



Cambridge House Grammar School

Policy for Centre-Determined Grades Summer 2021

Ratified by Board of Governors on 20/04/2021

Issued to staff on 21/04/2021

Responsible: P Elliott (Principal)

1. Statement of Intent

1.1 The purpose of this policy is to ensure that:

- 1.1.1 the effective operation of the Centre-Determined Grades process produces fair, objective, consistent and timely outcomes within and across departments;
- 1.1.2 all staff involved in producing Centre-Determined Grades know, understand and can complete their roles in the process as published by the awarding bodies;
- 1.1.3 Centre-Determined Grades are produced in line with the process outlined by the relevant awarding bodies, using the professional judgement of teachers, with internal moderation, ensuring quality and accuracy of the grades submitted; and
- 1.1.4 Cambridge House Grammar School meets its obligations in relation to relevant legislation.

1.2 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's *Alternative Arrangements – Process for Heads of Centre*, subject-specific guidance, other CCEA guidance and information issued in relation to Summer 2021, and guidance from other relevant awarding bodies. All staff involved in Centre-Determined Grades will support the implementation of alternative arrangements as set out by the awarding bodies, including the review stage. Staff will familiarise themselves with all relevant guidance provided by the awarding bodies, the JCQ requirements and the relevant centre policies.

2. Process Overview

2.1 For CCEA qualifications, 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 process are provided in Appendix 1.

3. Roles and Responsibilities

3.1 Roles and responsibilities of Cambridge House Grammar School staff are outlined below:

- 3.2 The **Board of Governors** is responsible for approving the policy for producing Centre-Determined Grades and will notify the relevant awarding bodies of arrangements should the Head of Centre be unavailable to confirm the Centre-Determined Grades.
- 3.3 The **Head of Centre** (Mr Elliott) has overall responsibility for the centre as an examinations centre and will ensure the roles and responsibilities of all staff are defined.
- 3.4 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 relevant awarding bodies) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by the relevant awarding bodies.
- 3.5 The Head of Centre will work collaboratively with the relevant awarding bodies in terms of engaging with professional dialogue and the provision of evidence as requested.
- 3.6 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.
- 3.7 Mr Elliott (Principal) and Mrs Proctor (Vice-Principal: Curriculum) attended the Chartered Institute of Educational Assessors (CIEA) training during the Spring Term 2021. They will act as Lead Assessors and disseminated relevant content of the programme to all teachers involved in producing Centre-Determined Grades.
- 3.8 The **Examinations Officer** (Mrs McClurg) is responsible for ensuring accurate and timely entries are submitted to the relevant awarding bodies. She will ensure that all information is shared promptly with all relevant staff. The Examinations Officer will also ensure that they know, understand and can use the Centre Manager Applications. She 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.
- 3.9 The Examinations Officer is responsible for the administration of the final Centre-Determined Grades and for managing the post-results services within the centre.
- 3.10 **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 Head of Department Checklist and internal spreadsheets are completed for each qualification that they are submitting. They will also oversee departmental standardisation and moderation processes and the awarding of grades for all pupils within their department.
- 3.11 Additional support and, where appropriate, quality assurance measures will be provided for newly-qualified teachers.

3.12 **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 will 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 will complete the Candidate Assessment Record for candidates whose work has been requested for sampling by an awarding body, 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 will securely store and be able to retrieve evidence to support their decisions.

4. Training, Support and Guidance

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

Cambridge House Grammar School will engage fully with all training and support that the relevant awarding bodies have provided, including web-based support and training.

4.2 The centre policy will be supported through training provided by CCEA and the other awarding bodies to Senior Leaders through the CIEA. Senior Leaders will disseminate this training to all teachers involved in producing Centre- Determined Grades.

4.3 If relevant staff are unable to attend subject support meetings or training, they will 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. Mrs Proctor (Vice-Principal, Curriculum) should be notified if no one from a department has been able to attend support meetings and Mrs Proctor will consider how this is addressed.

5. Appropriate Evidence

5.1 Cambridge House 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, and the asterisked evidence will be used if key evidence is not available:

5.1.1 Class tests scheduled from 12 April 2021 based on assessment resources for 2021;

5.1.2 Past papers;

5.1.3 Mock examinations which relate to the specifications;

5.1.4 Coursework or controlled assessments, even where not completed – if applicable to the subject;

5.1.5 Practical assessments in relevant subjects (e.g. PE, Music);

5.1.6 External units taken in January 2020 and 2021;

5.1.7 Class tests from earlier in courses*;

5.1.8 Homework*.

5.2 Cambridge House Grammar School will base all evidence on the relevant specifications as set out in the CCEA *Alternative Arrangements – Process for Heads of Centre* and guidance from the other awarding bodies.

- 5.3 Cambridge House Grammar School has taken into account the information provided by CCEA and other awarding bodies about unit omissions before the cancellation of examinations. These are detailed on the Summer 2021 Information Pre-Examination Cancellation sections of the awarding bodies' websites.
- 5.4 Cambridge House Grammar School is taking account of disruption that candidates have faced to their learning a result of COVID-19 by reducing the content of class tests and if necessary using evidence from earlier in courses to inform CDGs.
- 5.5 Any adaptations that have been made will be recorded in the checklists provided by the relevant awarding bodies.
- 5.6 Pupils and parents will be made aware of the range of evidence that will be used in determining their grades. These lists will be distributed during the week beginning Monday 17 May (AS/A-Level) and Monday 31 May (GCSE) – see Internal Deadlines in Appendix 1 below.

6. Centre-Determined Grades

- 6.1 Cambridge House 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.
- 6.2 To make accurate judgements, teachers will have a clear understanding of:
- 6.2.1 the range of skills, knowledge and understanding covered by the specification assessment objectives;
 - 6.2.2 the assessment requirements and the structure of the specification;
 - 6.2.3 the grade descriptions at key grades;
 - 6.2.4 the level of demand of the qualification assessments;
 - 6.2.5 the level of control;
 - 6.2.6 the tier of entry (where applicable); and
 - 6.2.7 the weighting of each component/unit and the type of assessment.
- 6.3 Information on these aspects for each qualification will be drawn from specifications, specimen assessment materials, past papers, controlled assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator reports.
- 6.4 All teachers are responsible for ensuring that all evidence has been stored safely and is accessible to support the awarding bodies' 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. Key features, based on grade descriptors, will be recorded on candidate assessment evidence to support decisions taken.

7. Internal Standardisation

- 7.1 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.

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

7.3 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:

7.3.1 to match the standards as established and understood in the guidance provided; and

7.3.2 to bring judgements into line with those of other teachers in the department.

7.4 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.

8. Head of Centre Moderation and Declaration

8.1 Cambridge House 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 decisions will be retained.

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

8.3 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.

9. Access Arrangements, Special Consideration and Absence

9.1 Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), Cambridge House Grammar School 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.

9.2 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, Cambridge House Grammar School will take account of this when making judgements. Class teachers will record how they have determined any impact of illness or personal circumstances and how this was incorporated into their judgements in the Candidate Assessment Record. Cambridge House 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*.

9.3 If a pupil is not able to take a scheduled assessment due to a Covid-related issue (e.g. self-isolation), they should notify school as soon as possible. Alternative arrangements will be agreed. If an assessment cannot be completed, the school will use marks from other assessments and additional evidence to determine a pupil's grade.

9.4 If a pupil is not able to take a test due to any other reason (e.g. illness), they should notify school as soon as possible and if applicable get a medical note to confirm the reason for the absence. The school will use marks from other assessments and additional evidence to determine a pupil's grade.

10. Bias and Discrimination

10.1 Cambridge House Grammar School will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

10.2 The Senior Leadership Team 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:

10.2.1 sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment and marker pre-conceptions);

10.2.2 minimising bias (how to minimise bias in questions and marking, and hidden forms of bias); and

10.2.3 bias in teacher assessments.

10.3 To avoid bias and discrimination, all staff involved in Centre-Determined Grades will consider that:

10.3.1 unconscious bias can skew judgements;

10.3.2 the evidence should be valued for its own merit as an indication of performance and attainment;

10.3.3 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;

10.3.4 unconscious bias is more likely to occur when quick opinions are formed; and

10.3.5 having effective internal standardisation will help to ensure that there is consideration from different perspectives.

11. Recording Decisions and Retention of Evidence and Data

11.1 Teachers and Heads of Department will 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.

11.2 Cambridge House Grammar School will ensure 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 awarding bodies' Review of Evidence and Award process and potential appeals.

11.3 When requested, evidence will be uploaded via the application portals used to submit the Centre-Determined Grades.

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

11.4.1 Internal spreadsheets;

11.4.2 Head of Department Checklists and Departmental Assessment Evidence Grid; and

11.4.3 Head of Centre Declaration.

12. Confidentiality

12.1 Cambridge House Grammar School will not disclose any candidates' Centre-Determined Grades in advance of the official issue of results. This is in keeping with the school's GDPR policy and requirements of the relevant awarding bodies.

13. Malpractice/Maladministration

13.1 Cambridge House Grammar School will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to the relevant awarding bodies 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 relevant awarding bodies, who may investigate this as potential malpractice or maladministration.

13.2 Other examples of potential malpractice include:

13.2.1 deception;

13.2.2 improper assistance to a candidate;

13.2.3 failure to appropriately authenticate a candidate's work;

13.2.4 over-direction of candidates in preparation for assessments;

13.2.5 the centre submitting grades not supported by evidence or that they know to be inaccurate;

13.2.6 centres entering candidate(s) who were not originally intending to cash in a grade in the Summer 2021 series;

13.2.7 failure to engage as requested with the relevant awarding bodies during the review stage of the process; and

13.2.8 failure to keep appropriate records of decisions made and Centre-Determined Grades.

13.3 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.

14. Private Candidates

14.1 For subjects where entries have been made for private candidates, Cambridge House Grammar School will ensure that we have sufficient evidence to confidently submit an objective Centre Determined Grade. If evidence is limited, it is essential that these candidates complete the assessment resource or an appropriate adaptation of the assessment resource. Thereafter, decisions for the private candidate will be made with the same approach as for all other candidates at Cambridge House Grammar School.

15. Conflicts of Interest

15.1 To protect the integrity of assessments, staff will 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.

15.2 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* and similar guidance from the other awarding bodies.

15.3 A *Conflict of Interest Policy for the Alternative Awarding Arrangements: Summer 2021* has been produced which outlines separation of duties and personnel to ensure fairness in later process reviews and appeals. This is available on request from the Head of Centre.

16. Internal Appeals Procedure Relating to Centre-Determined Grades

16.1 A written internal appeals procedure will be available to permit candidates recourse in relation to the production of a Centre Determined Grade. Cambridge House Grammar School's internal appeals procedure will be available for staff, candidates and parents at www.cambridgehouse.org.uk. It will outline the roles and responsibilities for centre staff and provide clarity on the various steps in the internal procedure. The steps will be time-bound and in line with the awarding bodies' requirements. Pupils will be updated at each stage and will be informed in writing of the outcomes and recourse procedures.

17. Complaints Procedure

17.1 Cambridge House Grammar School's internal complaints procedure permits candidates to challenge the centre's delivery or administration of a qualification (including failure to follow their internal appeals procedure correctly) and is available at www.cambridgehouse.org.uk.

18. Requirements as a JCQ Registered Centre

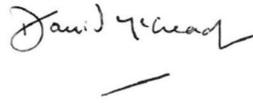
18.1 Cambridge House Grammar School has reviewed and amended, where necessary, all assessment and examination-related policies and procedures in line with the JCQ *General Regulations for Approved Centres, 1 September 2020 to 31 August 2021* to ensure appropriateness for the unique context of Summer 2021 qualifications. Policies may be accessed at www.cambridgehouse.org.uk.

Signed:



(Principal)

Signed:



(Vice-Chair of
Governors)

Date:

20/04/2021

Appendix 1: Internal Deadlines

Week beginning	Actions	Year 12	Year 13	Year 14
Monday 22 February	<ul style="list-style-type: none"> • SLT / BoG / Staff briefed on Draft CDG Guidance • Letters sent to parents and video messages sent to pupils 	<ul style="list-style-type: none"> • Online lessons 	<ul style="list-style-type: none"> • Online lessons 	<ul style="list-style-type: none"> • Online lessons
Monday 1 March	<ul style="list-style-type: none"> • HoD Meeting: Specification Mapping (coverage, staffing and commonality); Assessment Planning (types, quantity, weightings, timings, marking, fairness, Assessment Objectives and Grade Descriptors); Plans for standardisation and moderation. • Year 12 Parent-Teacher Meetings Tuesday 2 March; Careers Meetings Wednesday 3 March • Head of Centre Guidance received Friday 5 March 	<ul style="list-style-type: none"> • Online lessons 	<ul style="list-style-type: none"> • Online lessons 	<ul style="list-style-type: none"> • Online lessons
Monday 8 March	<ul style="list-style-type: none"> • Follow-up HoD Meetings 	<ul style="list-style-type: none"> • Online lessons 	<ul style="list-style-type: none"> • Online lessons 	<ul style="list-style-type: none"> • Online lessons
Monday 15 March	<ul style="list-style-type: none"> • Departmental Assessment Planning Day Tuesday 16 March: Draft plans shared, discussed and agreed with departmental staff; submitted to SLT via survey • St Patrick's Day Holiday Wednesday 17 March 	<ul style="list-style-type: none"> • Online lessons 	<ul style="list-style-type: none"> • Online lessons • AS Subject Guidance available from Friday 19 March 	<ul style="list-style-type: none"> • Online lessons • A-Level Subject Guidance available from Friday 19 March
Monday 22 March	<ul style="list-style-type: none"> • Final review of specification; completion of theory; catch-up period; reassurance; preparation of pupils for assessment - topics to be revised etc. • Year 13 & 14 Parent-Teacher Meetings Tuesday 23 March • Letters sent to parents; schedule of practice tests and class tests prepared for pupils 	<ul style="list-style-type: none"> • Pupils in school • GCSE Subject Guidance available from Friday 26 March 	<ul style="list-style-type: none"> • Pupils in school 	<ul style="list-style-type: none"> • Pupils in school
EASTER HOLIDAY				
Monday 12 April	<ul style="list-style-type: none"> • Class tests begin • Departments begin to prepare records using CCEA's templates • HoD Meeting Tuesday 13 April • Internal departmental data packs distributed to HoDs 	<ul style="list-style-type: none"> • Pupils in school • Class tests week 1 	<ul style="list-style-type: none"> • Pupils in school • Class tests week 1 	<ul style="list-style-type: none"> • Pupils in school • Class tests week 1

Monday 19 April	<ul style="list-style-type: none"> • Class tests continue • Departmental Meetings Tuesday 20 April • School CDG Policy submitted to CCEA by 23 April 	• Class tests week 2	• Class tests week 2	• Class tests week 2
Monday 26 April	<ul style="list-style-type: none"> • Class tests continue • Departmental Meetings Tuesday 27 April 	• Class tests week 3	• Class tests week 3	• Class tests week 3
MAY BANK HOLIDAY – MONDAY 3 MAY				
Tuesday 4 May	<ul style="list-style-type: none"> • Final week of AS/A-Level class tests. • Departmental Meetings Tuesday 4 May 	• Class tests week 4	• Class tests week 4	• Class tests week 4
Monday 10 May	<ul style="list-style-type: none"> • AS/A-Level Departmental moderation • SLT Checking • Completion of internal centre evidence documentation for AS/A-Level • Qualification Procedure Day 1: Tuesday 11 May 	• Class tests week 5	• Moderation week	• Moderation week
Monday 17 May	<ul style="list-style-type: none"> • Finalisation of internal centre evidence documentation for AS/A-Level; • SLT Checking • Departmental Meetings Tuesday 18 May • Lists of AS/A-Level ranges of evidence distributed to pupils and parents. • Submission of AS / A-Level CDGs by Friday 21 May 	• Class tests week 6	• AS CDGs submitted by Friday 21 May	• A Level CDGs submitted by Friday 21 May
Monday 24 May	<ul style="list-style-type: none"> • GCSE Departmental moderation • SLT Checking • Completion of internal evidence documentation for GCSEs • Qualification Procedure Day 2: Wednesday 26 May 	• Moderation week		
Monday 31 May	<ul style="list-style-type: none"> • Baker Day Monday 31 May • Completion of internal centre evidence documentation for GCSE • SLT Checking • Lists of GCSE ranges of evidence distributed to pupils and parents • Submission of GCSE CDGs by Friday 4 June 	• GCSE CDGs submitted by Friday 4 June		

Results: Tuesday 10 August AS/A-Level

Thursday 12 August GCSE