



Enniskillen Royal Grammar School

Centre Determined Grade Policy 2021

Adopted by Board of Governors on 20 April 2021

Issued to staff for consultation on 14th April and in final version on 23rd April 2021

Responsible: Senior Leadership Team including Learning Support Coordinator working with Leaders of Learning, Curriculum Leaders, Assistant Learning Support Coordinator, Year Heads, Subject Teachers and Examination Officer

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 DE legislation and Ministerial direction.

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:

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 in Enniskillen Royal Grammar School are provided in Appendix 1.

Roles and Responsibilities

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** 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 ensure that the method of determining grades by the centre (in line with processes published by CCEA and other exam bodies) 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 **Head of Centre** will confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff and fill in the relevant declaration upon submission of these grades.

Senior Leadership Team/ Leaders of Learning will provide support to staff involved in producing Centre Determined Grades. They will work with the **Head of Centre** in the quality assurance of the final Centre Determined Grades. They have a key 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:-

- A colleague engaging in a formal documented standardisation process with a colleague in another school
- Members of the Senior Leadership Team working with a Leader of Learning to validate the outcomes after comparing them with outcomes in associated subject areas within the relevant Learning Area, where applicable.

Those who attended the CCEA Chartered Institute of Educational Assessors (CIEA) training will 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 relevant staff 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 dates 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.

The **Learning Support Coordinator will work with the Senior Teacher in charge of cover** in the coordination and implementation of Access Arrangements for assessments with staff, pupils and their parents/carers. Class teachers should ensure that they are familiar with the access arrangements for the pupils in their class(es) and make the necessary request to the Learning Support Coordinator and Senior Teacher in charge of cover in a timely fashion.

Curriculum Leaders are responsible for supporting departmental staff and ensuring all staff conduct assessments under the appropriate levels of control and use the consistent agreed sources of evidence required to make accurate and fair judgements. The consistent agreed sources of evidence include additional sources of evidence to be used in the event of the primary evidence not being available for a pupil(s) within a cohort.

Curriculum Leaders are responsible for submitting all required documentation to the Senior Leadership team as an integral part of the quality assurance process. This includes:-

- Learning and Assessment Plans (Sample Provided in Appendix 2).
- Departmental documentation which clearly validates and provides supporting evidence to affirm compliance with points 1-8 on the CCEA Head of Department checklist and compliance with the information required on the CCEA Departmental Assessment Evidence Grid for the overall cohort for each qualification level that they are submitting. This includes evidence of departmental standardisation in line with the agreed centre procedures. Colleagues may opt to use the CCEA templates provided in Appendix 5.

Curriculum Leaders are responsible for accessing all support materials including webinars provided by the examination boards and for disseminating these support materials to their subject colleagues. Where appropriate, quality assurance measures will be provided for newly qualified teachers. The Deputy Principal will provide a proforma to record confirmed access to support materials and webinars. Appendix 6.

Curriculum Leaders are responsible for leading and managing the standardisation and moderation procedures, in line with agreed school procedures within their own specific subject.

Curriculum Leaders, working with their subject colleagues are responsible for the collation and secure storage of candidate assessment evidence. **Curriculum Leaders will ensure that their departmental colleagues complete the necessary Candidate Assessment Record for the CCEA Sample.**

Class teachers are responsible for ensuring that they conduct assessments under the centre's appropriate levels of control, where it is safe to do so. If for unavoidable reasons e.g pupil self-isolation this is not feasible, the revised level of control must be agreed with the Curriculum Leader and SLT and appropriate annotations on departmental records must be completed.

Class teachers must ensure that they are familiar with the access arrangements for the pupils in their class(es) and inform the Learning Support Coordinator and the Senior Teacher in charge of cover of these requirements in a timely fashion.

Class teachers must ensure that they have sufficient evidence (normally a minimum of three pieces of agreed consistent sources of evidence in line with the departmental assessment plan, unless there is a validated and recorded reason for deviation from the agreed sources) for each candidate they have entered for a qualification, in line with the Centre Policy to support Centre Determined Grades. In some instances e.g AS and A2 Sports Science and the Active Leisure Industry and A2 2 Digital Technology a coursework submission only will be permissible in line with CCEA guidance.

Class teachers must ensure that the Centre Determined Grade they assign to each candidate is a fair, valid and reliable reflection of the assessed evidence available for each candidate.

Class teachers must collate the assessment evidence for each pupil and leave this with their Curriculum Leader for secure storage. Please note, CCEA will seek three pieces of evidence during the external moderation process.

Class teachers must ensure that they complete agreed departmental records in line with the CCEA Candidate Assessment Record to include a description of the assessment evidence used, the level of control for each assessment considered and all other information required in Sections 1-4 of the Candidate Assessment Record form. Where the evidence used to determine the Centre Determined Grade deviates from the consistent sources of evidence agreed within the department, appropriate annotations must describe the validated reason for this deviation including date of consultation with Curriculum Leader and SLT. This will allow the accurate and timely retrieval of the necessary detail required for the class teacher to complete a Candidate Assessment Record form for each candidate included in CCEA's sample request. Such information must be provided to CCEA within a 48 hour timescale.

Class teachers have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required.

The knowledge, expertise and professionalism of the staff of Enniskillen Royal Grammar School is central to determining Centre Determined Grades.

Training, Support and Guidance:

Enniskillen Royal Grammar School will engage fully with all training and support that CCEA provides, including web-based support and training. Further general and subject-specific support and guidance can be found on the CCEA website at www.ccea.org.uk.

The centre policy will be supported through training provided by CCEA to **Senior Leaders/Lead Assessors** through the CIEA.

Senior Leaders will disseminate this training to all teachers involved in producing Centre Determined Grades, via a programme of staff meetings, Curriculum Leader meetings, Curriculum Leader Support Clinics with designated members of the SLT and Leaders of Learning and regular summary emails highlighting key points for consideration in line with the Centre Determined Grade timeline.

Time will be allocated as necessary for staff training, Curriculum Leader meetings, SLT and Leader of Learning Support Clinics, with Curriculum Leaders, Departmental meetings to determine Assessment Plans and carry out departmental standardisation and Area of Learning/SLT/Pastoral Leader meetings to carry out cross-departmental and whole school moderation and review of Centre Determined Grades. Directed Time meeting slots, INSET Days including the two additional Qualification Days and in-school cover will be used to facilitate these meetings.

Curriculum Leaders are responsible for accessing all support materials including webinars provided by the examination boards and for disseminating these support materials to their subject colleagues. Where appropriate, quality assurance measures will be provided for newly qualified teachers. If relevant staff are unable to attend subject support meetings 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 should be notified if no one from a department has been able to attend support meetings so that he can consider how this is addressed. The Deputy Principal will provide a proforma to record confirmed access to support materials and webinars. Appendix 6.

Appropriate evidence

Enniskillen Royal 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. In identifying key evidence to be used in the determination of grades due consideration is given to the validity and value of evidence as defined in this guidance, namely breadth and depth of specification coverage, similarity to actual qualification assessments, level of control, level of demand and when the evidence was generated. In making a holistic professional judgement based on this evidence, and in line with the CCEA Alternative Arrangements –Process for Heads of Centre, there is no prescribed weighting across the qualifications for the evidence used. Emphasis will be on the validity and reliability of the evidence as articulated in the rationale of each departmental Learning and Assessment Plan.

Enniskillen Royal 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.

Enniskillen Royal Grammar School is taking account of disruption that candidates have faced to their learning as a result of COVID 19 by allowing adaptations to assessments where the full specification content has not been able to be completed within the normal timescale. Any adaptations that have been made will be recorded in the Learning and

Assessment Plans in departmental documentation and will be based on the CCEA Alternative Arrangements-Process for Heads of Centre.

Candidates will be made aware of the sources of evidence that will be used in determining their grades. Candidates will be made aware of their attainment in remaining assessments, but the Centre Determined Grade will not be disclosed and candidates will not be afforded an additional opportunity to resit the assessments unless there are compelling medical or pastoral reasons.

Enniskillen Royal Grammar School will use the following candidate evidence in arriving at Centre Determined Grades. The first part of the list indicates the primary evidence that will be considered and the asterisked evidence will be used if primary evidence is not available. Each department will outline the rationale for their choice of evidence in their Learning and Assessment Plan.

- CCEA Assessment Resources for 2021 conducted in April/May 2021
- Mock examinations which relate to the CCEA specification
- CCEA Past Papers
- Past paper questions from other examination boards which align with the CCEA specification
- Coursework or controlled assessments, even where not completed
- Class tests
- Performance assessments (Music and Drama)
- Remote assessments conducted under a medium level of control
- *Homeworks
- *Remote assessments not conducted under a medium level of control

Departments will use the same agreed consistent sources of evidence for the full cohort as far as possible. In the event of some of the agreed consistent sources of evidence not being available for individual candidates, alternative evidence of equal value and validity should be proposed by individual teachers, in consultation with their Head of Department and SLT. Appropriate dated annotations regarding the outcome of these consultations should be made in departmental records.

Centre Determined Grades:

Enniskillen Royal 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, **class 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 **Class teachers** must ensure that they complete agreed departmental records in line with the CCEA Candidate Assessment Record to include a description of the assessment evidence used, the level of control for each assessment considered and all other information required in Sections 1-4 of the Candidate Assessment Record form. Where the evidence used to determine the Centre Determined Grade deviates from the consistent sources of evidence agreed within the department, appropriate annotations must describe the validated reason for this deviation including date of consultation with Curriculum Leader and SLT.

All **Class 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, the Curriculum Leader is responsible for ensuring that the required internal standardisation is carried out in line with agreed centre procedures and that appropriate records are kept. (see Appendix 3 for Assessment, Feedback and Reporting Policy)

The purpose of these procedures is to provide class teachers with confidence in the marking process and the grades they have assigned; to ensure fairness and objectivity of decisions; and to ensure consistency in the application of assessment criteria and standards. This allows for any teachers' differences to be resolved.

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

As a result of the internal standardisation and moderation processes, it may be necessary for a class teacher or the Curriculum 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 and moderation, any necessary decisions will be made/approved by the **Curriculum Leader**. An appropriate record will be kept of any adjustments made along with a brief note of the reason for the adjustments.

Head of Centre Moderation and Declaration

Enniskillen Royal Grammar School undertakes to have a fair and consistent approach across departments/subjects and this involves the following actions:

Senior Leaders/Leaders of Learning will be involved on an ongoing basis in a challenge and support role with departments during the rolling process of internal standardisation.

Subsequent to the departmental standardisation process the Senior Leadership Team, working with Leaders of Learning, will carry out moderation on a Learning Area basis and whole school basis. This moderation process will include a review of marking and internal departmental standardisation and moderation arrangements, and will investigate whether decisions have been justified.

Senior Leaders working with Heads of Year will consider unexplained grade profiles (eg a pupil attaining A grades in the majority of their subjects and then a marked decrease in another) and this may result in a review of the evidence used or remarking

Senior Leaders working with Heads of Year will check that appropriate account was taken of any illness or personal circumstances of an individual pupil in departmental judgements in line with the JCQ document A Guide to the Special Consideration process with effect from 1 September 2020

Senior Leaders will consider both the subject and centre outcomes based on the evidence available including a comparison of the current cohort(s) with previous cohorts.

At each stage a record will be made of any amended decisions and the reasons for the amendments

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 a scribe) the Learning Support Coordinator, working with the Senior Teacher responsible for cover, will ensure that these arrangements are in place when assessments are being taken, as per normal JCQ arrangements.

Such access and special consideration arrangement decisions should be recorded on departmental documentation in line with CCEA documentation

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, in line with JCQ guidelines, and supported by appropriate documentary evidence, might have affected the candidate's standard of performance, Enniskillen Royal Grammar School will take account of this in making Centre Determined Grade judgements. **A record of how any impact of illness or personal circumstances was incorporated into the Centre's judgements will be kept in departmental and whole school records.**

Special consideration will only be applied **in line with the JCQ guidelines** and will not be applied for lost teaching and learning time. Lost teaching and learning is being addressed this

summer via the flexibility afforded to the centre in the assessment methods used and in the content that will be assessed.

Bias and Discrimination:

Enniskillen Royal Grammar School will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Senior Leaders 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 **class teachers** and **Curriculum 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 on the C2k network within school and must not be transferred to any other device or taken in any form outside school. It is essential that there are robust, accurate and secure records of decisions and retention of evidence to comply with data protection legislation and in anticipation of centre moderation and the CCEA Review of Evidence and Award process and potential appeals.

When requested, evidence will be uploaded via the CCEA application used to submit the Centre Determined Grades and within the set 48hour timescale.

The following CCEA documentation must be fully and accurately completed and retained securely by the **Examinations Officer**.

- Class teacher documentation with the information required to complete individual Candidate Assessment Records;
- Departmental documentation in line with CCEA Head of Department Checklists and Departmental Assessment Evidence Grid and
- The CCEA Head of Centre Declaration.

Confidentiality

Enniskillen Royal 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

Enniskillen Royal 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 in line with JCQ Suspected Malpractice Policies and Procedures.

The Centre will adopt a robust procedure for the authentication of pupil evidence to ensure that the work submitted in support of the Centre Determined Grade is the pupil's own. All staff and students will be made aware of the implications of malpractice. Where there are any concerns these will be fully investigated and appropriate action taken in line with the JCQ guidelines.

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

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

Private Candidates

For subjects where entries have been made for private candidates, the Centre will ensure that there is sufficient evidence to confidently submit an objective Centre Determined Grade. Enniskillen Royal Grammar School will require private candidates to complete the CCEA assessment resource or an appropriate adaptation of the assessment resource. Thereafter, decisions for the private candidate will be made as far as practicable possible with the same approach as for all other candidates at Enniskillen Royal Grammar School

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.

Enniskillen Royal 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:

A written internal appeals procedure will be made available to permit candidates recourse in relation to the production of a Centre Determined Grade.

Enniskillen Royal Grammar School's internal appeals procedure will be made available for staff, candidates and parents on the centre website at www.enniskillenroyalgs.com

This procedure will outline the roles and responsibilities for centre staff and provide clarity on the various steps in the internal procedure. The various steps of the internal appeals procedure will be time bound and will be in line with CCEA requirements. Candidates will be updated at each stage and will be informed in writing of the outcomes and recourse procedures.

Requirements as a JCQ Centre

Enniskillen Royal 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. Enniskillen Royal Grammar School will follow the JCQ guidance and approach in respect of WJEC and AQA qualifications.

Associated Centre Documents

Complaints Policy

Controlled Assessment Policy

Assessment, Feedback and Reporting Policy

Safeguarding and Child Protection Policy

Learning Support Policy

Appendix 1

FIVE STEP AWARDING PROCESS

Step and Indicative Timeframe		Activity	Personnel	Internal Deadlines
1	Guidance, Information and Readiness (March, April)	CCEA guidance documentation shared and understood by all involved staff. Centre fully participates in support offered by CCEA and other partner bodies, such as EA and CCMS.	Centre Leadership Team, Curriculum Leaders (CLs) and teaching staff	Key messages shared at staff meetings on 15/2/2021, 10/3/21 and 14/4/2021 and through regular update emails. Initial support meetings between SLT, LOLs and CLs held on 19/3/21. Head of Centre meeting with Dermot Mullan (CCEA) on 22/3/21. Process outlined to pupils and parents/carers in a video in March 2021.
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Centre Leadership Team, Curriculum Leaders (CLs) and teaching staff	Timeline for submission of departmental Learning and Assessment Plans, assessment windows, Departmental Standardisation, Area of Learning and Whole School Moderation and Review of CDGs established for GCSE, AS and A2 in line with CCEA deadlines for submission of grades. (Appendix 4)
		Centre Policy for awarding Centre Determined Grades developed, documented and shared with all staff. Policies to be sent to CCEA by 23 April so they are available for review at grade submission stage.	Centre Leadership Team	CDG Policy submitted to staff on 14/4/21 for consultation before submission to Board of Governors on 20/4/21.
		Preliminary consideration of value of available evidence.	Centre Leadership Team and Curriculum Leaders (CLs)	Departmental Learning and Assessment Plans reviewed and evaluated in SLT and LOL meetings with CLs on

				19/3/21 and resubmitted to SLT for review on 31/3/21.
2	Evidence Gathering and Provision of Assessment Resource (March, April and May)	Completion and marking of defined assessments in line with Centre Policy; for example, this could comprise CCEA assessment resources which will be available from April 2021.	Centre Leadership Team, Curriculum Leaders (CLs) and teaching staff	Mapping of Assessments to avoid pupil overload and planning for Access Arrangements in line with agreed timeline
		All other available evidence collated and documented	Centre Leadership Team, Curriculum Leaders (CLs) and teaching staff	In line with agreed timeline

Step and Indicative Timeframe		Activity	Personnel	Internal Deadlines
3	Centre Professional Judgement and Moderation (April and May)	All available evidence moderated in line with centre policy	Centre Leadership Team, Curriculum Leaders (CLs) and teaching staff	In line with agreed timeline Quality Assurance meetings in line with agreed template conducted by SLT and LOLs with each CL in period 13 th May-1 st June 2021.
		Any potential bias in Centre Determined Grades and outcomes considered	Curriculum Leaders (CLs) and teaching staff	In line with standardisation procedures within agreed timeline
		Centre Determined Grade outcomes reviewed by Senior Leadership Team	Centre Leadership Team	In line with agreed timeline Quality Assurance meetings conducted by SLT and LOLs with each CL in period 13 th -19 th May 2021 for AS/A2 and from 26 th May -1 st June 2021 for GCSE. Final review of outcomes at SLT level before inputting of grades in CCEA system and final

				sign off and submission by Head of Centre
		Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre	In line with agreed timeline
4	Review of Evidence and Award (June and July)	Centre evidence and grade outcomes reviewed	CCEA personnel	
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA personnel	Return of requested evidence within 48 hour deadline
		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 2021
5	Post –Award Review service (August and September)	After the issue of results, students will have the right to appeal to their centres and to CCEA	Head of Centre and CCEA personnel	August 2021

Appendix 2 Sample of Learning and Assessment Plan

CENTRE DETERMINED GRADES: SUMMER 2021: GCSE XXXXX

Pupil Assessment Plan

Staff involved and allocation of teaching - XX

Rationale – omission of Unit 1 was taken following guidance from CCEA. Elements of Unit 1 had been taught and were ‘shelved’ in light of omission statements and XXXXX were continued with a view to delivering the XXXXX (Unit 3). Lockdown has made delivery of XXXXX impossible to deliver and on guidance from XXXXXXXXXXXX, Principal Officer (CCEA) for XXXX, AO3 is sufficiently covered through provision and use of XXXXX Resources and the skills utilised to analyse and complete them during examinations are covered in the completion of Units 1 and 2.

Subsequently, we have delivered Unit 2 and will assess the pupils on all elements of this Unit.

Standardisation – will take place in Wednesday meetings and Qualification Procedure Day on 21st May 2021.

Method of standardisation.

- CCEA mark schemes will be applied by both teachers.
- Identification of key questions will allow standardisation prior to completion of mass marking to reduce the need for mark adjustments on completion of first marking.
- Marking will be blind (page by page).
- Standardisation will be by sample scripts on the following criteria;
 - From both teachers and teaching groups,
 - From all grades A* to G (dependent) – highest and lowest,
 - Gender aspecific as sampling will be random other than highest and lowest marks.

Reference to exemplification of standards,

Application of raw scores from CCEA and reference to grade descriptions.

Standardisation for CCEA Material Assessments – w/c 10/5/21 will be priority and if clarification evidence is required we will repeat the process where relevant on Mock Exams and in year assessments.

Progression – mark book record evidence may be used to indicate progression through the year based on a range of low and medium control weekly/bi-weekly assessments. Departmental policy is that all PPQ assessments are marked to and in line with published CCEA Mark Schemes: additional items, used for evidence will need to be internally standardised.

Pupil Plans are published in the Appendix at the end of this document.

GCSE XXXXX				
Unit 2 delivered in full. Some elements of Themes A, B and C in Unit 1.				
Topics omitted XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX				
No further teaching required post 22.3.21				
Assessment To date				
Date	Mode of Assessment/Level of Control	Assessment Title	Assessment Objective/s	Marks Available
January 2021	Online mock assessments – Medium	Mock Examinations – Unit 1	AO1, 2 and 3	54 marks spread across all 4 Unit 1 Themes completed in 50 minutes. Most questions set were extended writing responses of a value of 3 marks or greater.
March 2021	Online assessments. Low Control	Suite of PPQs on themes A Unit 2.	AO1, 2 and 3	26 marks using combinations of relevant PPQ from a range of legacy papers.
March 2021	Online assessments. Low Control	Suite of PPQs on themes B Unit 2.	AO1, 2 and 3	25 marks using combinations of relevant PPQ from a range of legacy papers.
To be completed				
W/C 12 th April	CCEA Assessment Materials – High Control High Weighting	CCEA 2020 Assessment materials Themes A and B	AO1, 2 and 3	25 x 2 – Topics and content to be confirmed (pending CCEA release of materials).
W/C 26 th April	CCEA Assessment Materials – High Control High Weighting	CCEA 2020 Assessment materials Themes C and D	AO1, 2 and 3	25 x 2 – Topics and content to be confirmed (pending CCEA release of materials).
Plan B				
	Adapted tests/assessments from PPQ	On viewing CCEA assessment materials a plan B is not required.		

Appendix A – Pupil Plan– published and distributed to pupils, week commencing 22/3/21.

GCSE XXXXX– Assessment Plan for Pupils				
Unit 2 XXXXXX delivered in full during Year 11 (2019-20) All Assessments Objectives (AO1, 2 and 3) have been covered in the teaching of this Unit. No further teaching required after 22nd March 2021.				
Details of assessments already completed that may be used to evidence grades.				
Date	Mode of Assessment/Level of Control	Assessment Title	Assessment Objective/s	Marks
January 2021	Online mock assessments – Medium Control	Mock Examinations – Unit 1	AO1, 2 and 3	54
March 2021	Online assessments - Low Control	Suite of PPQs on themes A Unit 2.	AO1, 2 and 3	26
March 2021	Online assessments - Low Control	Suite of PPQs on themes B Unit 2.	AO1, 2 and 3	25
Details of assessments to be completed.				
W/C 12 th April Tuesday	CCEA Assessment Materials – High Control (23 mins. plus 25% extra time for those eligible).	CCEA 2020 Assessment materials Theme A	AO1, 2 and 3	25
W/C 12 th April Thursday	CCEA Assessment Materials – High Control (23 mins. plus 25% extra time for those eligible).	CCEA 2020 Assessment materials Theme B .	AO1, 2 and 3	25
W/C 26 th April Tuesday	CCEA Assessment Materials – High Control (23 mins. plus 25% extra time for those eligible).	CCEA 2020 Assessment materials Theme C	AO1, 2 and 3	25
W/C 26 th April Thursday	CCEA Assessment Materials – High Control (23 mins. plus 25% extra time for those eligible).	CCEA 2020 Assessment materials Theme D	AO1, 2 and 3	25

Appendix 3

Enniskillen Royal Grammar School POLICY ON ASSESSMENT, FEEDBACK AND REPORTING

Aims

Formative: through which achievement is recognised and discussed and steps for further improvement are planned. Here the teacher and pupil make judgements of the pupil's work and learning strategies against learning objectives. Both can give feedback about what is successful and the teacher takes the lead in deciding what is needed to close the gap. The pupil's responsibility is to use the information to close the gap.

Summative: achievement is measured at the end of a year or at the end of a course. Summative assessment has several purposes:

- To tell pupils how well they have achieved
- To tell parents how their children have been getting on
- To select for a future course or institution
- To assist management decisions.

Enniskillen Royal Grammar School encourages the use of formative assessment as a critical element of good practice in the classroom whereby the teacher:

- Puts each task into its learning context
- Enables discussion of assessment criteria
- Engages in joint review of expected outcomes
- Discusses examples of work
- Gives clear feedback to the pupil against explicit success criteria.
- Offers opportunities to pupils to assess their own work according to targets and assessment criteria.

Enniskillen Royal Grammar School believes that formative assessment can be a means by which pupils become more independent and self-directed in their learning and are encouraged to adopt a growth mentality.

Each department has an assessment policy specifically related to the subject area. The Curriculum Leader in each subject area is responsible for ensuring that assessment is carried out in line with school policy.

General Principles of Assessment

- Assessment should be an integral part of teaching and learning and the methods used should enable informed judgements to be made about pupil progress through as wide a range of assessment methods as possible.
- Assessment should provide information about what a pupil knows, understands and can do alongside how they apply and evaluate their knowledge: it should also be appropriately challenging and motivating, allowing for effective differentiation.
- Assessment should allow pupils to develop the skills necessary to assess their own work and progress and to set meaningful targets for improvement
- Assessment should be meaningful to pupils and to parents and should form the basis of a dialogue between teachers, pupils and parents
- Assessment should provide information for teachers about the effectiveness of various teaching strategies

It is expected that the following strands of Assessment and Feedback will be common across all subjects

Feedback

All feedback should be in the form of What Went Well (WWW) and Even Better If (EBI)

In Class Assessment and Feedback

- ☐ Verbal feedback to the class or groups in response to students' work e.g. mini-white boards, exercise books, tests, group presentations etc.
- ☐ Verbal feedback to individual students: it is considered to be good practice for verbal feedback to be supported by a verbal feedback stamp/initials.
- ☐ Adaptation of teaching in response to assessing rates of progress (support and challenge for students).
- ☐ Peer and self-assessment against pre-released criteria.
- ☐ Use of Teaching Assistants to support learning and provide feedback.
- ☐ Student reflection through Directed Improvement and Reflection Time (DIRT).
DIRT is the process of allowing students to reflect/act upon the comments that have been written as feedback thereby ensuring the feedback is being put to use and is supporting the progress of the student, not for their next task but NOW-in this lesson.
- ☐ Adaptation of planning in response to assessing rates of progress.

Formative assessment:

□ Students receive detailed feedback which identifies strengths and the next steps for sustained progress. They are made aware of what went well and what they need to do to improve.

Summative assessment

□ Students receive feedback which indicates the level at which they are working.

□ **KS3:** Students and parents receive a grade card for both effort and attainment at the end of November and again in the middle of March. This card enables students to measure their progress against expectations and where necessary triggers additional interventions and support strategies at both subject and pastoral level.

Year 11: Students and parents receive a grade card for both effort and attainment in mid-October, the end of February and the end of April. This card enables students to measure their progress against expectations and where necessary triggers additional interventions and support strategies at both subject and pastoral level.

Year 12, 13 and 14

Students and parents receive a grade card for both effort and attainment in mid-October and in mid-April. This card enables students to measure their progress against expectations and where necessary triggers additional interventions and support strategies at both subject and pastoral level.

Students also have mock examinations in January/February.

The Planning of Assessments at Subject Level

- Assessments should arise naturally from the teaching and learning and should reflect the priorities within teaching and learning as appropriate to the Key Stage and to the stage in the year.
- They should assess both content and skills and should allow as wide a picture as possible to be formed of the pupils' progress.
- Careful planning will allow for a timely and natural integration of the assessment into the teaching and learning within the grade card cycle.
- Assessments should allow for effective differentiation: they should be both accessible and rigorous and pupils should be clear as to the assessment and related success criteria.
- **The setting, marking and standardisation of assessments should be consistent across the department. Standardisation should in the first instance involve a common understanding and agreement on how a common mark scheme and assessment criteria should be interpreted and applied across all teaching groups. In the case of year groups preparing for external examinations, examination board exemplar**

material should be referenced as benchmark pieces to award marks in line with the examination board standards. To avoid bias, strategies such as blind marking or cross marking should be used within the department. In selecting a sample to ensure consistency of marking, a range of work from all grades awarded or from the top, middle and bottom of the cohort or at areas of bunching or overlap in mark bands should be considered. When an agreed judgement is established this should be applied to all the work in the cohort. Appropriate records should be kept of the standardisation process, including members of staff involved, work reviewed and judgements and adjustments made as a result of the process.

- The grade awarded to a pupil at the end of a grade cycle should be informed by a range of assessments taken during the grade cycle. Whilst test scores ought to form part of the overall grade they should in all cases only form a part.

Frequency of Marking and Return of Work

Whilst recognising that given the variation between subjects in terms of content and pupil tasks as well as the variation within subjects in terms of tasks set to different age groups, it is difficult to identify a specific time for return of work to pupils as a general rule we would expect work to be returned to pupils within two weeks of submission. Where a subject leader feels that this expectation is unrealistic they should agree a subject specific time period with their Leader of Learning.

Frequency of Assessment

As stated earlier the grade awarded at the end of a grade cycle should be based upon a number and range of assessments across the cycle.

Assessing Literacy

Students at ERGS are supported in developing their literacy skills, through assessment and the feedback that they receive from all subjects. This cross-curricular approach ensures that all students receive high quality, subject-specific literacy teaching, which helps them effectively meet the challenges of assessments and formal examinations.

The following assessment codes are applied to the

marking of Literacy:

Code:

SP

//

C

Explanation:

This highlights a word has been misspelt. Not all words spelt incorrectly need to be identified, but those which are central to a student's understanding of the subject. The correct spelling will be provided.

This demonstrates the need to begin a new paragraph.

This indicates the need for a capital letter and the letter in question is circled.

^

EXP

WW

This suggests that a letter or word is missing.
This denotes awkward written expression, which requires re-structuring in-order to have clarity.
Wrong Word.

Baseline Assessment

We believe that there is value in establishing a process of baseline assessment in Year 8 to identify more closely the range of ability within that year group. The information gathered by this exercise will be used to better determine the curriculum and learning strategies. It will also provide data to facilitate target setting and benchmarking and better monitoring of academic progress.

The school also uses CATS data as a basis for target setting and tracking performance, both individual and more broadly, from Year 11 onwards and uses C2K data to facilitate the same processes from Year 13 onwards.

Progress through English and Progress Through Maths will also be used as part of the baselining process at KS3.

Examinations

Enniskillen Royal Grammar School will hold school examinations as follows:

- Years 8-11 in June of each academic year
- Year 12: Mock GCSE examinations in February of each year
- Years 13 and 14 GCE mock examinations in January of each year.

Reporting to Parents

Reports are written once a year. Subject teachers are expected to give clear indications in reports of the attainment of each pupil over the year. The attainment comments are regularly reviewed by departments and amended in accordance with assessment priorities and practices. Subject reports which parents or guardians receive are completed by summary reports written by the pupil's Year Head and Form Tutor. The Year Head will comment on the academic progress of the pupil as indicated in the subject reports, the Tutor's Report will refer to the pupil's social, personal and physical development.

Grade Cards

Annual reports are the means by which the results of summative assessment are conveyed to parents. During the academic year there will also additional assessments and pupil tracking through the Grade Card system and these will be sent to the parent.

The information provided through the grade cards enables us as a school community to support the key work of the classroom teacher. The Grade Card Cycle allows us to monitor and track our pupils' progress against expectations, established through baseline data and the teachers knowledge of the pupil, and provides on a timely basis useful, accurate and up to date information about the following key indicators of progress:-

- How the pupil is performing
- Are they working as hard as they could
- What do they need to do to improve or consolidate their achievement

To ensure their effectiveness the grades and targets on the grade card should be discussed with the pupil by the subject teacher as part of an on-going formative process of tracking for improvement.

By this system, pupils making good progress are affirmed and under-achieving pupils are not only identified and monitored but receive attention and support.

The exact nature of intervention and support offered to pupils who are deemed to be under-achieving will depend on the level of under-achievement and its frequency

An important component of the grade card cycle is parental involvement. All parents are required to sign each card; parents of under-achieving pupils are informed by one of his/her subject teacher/Curriculum Leader Tutor/Head of Year/Head of Key Stage/SLT of the School's concerns and in some cases parents are invited to school to discuss the situation.

Teacher Absence- Assessments and Entering Grades at the Culmination of a Grade Cycle

If a teacher has full contact with a class for a three- week period or more during a grade cycle then they have a responsibility to inform the end of cycle grade.

If a teacher is absent over the days when the grades are to be formally entered on SIMS then it is the Curriculum Leaders responsibility to enter the grades communicated by the teacher.

RECORD KEEPING

A record of each pupil's academic attainment must be kept in an appropriate file.

An account and evidence of, non-academic achievement is kept in individual files, for use in the Careers process.

A Departments: Record of Programme of Work

- 1 Departments and individual teachers should retain work programme records of what has been taught to each class. These will normally consist of:-
 - Long term curricular plans which ensure continuity and progression across a Key Stage.
 - Schemes of work which cover a topic or a unit of work and the learning outcomes expected.
 - Short term daily or weekly notes relating to individual class activities.

2 On-going Assessment Records

Departments should have a policy on collecting evidence of progress on an on-going basis.

Evidence may be collected in:-

- Mark books/spread sheets. It is considered good practice for mark books to be accessible within a department.
- Structured observation schedules
- Examples of pupils' work

B Pastoral System: Recording Extra Curricular Interests and Achievements

- Each pupil has a record of achievement document, kept by his Head of Year or Tutor.
- This document should be updated in registration or at other times so arranged.

Appendix 4

A. Enniskillen Royal Grammar School Timeline for AS and A2

- Submission of provisional plans for teaching and assessment by 3.30 pm on 18 March 2021
- SLT and LOLs to review provisional plans and hold support meetings with Curriculum Leaders on 19 March 2021
- Departments to outline provisional teaching and assessment plans to pupils in week beginning 22 March 2021
- Updated Learning and Assessment Plans to be submitted to SLT by 31 March 2021
- Assessment window for AS and A2 -12 April to 30 April
- Completion of Internal Standardisation in week beginning 3 May 2021
- Qualification Procedure Day-Tuesday 4 May 2021
- AS and A2 grades to SLT via Sims by 12 May for Centre Moderation
- Submission of AS and A2 Grades to CCEA by 21 May 2021
- On-going throughout process –building of pupil evidence portfolio

B. Enniskillen Royal Grammar School Timeline for GCSE

- Assessment window for GCSE-12 April to 14 May
- Completion of Internal Standardisation in week beginning 17 May 2021
- Qualification Procedure Day-Friday 21 May 2021
- GCSE grades to SLT via SIMS by 26 May for Centre Moderation
- Submission of GCSE Grades to CCEA by 4 June 2021
- On-going throughout process –building of pupil evidence portfolio

Appendix 5

Departmental Assessment Evidence Grid, Head of Department Checklist and Candidate Assessment Record.



Candidate Assessment Record

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

Candidate Name:	...
Candidate Number:	...
Centre Name:	...
Centre Number:	...
Subject:	...

Select Level:	...
----------------------	-----

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

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

Reason for Special Consideration tariff:

...

Candidate Assessment Record (continued)

Section 3: Subject-Level Assessment of Individual Candidate Evidence

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

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

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

...

Candidate Assessment Record (continued)

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

Head of Department Checklist

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

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

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

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

Departmental Assessment Evidence Grid

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

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

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

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

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

Centre Determined Grades 2021 CL Support Training & Materials Confirmation

Please tick, sign and date below to confirm that you have, as Curriculum Leader (or a nominated member of your departments), accessed the online support, webinars and support material provided by CEA during this year's Centre Determined Grades process.

Department/Subject _____

I or a member of my Department (name: _____)
attended the Subject Specific CEA Webinar on date: _____

☐

I/We have accessed and made use of the support materials provided by CEA.

☐

CL Signature: _____

Date: _____