- records of a student's capability and performance over the course of study in performance-based subjects such as music and PE;
- homework*
- google classroom/ remote learning*;

The school will endeavour to primarily use evidence generated under 'high control' such as mock examinations, modular examination results, tracking tests and assessment resources. This will allow the school to fully authenticate the student's work meaning data is rigorous and robust and less open to appeal by the Examination Board. Low control work whose completion is not under direct supervision of staff such as homework and google classroom will only be used under exceptional circumstances such as prolonged absence when other high control material is not available. Low control work will require Subject Teachers to be able to fully authenticate that the work is that of the student and that the standard of attainment in this work is generally reflective of what the student would produce when in the controlled setting of school. Carrickfergus Aacdemy will base all evidence on the relevant qualification specifications as set out in guidance provided by examination boards.

Carrickfergus Aacdemy has taken into account the information provided about unit omissions before the cancellation of examinations as detailed by relevant examination boards.

Candidates will be made aware of the evidence that will be used in determining their grades in the Subject Assessment evidence document provided to parents as follows: Version 1 - 18th March 2021, Version 2-

16th April 2021)

Parents / guardians and students should be aware of the following in respect to Assessment Resources and formulating Centre Determined Grades in each subject:

- Assessment Resources are optional. It is however, recommended that students undertake an Assessment Resource if available for a specification;
- a student does not have to undertake any Assessment Resources or, they can undertake one or, they can undertake all assessment resources for a given subject.
- if a student chooses to complete an Assessment Resource, it will be part of the range of evidence used in formulating their Centre Determined / Teacher Assessed Grade for that subject, therefore, students will be able to demonstrate their ability through various sources, not just the assessment resource. The school should be informed if there are exceptional circumstances at the time of taking the assessment;
- where students have limited key assessments as outlined by the Subject Leader in the evidence to be used to formulate their grade, completion of an Assessment Resource may be required as contingency to ensure sufficient evidence is available.

In line with JCQ guidance 'Awarding Summer 2021', Carrickfergus Academy will endeavour to:

- use the same assessment evidence for all students in a subject / cohort. In exceptional circumstances where this does not happen for a particular student, for example as a result of absence, the actual evidence used and the rationale for the variance will be recorded in departmental minutes and as part of the examination board documentation and as required;
- ensure a holistic review of a student's performance is conducted using the assessment evidence identified, gathered and retained at centre level, to formulate Centre Determined Grades.

Subject Leaders will choose assessment evidence with an emphasis on validity and reliability. Evidence will cover as much of the taught specification content as practical given that greater breadth of the specification content, knowledge, understanding and skills from a unit (or units) with a higher weighting may give a better indication of a student's standard of performance than a piece with lesser breadth or with a lower weighting';

- use evidence generated as close to the time at which Centre Determined Grades confirmed. This will help ensure decisions take into account the development of students' knowledge, understanding and skills over their course of study;
- ensure that students have three pieces of high control evidence available for submission to examination boards for external moderation / sampling. As outlined in the Centre Policy, high control may include tracking events specifically indicated by Subject Leaders in the overview of evidence required for each subject area, including Assessment Resources, module examinations, controlled assessment and mock examinations.

Centre Determined / Teacher Assessed Grades

Carrickfergus Academy 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 relevant specification, specimen assessment materials, past papers, controlled assessment/coursework assessment/ non exam assessment tasks, and Chief Examiner and Principal Moderator reports as appropriate to examination boards.

All teachers will ensure a record of candidate assessment evidence is available. All teachers are responsible for ensuring that all evidence has been stored safely and is accessible to support the review of evidence and award process. It is important that decisions are justified, particularly in relation to special consideration etc 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. Minutes of the meeting should be kept and the member of staff involved in the process should be agreed with the Head of Centre

Internal standardisation should include cross-checking of marking across the full range of marks and include candidates from each class. This should be done 'blind' to avoid bias.

Candidate assessment records and subject data overview 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 Subject Leader 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 Subject Leader.

They should complete the relevant checklist, which will record any adjustments and relevant information.

Head of Centre Moderation and Declaration

Carrickfergus Academy 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, GCSE, AS and A Level 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 Subject Leaders.

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- We will compile information on the grades awarded to our students in past June series in which exams took place 2020 and 2019 prior to amalgamation.
- We will consider the size of our cohort from year to year.
- We will consider the stability of our centre's overall grade outcomes across the two years of previous data available.
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the quality assurance process.

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), Carrickfergus Academy 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, Carrickfergus Academy will take account of this when making judgements. Class teachers will record how they have determined any impact of illness or personal circumstances and how this was incorporated into their judgements.

Carrickfergus Academy 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'. Parents have been written to on the 18th March and requested to submit legacy applications for special consideration by Tuesday 13th April at 3pm.

Addressing Disruption/Differentiated Lost Learning

Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.

Bias and Discrimination

The Principal and Vice Principal Curriculum 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.

External Standardisation: Recording Decisions and Retention of Evidence and Data

It is fundamental that teachers and Subject Leaders 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 or in paper form.

Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.

All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.

Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.

Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

Confidentiality

Carrickfergus Academy 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 JCQ requirements.

All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based.

Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

Malpractice/Maladministration

Carrickfergus Academy will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to JCQ or any relevant examination board, 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 will be reported to the examination board, who may investigate this as potential malpractice or maladministration.

Other examples of potential malpractice include:

- deception including candidates submitting work that is not their own. Subject Leaders will notify the Head of Centre when there is a concern regarding authenticity and this will be investigated;
- 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 examination boards 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.

Private Candidates

Carrickfergus Academy will not accept entries for private candidates, unless the Head of Centre can fully ensure that there is sufficient high control evidence to confidently submit an objective Centre Determined Grade.

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 by JCQ.

Carrickfergus Academy will also carefully consider the requirements of its centre policies, particularly in relation to the separation of duties and personnel to ensure fairness in later process reviews and appeals.

Appeals Procedure Relating to Centre Determined Grades

Carrickfergus Academy will provide an Appeals Policy for Centre Determined Grades to parents and guardians. This will highlight:

- the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the JCQ Guidance and Centre Appeals Policy. All necessary staff will be briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- The stages of appeal for students
- An overview of time frames to ensure timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- The arrangements in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.

Requirements as a JCQ Registered Centre

Associated/Related Centre Documents include the SEN Policy [Policies | CarrickfergusAcademy](#)

