



# LONGSTONE SCHOOL

## Centre Determined Grades Policy

**Article 28 –**  
Every child has the right to an  
education.

**Established April 2021**  
**Ratified by BOG - 14<sup>th</sup> April**  
**Issued to staff – 15<sup>th</sup> April**



## **Longstone Centre Determined Grade Policy**

### **Purpose of Longstone's Centre Determined Grade Policy**

This policy ensures that the Centre Determined Grades produced within Longstone School are fair, timely, objective, and consistent, within and across different curriculum areas. It instructs staff members who need to produce Centre Determined Grades about their role and CCEA's guidelines. The policy outlines the process by which staff should arrive at Centre Determined Grades, using professional judgment, internal moderation, CCEA guidance and published government legislation. Through all these factors combined Longstone staff should be able to produce quality and accurate grades for each pupil entered for qualifications in Spring/Summer 2021 and submit these within deadline to CCEA.

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 is 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 the Centre Determined Grades will support the alternative arrangements as set out by CCEA, including CCEA review stage. Staff will familiarise themselves with all relevant guidance provided by CCEA, the JCQ requirements and other Longstone policies linked to external assessment.

This guidance refers to the following qualifications that we deliver in Longstone School:

- Occupational Studies Level 1/ Level 2
- Entry Level Occupational Studies included extended qualification
- Entry Level English
- Entry Level Mathematics
- Entry Level Science
- Substance Misuse Awareness Award Level 1

### **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. Deadlines for each of the five steps are listed in **[Appendix One Longstone Action Plan for Centre Determined Grades.](#)**

**The knowledge, expertise, and professionalism of the staff of Longstone School is central to determining Centre Determined Grades.**

## **Roles and Responsibilities**

### **Board of Governors**

- The Board of Governors are responsible for approving Longstone's Centre Determined Grades policy.
- The Board of Governors must notify CCEA of arrangements should the Head of Centre be unavailable to confirm the Centre Determined Grades.

### **Head of Centre (Principal)**

- The Head of Centre has overall responsibility for Longstone School as an examinations centre and will ensure the roles and responsibilities of all staff are defined.
- The Head of Centre will confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff.
- The Head of Centre will ensure that the method of determining grades devised by the Examinations Officer (in line with processes published by CCEA) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by CCEA.
- The Head of Centre will work collaboratively with CCEA in terms of engaging with professional dialogue and the provision of evidence as requested.

### **Senior Leadership Team**

- The Senior Leaders 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.

### **Examinations Officer**

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

**KS4 Co-ordinator**

- The KS4 Co-ordinator is responsible for supporting KS4 staff and ensuring all staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements.
- The KS4 Co-ordinator will ensure that the Department Checklist is completed for each qualification that they are submitting Centre Determined Grades for.

**Subject Teachers**

- Teachers are responsible for ensuring that they conduct assessments under Longstone's appropriate levels of control, where it is safe to do so, and that they have sufficient evidence, in line with Longstone's External Assessment Policy, to support Centre Determined Grades for each candidate they have entered for a qualification.
- 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.
- Teachers must ensure records are kept like the Candidate Assessment Record, to include a description of the assessment evidence used, the level of control for each assessment considered, and any other evidence that explains the final Centre Determined Grade submitted.
- Teachers have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required.
- They must securely store and be able to retrieve evidence to support their decisions. The CCEA Candidate Assessment Records will be required for the candidates sampled by CCEA.

**Training, Support and Guidance**

The Examinations Officer will participate in relevant CCEA training and will cascade information from the training to staff involved in delivering qualifications/producing Centre Determined Grades. Teachers involved in determining grades must attend any centre-based training provided by the Examinations Officer.

**Appropriate Evidence**

Longstone School will use the following candidate evidence in arriving at Centre Determined Grades. The first part of the list indicates key evidence that will be considered, and the asterisked evidence will be used if key evidence is not available.

- Portfolio tasks and coursework– even when not completed – if applicable to the subject.
- Class tests
- Homework\*
- Evidence from Google Classroom tasks\*
- Evidence from home learning booster packs\*

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

Longstone School has considered 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.

Longstone School is taking account of disruption that candidates have faced to their learning because of COVID-19 by having a flexible approach in assessing candidate work. There will be a disparity in the amount of work produced by each pupil, due to differing circumstances. Pupils will not be graded on the amount of work produced, but rather the quality of work and the level they are currently working at. Any adaptations that have been made will be recorded in the checklists provided by CCEA and will be based on the **CCEA Alternative Arrangements – Process for the Heads of Centre** guidance.

**Candidates will be made aware of the evidence that will be used in determining their grades.**

### **Centre Determined Grades**

Longstone 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 regarding 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.
- The weighting of each component/unit and the type of assessment.

Information on these aspects for each qualification will be drawn from the CCEA specification, specimen assessment materials, past papers, controlled assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator reports, which are available on the CCEA website at [www.ccea.org.uk](http://www.ccea.org.uk).

All teachers will complete the Candidate Assessment Record and will forward to the KS4 Co-ordinator. All teachers are responsible for ensuring that all evidence has been stored safely and is accessible to support the CCEA Review of Evidence and Award process. It is important that decisions are justified and recorded to show how the evidence was used to arrive at a fair and objective grade.

### **Internal Standardisation**

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. Each externally assessed subject delivered in Longstone School will undergo a process of internal standardisation. This will involve cross-checking of marking across the full range of marks and include candidates from each class.

The Candidate Assessment Records, or similar records, should form the basis of discussions around decisions made. As a result of the internal standardisation process, it may be necessary for a teacher or the Examinations Officer 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 context of internal standardisation, any necessary decisions will be made by the Examinations Officer. They should complete the relevant checklist, which will record any adjustments and relevant information.

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

Longstone School undertakes to have a consistent approach across subjects. Ioannis Skarmoutsos (Principal) will oversee a programme of internal moderation, led by Stephanie Plunkett (Examinations Officer), to include a review of marking and the internal standardisation arrangements and will investigate whether decisions have been justified. Unexplained grade profiles will be considered and may result in a review of the evidence used or remarking. A record of decisions should be retained.

The moderation exercise will include professional discussions with Key Stage Co-ordinators and where applicable Subject Co-ordinators. The Senior Leadership Team will consider both the subject and centre outcomes based on the evidence available.

The Head of Centre will submit a declaration on behalf of Longstone School. 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), Longstone 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.

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, Longstone School will take account of this when making judgements. Longstone School will record how we have determined any impact of illness or personal circumstances and how this was incorporated into our judgements in the Candidate Assessment Record, or similar records. Longstone School will ensure consistency in the application of special consideration by following the guidance on pages 4–7 of the JCQ document A guide to the special consideration process, with effect from 1 September 2020.

### **Bias and Discrimination**

Longstone School will fulfil our duties and responsibilities concerning relevant equality and disability requirements.

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

- Unconscious bias can skew judgements.
- The evidence should be valued for its own merit as an indication of performance and attainment; Centre Determined Grades should not be influenced by positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or the performance of candidates' siblings;
- Unconscious bias is more likely to occur when quick opinions are formed; and
- Having effective internal standardisation will help to ensure that there is consideration from different perspectives.

### **Recording Decisions and Retention of Evidence and Data**

It is fundamental that teachers and the Examinations Officer 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 staff area. **This is in conjunction with Longstone's Acceptable Use of ICT policy.**

It is essential that there are robust, accurate and secure records of decisions and retention of evidence to comply with data protection legislation and in anticipation of centre moderation and the CCEA Review of Evidence and Award process and potential appeals. When requested, evidence will be uploaded via the CCEA application used to submit the Centre Determined Grades - CCEA will moderate a sample of pupil work from each qualification that we deliver, evidence must be uploaded onto their digital platform within 48 hours of sample request.

The following documentation must be fully and accurately completed and retained securely:

- CCEA Candidate Assessment Records, or similar records
- CCEA Head of Department Checklists.
- Departmental Assessment Evidence Grid.
- CCEA Head of Centre Declaration.

### **Confidentiality**

**Longstone School staff 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**

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

Other examples of potential malpractice include:

- Deception
- Improper assistance to a candidate
- Failure to appropriately authenticate a candidate's work.
- Over-direction of candidates in preparation for assessments
- The centre submitting grades not supported by evidence or that they know to be inaccurate.
- 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. All cases of suspected malpractice/maladministration must be reported to the Board of Governors and the Board of Governors should be kept fully up-to-date with all investigations relating to malpractice and maladministration. While JCQ and CCEA are responsible for implementing consequences relating to Longstone School as a Centre (for example delay of candidates receiving grades and certificates) the Board of Governors retain responsibility for disciplinary procedures in line with the Staff Code of Conduct.

### **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.



Longstone School staff will also carefully consider the requirements of our 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 is available to permit candidates recourse in relation to the production of a Centre Determined Grade. Longstone's internal appeals procedure is available for staff, candidates, and parents on our school website. It outlines the roles and responsibilities for Longstone staff and provides clarity on the various steps in the internal procedure. The various steps of the internal appeals procedure are timebound and in line with CCEA requirements. Candidates will be updated at each stage and will be informed in writing of the outcomes and recourse procedures.

### **Requirements as a JCQ Registered Centre**

Longstone 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. These are available in the policy folder on staff area.

Appendix One – Longstone Action Plan for Centre Determined Grades

Appendix Two – Head of Department Checklist

Appendix Three – Assessment Grid – Occupational Studies Level 1 & Level 2

Appendix Four – Entry Level & Vocational Subjects Assessment Grid

Appendix Five – Candidate Assessment Record

Staff Responsible for this policy: Mr Ioannis Skarmoutsos (Principal), Mrs S Plunkett (Examinations Officer)

### Appendix One Longstone Action Plan for Centre Determined Grades

Step and indicative timeframe	Activity	Personnel Involved	Internal Deadlines
1 Guidance Information & Readiness (April)	CCEA guidance documentation shared and understood by all involved staff.	IS, SP + KS4 teaching staff	12 <sup>th</sup> April
	Longstone Centre Determined Grade policy developed, ratified by BOG, disseminated to involved staff, and submitted to CCEA	IS, SP, BOG + KS4 teaching staff	Ratified by BOG 19 <sup>th</sup> Submitted to CCEA 23 <sup>rd</sup> April
	Quality assurance process devised and agreed to by all involved staff.	IS, SP IS, SP + KS4 teaching staff	19 <sup>th</sup> April
	Teachers review the evidence they have available for each pupil and identify what they will use to produce CDGs – summary submitted to IS/SP for review.	IS, SP + KS4 teaching staff	29 <sup>th</sup> April
2 Evidence Gathering (April & May)	Completion and marking of evidence in line with centre policy	KS4 teaching staff	19 <sup>th</sup> April – 19 <sup>th</sup> May
	All other available evidence collated and documented	KS4 teaching staff	19 <sup>th</sup> April – 17 <sup>th</sup> May
3 Centre Professional Judgement (April & May)	All available evidence moderated in line with Longstone policy	SP + KS4 teaching staff	18 <sup>th</sup> May – 31 <sup>st</sup> May
	Any potential bias in CDGs and outcomes considered	SP + KS4 teaching staff	18 <sup>th</sup> May – 28 <sup>th</sup> May
	CDG outcomes reviewed by SLT	IS, JM, JS	31 <sup>st</sup> May – 2 <sup>nd</sup> June
	Head of Centre Sign off and submission of CDGs (electronic samples of work submitted to CCEA – within 48 hours of request)	IS	4 <sup>th</sup> June
4 Review of evidence & award (June & July)	Centre evidence and grade outcomes reviewed	CCEA	
	If evidence submitted is reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA	
	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.	CCEA & IS & SP	
5 Post Award Review Service	After the issue of results, students will have the right to appeal to their centres and to CCEA	CCEA & IS & SP	August & September

## Appendix Two – Head of Department Checklist

### 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.)	
<b>Please provide detail and justification where you have indicated N for any of the above:</b>	
Head of Department Name	
Head of Department Signature	Date

### **Appendix Three – Assessment Grid – Occupational Studies Level 1 & Level 2**

This must be completed by the Head of Department for the overall cohort, one for each subject at each qualification level. Please detail the type of assessment evidence used for the subject cohort (for example practical assessment, portfolio tasks and/or homework). Please note this grid is a template and CCEA is not prescribing that three pieces of evidence are required. 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 (please tick).

<b>Occupational Area</b>			
<b>Assessment Evidence</b>	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>
<b>Unit</b>			
<b>Type of Assessment</b>			
<b>Date of Assessment AO1</b>			
<b>Date of Assessment AO2</b>			
<b>Date of Assessment AO3</b>			
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:			
<b>Head of Department</b>			
<b>Head of Department Signature</b>			<b>Date:</b>

**Appendix Four – Entry Level & Vocational Subjects Assessment 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 practical assessment, portfolio tasks and/or homework). Please note this grid is a template and CCEA is not prescribing that three pieces of evidence are required. This document must be completed for subjects requested for review by CCEA.

<b>Assessment Evidence</b>	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>
<b>Unit / Module</b>			
<b>Type of Assessment</b>			
<b>Date of Assessment</b>			
<b>Head of Department</b>			
<b>Head of Department Signature</b>			<b>Date:</b>

### Appendix Five – 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.

<b>Candidate Name</b>	
<b>Candidate Number</b>	
<b>Centre Name</b>	
<b>Centre Number</b>	

Select Qualification:	OS Level 1 or 2	Vocational Level 1, 2 or 3	Entry Level
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<b>Section 1: COVID-Related Disruption – Learner Context</b>	<b>Y/N</b>
Did the candidate face additional disruption to their teaching and learning as a result of COVID-19, when compared with 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?	
<b>If 'yes', please provide details of the action taken to ensure the candidate was not disadvantaged (for example, content reduction):</b>	

<b>Section 2: Access Arrangements and Special Consideration</b>	<b>Y/N</b>
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
<b>Reason for Special Consideration tariff:</b>	

**Appendix Five – 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 or levels.

	Mark/Level
Assessment One	
Assessment Two	
Assessment Three	

Overall Level Awarded	
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**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):**

**Appendix Five – Candidate Assessment Record Continued**

<b>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.</b>	
<b>Compliance conditions</b>	
1. The grade for the candidate has been determined based on 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	
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