



St. Benedict's College
Centre Determined Grades Policy
23 April 2021

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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, WJEC Eduqas, Pearson Edexcel and OCN;
- To ensure that Centre Determined Grades are produced in line with the process as published by CCEA, WJEC Eduqas, Pearson Edexcel and OCN, using the professional judgement of teachers, with internal moderation, ensuring quality and accuracy of the grades submitted to CCEA; and
- To ensure that St Benedict's College meets its obligations in relation to relevant legislation.

It is the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand and implement this policy. The Centre Determined Grades Policy is in line with CCEA Alternative Arrangements – Process for Heads of Centre, WJEC Eduqas, Pearson Edexcel and OCN subject-specific guidance and other CCEA, WJEC Eduqas, Pearson Edexcel and OCN 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.

Please note that St Benedict's College uses specifications provided by four Examination Boards

- CCEA
- WJEC Eduqas
- Pearson Edexcel
- OCN

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. The five steps are:

Step 1: Guidance, Information and Readiness (March and April)

Step 2: Evidence Gathering and Provision of Assessment Resource (March, April and May)

Step 3: Centre Professional Judgement and Moderation (April and May)

Step 4: Centre Evidence Review and Award (June and July)

Step 5: Post-Results Appeals Process (August and September)

The CCEA five step process has been adapted to reflect the processes being undertaken in St. Benedict's College. Activities involved and internal deadlines are provided in Appendix 1.

(APPENDIX 1- CCEA'S FIVE STEP AWARDING PROCESS ADAPTED FOR ST BENEDICT'S COLLEGE)

Roles and Responsibilities

Roles and responsibilities of St. Benedict's College staff are outlined below:

Board of Governors

- Is responsible for approving the policy for producing Centre Determined Grades and will notify CCEA of arrangements should the Head of Centre be unavailable to confirm the Centre Determined Grades.
- **Mrs B. Ward** will be the key link from the BOG in her role as link Governor to SLT.

Head of Centre/Principal, Mrs C. McAteer

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

Senior Leadership Team, Mr D. Shivers and Mrs O. Coulter will:

- Provide support to staff involved in producing Centre Determined Grades.
- Support the Principal in the quality assurance of the final Centre Determined Grades.
- Have a role in achieving a consistent approach across departments and in authenticating the preliminary outcomes in subjects where there is only one teacher. They will validate the outcomes after comparing them with outcomes in associated subject areas where applicable.
- Carry out an analysis of department and whole school CDGs, including comparison with trend and predicted data.
- Collaborate with Heads of Department/Subject Leaders to validate whole school and departmental outcomes.
- Co-ordinate storage of centre evidence.
- Collate applications for Special Consideration.

Mrs O. Coulter (SLT) and Mrs C. McAteer (Principal)

Who attended the CCEA Chartered Institute of Educational Assessors (CIEA) training will act as Lead Assessors in the centre. To ensure consistency in practice Mrs McAteer disseminated the content of the training programme to all teachers involved in producing Centre Determined Grades on Thursday 1 April as part of a Staff Development Day.

Examinations Officer, Mrs D. Watters is responsible for:

- Ensuring accurate and timely entries are submitted.
- Ensuring that all information from examination boards is shared promptly with all relevant staff.
- Ensuring that she knows, understands and can use the CCEA Centre Manager Applications.
- Ensuring that the centre's systems for data capture are enabled and that the Centre Determined Grades are submitted for each candidate entry by the published date(s) for Summer 2021.
- The Examinations Officer will be responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.

Heads of Department/Subject Leaders

Mr N. Bonnes, (English Language, English Literature, Essential Skills, Media Studies), Mrs E. Magill (Maths, Essential Skills), Mrs B. O'Kane (R.E), Mr C. O'Kane (Irish), Ms M. McElhone (Art), Mr C. Lavery (Construction), Mr P. O'Neill (Science), Mrs O. Coulter (Child Development and OS Design & Creativity and OS Business & Services), Ms L. Woods (Geography), Mrs K. Armstrong (History) and Miss M. Hutchinson (OS Construction) will be responsible for:

- Overseeing the process of allocating Centre Determined Grades within their department in line with school policy.
- 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.
- Providing additional support and, where appropriate, quality assurance measures to newly qualified teachers, namely Miss M. McStravick (English Language, English Literature, Essential Skills)
- Ensuring consistency in decisions in subject areas through standardisation and moderation processes.
- Maintaining departmental records of assessment evidence, standardisation and moderation
- Managing and collating departmental evidence.
- Overseeing final submission of CDGs to SLT.
- Ensuring secure storage of departmental evidence.
- Ensuring that a Head of Department Checklist is completed for each qualification that they are submitting.

Teachers

All teachers, those named above and Mr O. Gilligan and Mr P. McKendry (Science), Mrs S. O'Neill and Ms B. Booth (Maths, Essential Skills), and Miss M. McStravick (English Language, English Literature, Essential Skills) will be responsible for:

- Ensuring that they conduct assessments under the centre's appropriate levels of control, where it is safe to do so
- Collating evidence, in line with the centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification.
- Ensuring 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.
- Ensuring that Candidate Assessment Record A or B is completed for all candidates. Both will include a description of the assessment evidence used, and any other relevant information that explains the final Centre Determined Grade submitted.

- Participating in internal standardisation and moderation in conjunction with departmental colleagues and Senior Leaders as required.
- Storing securely and being able to retrieve evidence to support their decisions.
- Completing the CCEA Candidate Assessment Records, Candidate Assessment Record A required for the candidates sampled by CCEA.

Special Educational Needs Co-ordinator, Mrs K Armstrong will

- Ensure access arrangements are put in place for all assessments.
- Support students who may require reasonable adjustments /special consideration.

The knowledge, expertise and professionalism of all the staff of St. Benedict’s College will be central to determining Centre Determined Grades.

The timeline for staff which identifies key steps in the awarding process can be viewed as Appendix 2.

(APPENDIX 2 – CENTRE DETERMINED GRADES TIMELINE)

Training, Support and Guidance

St. Benedict’s College has engaged fully with all training and support that CCEA or other relevant Examination Boards has provided, including web-based support and training. Staff were encouraged to access and use the general and subject-specific support and guidance available on the CCEA and other Exam boards websites at [CCEA](#), [OCN Eduqas Pearsons](#).

Time was made available to do this work on 1 April as part of the Staff Development Day agenda.

The development of Centre Policy has been supported through the training provided by CCEA to Mrs O. Coulter and Mrs C. McAteer through the CIEA. As a Lead Assessor Mrs C. McAteer disseminated training to all teachers involved in producing Centre Determined Grades on 1 April as part of a Staff Development Day. Areas addressed in her presentation included, the Validity Chain, Bias and Discrimination, Standardisation and Moderation and the 5 Step Awarding Process. The Principal’s general staff briefing was followed up with Department Meetings to allow for discussion and reflection on implications at subject level.

Appropriate Evidence

At whole school level St. Benedict's College has used the following evidence in arriving at Centre Determined Grades.

- CCEA and WJEC Eduqas, assessment resources for 2021 or departmental adaptations of these resources;
- Past papers;
- Mock examinations, which relate to the CCEA and WJEC Eduqas, specifications;
- Coursework or Controlled Assessments, even where not completed – if applicable to the subject;
- Continuous Monitoring Tasks/internal assessments;
- CCEA Modular results

Departments have been required to have three pieces of evidence for each candidate. Only evidence completed under High or Medium Levels of Control have been considered.

The following table sets out the evidence selected by each department for the purposes of arriving at a Centre Determined Grade. In exceptional circumstances, for example where a student did not complete a particular assessment, there may be a need to use a piece of contingency evidence which will be an alternative assessed task. Where contingency evidence is used this will be reflected in departmental records and in individual candidate assessment records. (Candidate Assessment Record A)

Subject	Core Evidence	
Child Development	Evidence Piece 1	Year 12 Mock Exam
	Evidence Piece 2	Department Assessment (Year 12 – Term 3)
	Evidence Piece 3	CCEA Assessment Resource (Year 12 – Term 3)
Construction	Evidence Piece 1	Autocad Assignment
	Evidence Piece 2	Design Assignment
	Evidence Piece 3	CCEA Assessment Resource (Year 12 – Term 3)
English Language	Evidence Piece 1	Year 12 Controlled Assessment Task
	Evidence Piece 2	Year 12 Mock Exam
	Evidence Piece 3	CCEA Assessment Resource (Year 12 – Term 3)
English Literature	Evidence Piece 1	Year 11 Continuous Monitoring Task 3
	Evidence Piece 2	Year 12 Continuous Monitoring Task 1
	Evidence Piece 3	CCEA Assessment Resource (Year 12 – Term 3)
Geography	Evidence Piece 1	Year 12 Continuous Monitoring Task 1
	Evidence Piece 2	Year 12 Mock exam
	Evidence Piece 3	CCEA Assessment Resource (Year 12 – Term 3)
History	Evidence Piece 1	Year 12 Mock Exam
	Evidence Piece 2	Department Assessment (Year 12 – Term 3)
	Evidence Piece 3	CCEA Assessment Resource (Year 12 – Term 3)
Irish	Evidence Piece 1	Year 12 Mock Exam - Reading
	Evidence Piece 2	Year 12 Mock Exam - Writing
	Evidence Piece 3	CCEA Assessment Resource - Listening (Year 12 – Term 3)
Maths	Evidence Piece 1	Year 12 Mock Exam
	Evidence Piece 2	Department Assessment (Year 12 – Term 3)
	Evidence Piece 3	CCEA Assessment Resource (Year 12 – Term 3)

Media Studies	Evidence Piece 1	Year 12 Continuous Monitoring Task 1
	Evidence Piece 2	Year 11&12 Coursework
	Evidence Piece 3	Eduqas CCEA Assessment Resource
RE	Evidence Piece 1	Year 12 Continuous Monitoring Task 1
	Evidence Piece 2	Year 12 Mock Exam
	Evidence Piece 3	CCEA Controlled Assessment Resource (Year 12 – Term 3)
Single Award Science	Evidence Piece 1	GCSE Module
	Evidence Piece 2	CCEA Assessment Resource – Physics (Year 12 – Term 3)
	Evidence Piece 3	CCEA Assessment Resource – Chemistry (Year 12 – Term 3)
Double Award Science	Evidence Piece 1	GCSE Module
	Evidence Piece 2	GCSE Module
	Evidence Piece 3	Departmental Assessment (Year 12 – Term 3)
Art	Evidence Piece 1	Core Experimental Portfolio
	Evidence Piece 2	Preparatory Pages and Ceramic Experimentation
	Evidence Piece 3	Ceramic Final Outcome
Performing Arts	Evidence Piece 1	Year 11 written evaluations
	Evidence Piece 2	Year 12 Mock Exam
	Evidence Piece 3	Year 12 Pearson Coursework
Essential Skills - Communication	Evidence Piece 1	Year 12 Continuous Monitoring Task 1
	Evidence Piece 2	Year 12 Mock Exam
	Evidence Piece 3	Year 12 OCN Assessment (Year 12 – Term 3)
Essential Skills – Application of Number	Evidence Piece 1	Year 12 Mock Exam
	Evidence Piece 2	Year 12 Past Paper (Year 12 – Term 3)
	Evidence Piece 3	Year 12 Past Paper (Year 12 – Term 3)
Occupational Studies – Construction	Evidence Piece 1	AO1 – Portfolio
	Evidence Piece 2	AO2 – Portfolio
	Evidence Piece 3	AO3 – Portfolio
Occupational Studies – Design and Creativity	Evidence Piece 1	AO1 – Portfolio
	Evidence Piece 2	AO2 – Portfolio
	Evidence Piece 3	AO3 – Portfolio
Occupational Studies – Business and Services	Evidence Piece 1	AO1 – Portfolio
	Evidence Piece 2	AO2 – Portfolio
	Evidence Piece 3	AO3 – Portfolio

Departments have identified content covered in each piece of evidence selected and this can be viewed as Appendix 3.

(APPENDIX 3 – DETAILED DEPARTMENTAL BREAKDOWN OF CDG EVIDENCE)

We will base all evidence on the relevant CCEA, WJEC Eduqas, Pearson Edexcel and OCN qualification specifications and related guidance documents.

St. Benedict’s College has taken into account the information provided by CCEA about unit omissions before the cancellation of examinations. We have considered the disruption that candidates have faced to their learning as a result of COVID-19 by identifying topics not covered in any individual subject. This has determined the scope of the assessment to be undertaken in each subject area.

Child Development, Construction, English Language, English Literature, Geography, History, Irish, Maths, RE, Single Award Science and Double Award Science are all using the CCEA Assessment tasks released on 29 March 2021 as part of their evidence base. The following table identifies departments who have adapted the tasks and details what adaptations have been made to them.

Subject	Has CCEA Assessment been adapted?	If Yes, what questions have been removed?	Why have questions been removed?	Have question/s been added?
Media Studies	Yes	Section B	Not taught	No
Irish	Yes	Q11	Not taught	No
History	Yes	Q12B&C Essay Questions	AO covered previously	No
Construction	Yes	Q3, Q6	Not taught	No
Maths	Yes	Unit 2 M3- Circles	Not taught	No
Child Development	Yes	Q3A&B & Essay Questions	Not taught	No

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 Heads of Centre and Technical Questions or guidance documents from WJEC Eduqas, Pearson Edexcel and OCN.

We are also mindful that while examinations have been cancelled, assessments do need to be conducted within a limited time period. The assessment window is obviously impacted by the quality assurance and grading procedures required within the school before grades are submitted to the various Examination Boards. We have planned our assessments to ensure that the overall assessment load for students is realistic and manageable but balanced to allow students to show the full range of their ability.

Our timetable for internal assessments can be viewed as Appendix 4.

(APPENDIX 4 –INTERNAL ASSESSMENT SCHEDULE, APRIL – MAY 2021)

Students and parents will be made aware of the evidence that will be used in determining their grades through the publication of this Centre Determined Grades Policy.

Candidate Assessment Record A (sections 1&2 only) will be shared with individual students and their parents as required, where modified evidence has had to be used.

Centre Determined Grades

St. Benedict's College will determine grades based on evidence that reflects the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills in regard to the specification content they have covered.

To make accurate judgements, teachers will 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, WJEC Eduqas, Pearson Edexcel and OCN specifications, guidance documentation 2021, specimen assessment materials, past papers, controlled assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator reports.

St. Benedict's College will ensure the appropriateness and balance of evidence by:

- Considering the level of control under which the assessment was completed;
- Ensuring that we can authenticate the work as the students own;
- Considering the specification and assessment objective coverage of the assessment;
- Considering the depth and breadth of knowledge and understanding and skills assessed, especially higher order skills within the assessment.

Heads of Departments/Subject Leaders will complete electronically the Departmental Template for Recording Evidence and Centre Determined Grade Decisions. This will be the record of departmental decision making on CDGs and will show how evidence was used to arrive at fair and objective grades.

All teachers will complete an internally created Candidate Record Sheet, Candidate Assessment Record B (this is a modified version of CCEA's Candidate Assessment Record) and will forward it to their Head of Department/Subject Leader so they can be stored centrally.

Candidate Assessment Record B can be viewed as Appendix 5.

(APPENDIX 5 – ST BENEDICT'S COLLEGE CANDIDATE ASSESSMENT RECORD B)

CCEA's Candidate Assessment Record, Candidate Assessment Record A will be completed for any candidate who has not been able to use the core pieces of departmental evidence as a result of their particular circumstances. Teachers will also forward these record sheets to their Head of Department/Subject Leader so they can be stored centrally.

This paperwork will also be completed as required for the departments to be sampled by submission to CCEA or alternative exam boards.

Candidate Assessment Record A can be viewed as Appendix 6.

(APPENDIX 6 – ST BENEDICT’S COLLEGE CANDIDATE ASSESSMENT RECORD A)

All teachers will be responsible for ensuring that all evidence is stored safely and is accessible to support the Examination Boards 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, it is a requirement to carry out internal standardisation. In St. Benedict’s College internal standardisation will be necessary in English Language and Single and Double Award Science. 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.

Internal standardisation will include cross-checking of marking across the full range of marks and include candidates from each class. The Departmental Template for Recording Evidence and Centre Determined Grades Decisions alongside student’s evidence folders will form the basis of discussions around decisions made.

As a result of the internal standardisation process, it may be necessary for a teacher or the Head of Department to adjust the original decision:

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

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

Internal standardisation will occur on Thursday 20 or Friday 21 May, during our designated Qualification Procedure Days.

Comparison of Grades to Results for Previous Cohorts

After the grading judgements have been made, we will use trend data effectively to compare the grades for this year’s cohort with grades achieved by previous cohorts when exams have taken place (2017 to 2019).

Head of Centre Moderation and Declaration

St. Benedict's College undertakes to have a consistent approach across departments/subjects. Mrs C. McAteer, Principal, and Senior Teachers, Mrs O. Coulter and Mr D. Shivers will carry out moderation, to include a review of marking and internal standardisation arrangements. They will review grades to ensure decisions can be 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.

The moderation exercise will include professional discussions with Heads of Department/Subject Leaders. Mrs C. McAteer, Mrs O. Coulter and Mr D. Shivers will consider both the subject and whole school outcomes based on the evidence available.

This process will be undertaken between 24 and 28 May 2021.

Mrs C. McAteer, Principal, will submit a declaration on behalf of St. Benedict's College. 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 students have agreed access arrangements or reasonable adjustments St. Benedict's College will make every effort to ensure that these arrangements are put 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, St. Benedict's College will take account of this when making judgements. St. Benedict's College will ensure consistency in the application of special consideration by following the guidance on pages 4–7 of the [JCQ document A guide to the special consideration process](#), with effect from 1 September 2020.

Parents will be contacted by the school to ensure that there is an opportunity for any relevant information regarding Special Consideration to be considered for

- Assessments prior to Easter 2021 which may be used as candidate evidence
- Assessments scheduled in the post Easter period which will be used as candidate evidence

Decisions on Special Consideration will be taken by Mrs C. McAteer (Principal), Mr D. Shivers (Assistant Principal), Mrs O. Coulter (Head of Pastoral Care) and Mrs B. Ward (member of the Board of Governors). The Committee will record and retain the Special Consideration agreed adjustments and a record of how they arrived at their decision; in line with GDPR requirements the individual circumstances of students will not be shared with teaching

staff. The Special Consideration record will be held securely within the school. Any agreed adjustments will be shared with Heads of Department/Subject Leaders so it can be recorded on the Departmental Template for Recording Evidence and Centre Determined Grades.

Bias and Discrimination

St. Benedict's College will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Mrs C. McAteer, Principal, disseminated 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 to all staff on Thursday 1 April as part of a Staff Development Day.

The presentation included 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 teachers and Heads of Department/Subject Leaders maintain records that show how Centre Determined Grades have been produced and internally standardised, including the rationale for decisions in relation to individual marks/grades. All evidence used to support the grade determined for each candidate will be retained electronically on the C2k network.

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 (or alternative Examination Board) 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.

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

- The Departmental Template for Recording Evidence and Centre Determined Grades Decisions;
- Internal Candidate Record Sheet – Candidate Assessment Record B;
- CCEA Candidate Assessment Records – Candidate Assessment Record A;
- Head of Department Checklists and Departmental Assessment Evidence Grid; and
- CCEA Head of Centre Declaration.

The same will apply for any WJEC Eduqas, Pearson Edexcel and OCN documentation for the Alternative Awarding Arrangements.

Heads of Department/Subject Leaders will be responsible for Maintaining departmental records of evidence of grades, assessments, standardisation and moderation. All will be stored securely.

Final evidence portfolios will be securely stored in a central location to enable access and submission of evidence to the awarding body in an efficient and timely manner.

Confidentiality

St. Benedict's College will not disclose any student's Centre Determined Grades in advance of the official issue of results. This is in keeping with the centre's GDPR policy and CCEA and Ofqual requirements.

Malpractice/Maladministration

St. Benedict's College 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 student or their parent/guardian to influence the decision-making on a grade. Any improper pressure will be reported to CCEA, who may investigate this as potential malpractice or maladministration.

Other examples of potential malpractice include:

- Deception;
- Improper assistance to a candidate;
- Failure to appropriately authenticate a candidate's work;
- Over-direction of candidates in preparation for assessments;

- The centre submitting grades not supported by evidence or that they know to be inaccurate;
- Centres entering candidate(s) who were not originally intending to cash in a grade in the Summer 2021 series;
- Failure to engage as requested with CCEA during the review stage of the process; and
- Failure to keep appropriate records of decisions made and Centre Determined Grades.

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

Private Candidates

St. Benedict's College has one private candidate who has been entered for one subject (English Language). We will ensure that we have sufficient evidence to confidently submit an objective Centre Determined Grade. As evidence is limited, it will be essential that this candidate completes the CCEA 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 students at St. Benedict's College.

Conflicts of Interest

To protect the integrity of assessments, staff must declare any potential conflicts of interest to the Principal.

The Principal will take the appropriate actions to manage any potential conflicts of interest arising with St. Benedict's College staff, following the requirements set out in CCEA's Alternative Arrangements – Process for Heads of Centre document issued in March 2021 or relevant Ofqual documentation as required.

St. Benedict's College will also carefully consider the requirements of their school 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. St. Benedict's College internal appeals procedure will be published for staff, students and parents when guidance is issued from all Examination Boards on the 2021 Appeals Process. The Policy will be fully compliant with the guidance and will outline the roles and responsibilities for staff and provide clarity on the various steps/time frames in the internal appeals procedure. Students who engage in the appeals process will be updated at each stage and will be informed in writing of the outcomes and recourse procedures.

Complaints Procedure

St Benedict's College Complaints Procedure is available on request.

Requirements as a JCQ Registered Centre

St. Benedict's College 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.

Associated/Related Centre Documents

Appeals Policy (will be made available when the Appeals Process is published)

Assessment and Reporting Policy

Complaints Procedure

E safety and Acceptable use of ICT Policy

JCQ Documents

Access Arrangements – Adjustments for candidates with disabilities and learning difficulties

Special Consideration – A guide to the special consideration process, with effect from 1 September 2020

Malpractice – Suspected Malpractice: Policies and Procedures

General Regulations – General Regulations for Approved Centres, 1 September 2020- 31 August 2021

APPENDIX 1 – CCEA’S FIVE STEP AWARDING PROCESS ADAPTED FOR ST BENEDICT’S COLLEGE

APPENDIX 2 – ST BENEDICT’S COLLEGE CENTRE DETERMINED GRADES TIMELINE

APPENDIX 3 – ST BENEDICT’S COLLEGE INTERNAL ASSESSMENT SCHEDULE, APRIL – MAY 2021

APPENDIX 4 - ST BENEDICT’S COLLEGE CANDIDATE ASSESSMENT RECORD B

APPENDIX 5 - ST BENEDICT’S COLLEGE CANDIDATE ASSESSMENT RECORD A

APPENDIX 6 - DEPARTMENT CENTRE CHECKLISTS

APPENDIX 1 – CCEA’S FIVE STEP AWARDING PROCESS ADAPTED FOR ST BENEDICT’S COLLEGE

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.	Mrs C. McAteer, Mr D. Shivers, Mrs O. Coulter, Heads of Department/Subject Leaders and teaching staff.	1 April 2021
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Mrs C. McAteer, Mr D. Shivers, Mrs O. Coulter, Heads of Department/Subject Leaders and teaching staff.	20 March – 23 April 2021
		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.	Mrs C. McAteer and Mr D. Shivers.	23 April 2021
		Preliminary consideration of value of available evidence.	Mrs C. McAteer, Mr D. Shivers, Mrs O. Coulter, and Heads of Department/Subject Leaders.	20 March – 23 April 2021
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 March 2021.	Heads of Department/Subject Leaders and teaching staff.	21 May 2021
		All other available evidence collated and documented.	Heads of Department/Subject Leaders and teaching staff.	21 May 2021

3.	Centre Professional Judgement and Moderation (April and May)	All available evidence moderated in line with centre policy.	Heads of Department/Subject Leaders.	21 May 2021
		Any potential bias in Centre Determined Grades and outcomes considered.	Heads of Department/Subject Leaders and teaching staff.	21 May 2021
		Centre Determined Grade outcomes reviewed by senior leadership teams.	Mrs C. McAteer, Mr D. Shivers, Mrs O. Coulter.	28 May 2021
		Head of Centre sign-off and submission of Centre Determined Grades.	Mrs C. McAteer.	4 June 2021
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.	
		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.	Mrs C. McAteer and CCEA personnel.	
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.	Mrs C. McAteer and CCEA personnel.	12 August 2021

APPENDIX 2 – CENTRE DETERMINED GRADES TIMELINE

Key Dates	Focus
Monday 29 March	CCEA Assessment Resources and Mark Schemes and Subject Webinars released.
Thursday 1 April (Staff Development Day)	Whole Staff Training and Departmental Planning and Preparation Day.
Friday 23 April	Whole School Centre Determined Grade Policy to be submitted to CCEA.
Friday 23 April	Whole School Centre Determined Grade Policy to be submitted to English/Welsh Boards.
Friday 16 April – Thursday 20 May	GCSE Assessment Opportunities.
Thursday 20 May/Friday 21 May (Qualification Procedure Days)	GCSE Departmental Standardisation and Moderation.
Monday 24 May	Submission of CDGs to SLT for Whole School Quality Assurance.
Friday 4 June	Submission of GCSE CDGs to CCEA.
Friday 18 June	Submission of GCSE CDGs to Pearson/BTEC.

APPENDIX 3 – DETAILED DEPARTMENTAL BREAKDOWN OF CDG EVIDENCE

Subject	Evidence
Child Development	<ul style="list-style-type: none"> Year 12 Mock Exam Year 12 Department Assessment - Physical Development Year 12 CCEA Assessment Resource (Modified)
Construction	<ul style="list-style-type: none"> Year 11 & Year 12 Coursework - Autocad Assignment Year 11 & Year 12 Design Assignment Year 12 CCEA Assessment Resource (Modified)
English Language	<ul style="list-style-type: none"> Year 12 Controlled Assessment - Spoken Language Unit 3 Year 12 Mock Exam, Unit 1 Year 12 CCEA Assessment Resource, Unit 4
English Literature	<ul style="list-style-type: none"> Year 11 Mock/CM3 Assessment - Lord of Flies Year 12 CM1 Assessment - Unit 2 – Section B Year 12 CCEA Assessment Resource - Unit 2 – Section A
Geography	<ul style="list-style-type: none"> Year 12 CM 1 Assessment – Unit 2 - Changing Urban Areas Year 12 Mock Exam -Unit 2 – Population and Migration Year 12 CCEA Assessment Resource (Unit 3 - Fieldwork)
History	<ul style="list-style-type: none"> Year 12 Mock Exam – Section B option 2: Changing Relations: Northern Ireland and its Neighbours, 1965–1998 Year 12 Department Assessment - 2019 CCEA past paper – Section A option 1: Life in Nazi Germany, 1933–1945 Year 12 CCEA Assessment Resource (Modified) - Section A option 1 and Section B option 2
Irish	<ul style="list-style-type: none"> Year 12 Mock Exam - Reading – Higher Level (2019 CCEA Paper) Year 12 Mock Exam - Writing - Higher Level (adapted Paper) Year 12 CCEA Assessment Resource, (Modified) - Listening – Higher Level
Maths	<ul style="list-style-type: none"> Year 12 Mock Exam (CCEA Past Paper June 2019) Year 12 Department Assessment - CCEA Topic Tracker - M2 & M3 Calculator & non Calculator Year 12 CCEA Assessment Resource (Modified) - M2/M3
Media Eduqas	<ul style="list-style-type: none"> Year 12 CM1 Assessment - Component 2- Section A Year 11 & 12 Coursework - Component 3 Eduqas Assessment Resource (Modified)
RE	<ul style="list-style-type: none"> Year 12 CM 1 Assessment – Crime and Punishment Year 12 Mock - Combined PPQ A01 & AO2 Year 12 CCEA Assessment Resource - Matters of Life and Death
Single Award Science	<ul style="list-style-type: none"> Year 11 GCSE Module - Biology Year 12 CCEA Assessment Resource - Physics Year 12 CCEA Assessment Resource - Chemistry
Double Award Science	<ul style="list-style-type: none"> Year 11 GCSE Module - Chemistry Year 11 GCSE Module - Biology Year 12 Science Department Assessment - Combined PPQ Biology, Physics, Chemistry
Art	<ul style="list-style-type: none"> Core experimental portfolio Preparatory pages and ceramic experimentation Ceramic final outcome

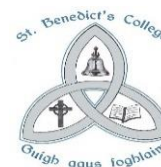
Performing Arts	<ul style="list-style-type: none"> • Year 11 Unit 5 – written evaluations • Year 12 Mock Portfolios – Showcase Video Performance • Year 12 Pearson Coursework – Preparation, Performance and Production
Essential Skills - Communication	<ul style="list-style-type: none"> • Year 12 CM1 Assessment – OCN Level 1 Essential Skills Communication Past Paper. • Year 12 Mock Exam – OCN Level 1 Essential Skills Communication – Healthy Eating Past Paper. • Year 12 OCN assessment – Level 1 Communication – Reading and Writing.
Essential Skills – Application of Number	<ul style="list-style-type: none"> • Year 12 Mock Exam - M1 • Year 12 – OCN Level 1 Essential Skills Application of Number – Buying a Puppy – The Zoo. • Year 12– OCN Level 2 Essential Skills Application of Number – The Café – The Takeaway
Occupational Studies – Construction	AO1 – Portfolio
	AO2 – Portfolio
	AO3 – Portfolio
Occupational Studies – Design and Creativity	AO1 – Portfolio
	AO2 – Portfolio
	AO3 – Portfolio
Occupational Studies – Business and Services	AO1 – Portfolio
	AO2 – Portfolio
	AO3 – Portfolio

APPENDIX 4 –INTERNAL ASSESSMENT SCHEDULE, APRIL – MAY 2021

WEEK	Mon	Tue	Wed	Thurs	Fri
2	19 April 12HI1/2 Single Award Science Physics P2&3 12FG2/3 Single Award Science Physics P5&6	20 April Occupational Studies Design & Creativity P3&4	21 April	22 April 12I Ess Skills Maths P2	23 April 12G RE P1 12F RE P3 12I Ess Skills Maths P3
1	26 April 12F Maths P2	27 April Single Award Science Chemistry P5&6	28 April 12A Construction P3 12F Maths P4	29 April 12GHI Maths/ Ess Skills P1 12FG Double Award Science P2 & 6	30 April 12B Child Development P3 12GH Maths 12I Ess Skills P4
2	3 May Bank Holiday	4 May History P3&4 12F English Lit Begin 1.40pm	5 May 12B Child Development P3 Geography P2	6 May 12FG2/3 Single Award Science Chemistry P2&3	7 May 12G RE P1 12F RE P3 12B Media P5&6
1	10 May 12F Maths P2 12I English Ess Skills P2	11 May Irish P3&4	12 May 12HI English/Ess Skills P2 12F Maths P4 12G English P4	13 May 12GH Maths 12I Maths/Ess Skills P1 12H English P3 12G English P4	14 May 12F English P2 & P4 12GH Maths 12I Maths Ess Skills P4
2	17 May	18 May History P3&4	19 May ART Exam	20 May ART Exam Qualification Procedure Day 1	21 May Qualification Procedure Day 2

APPENDIX 5 – ST BENEDICT’S COLLEGE CANDIDATE ASSESSMENT RECORD B

St. Benedict’s College - Candidate Assessment Record B



This record must be retained for every candidate in the Centre.

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

Select Exam:	GCSE	OS	Pearson’s	WJEC Eduqas	OCN
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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.

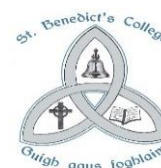
	Date of Assessment	Mark%	Grade
Assessment 1			
Assessment 2			
Assessment 3			

Overall Grade Awarded	
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Please provide any additional information that you feel is relevant to support the grade awarded. (maximum 50 words)

APPENDIX 6 – ST BENEDICT’S COLLEGE CANDIDATE ASSESSMENT RECORD A

St. Benedict’s College - Candidate Assessment Record A



This record must be retained for every candidate in the Centre who has a personalised data profile which varies from the Departmental Assessment base. This CCEA assessment record must also be submitted for candidates selected for CCEA sampling.

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

Select Exam:	GCSE	OS	Pearson’s	WJEC Eduqas	OCN
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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 to 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	Tariff
Reason for Special Consideration tariff:	

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	
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Please provide any additional information that you feel is relevant to support the grade awarded. In line with St. Benedict’s College Policy, this should include justification of any discretionary variation from the **Department Assessment Evidence Grid**. (maximum 50 words):

APPENDIX 7 – CCEA HEAD OF DEPARTMENT CHECKLIST

Centre Checklist

Head of Department Checklist

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

Candidate Name:	
Candidate 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 only the evidence detailed in the Candidate Assessment Record and this evidence is available, if requested, 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 ready 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:	
Signature:	Date:

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 resources, mock examination, controlled assessment).

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.

			Assessment 1	Assessment 2	Assessment 3
Type of Assessment					
Level of Control H, M, L					
Unit	AO1	Y/N			
	AO2	Y/N			
	AO3	Y/N			
Unit	AO1	Y/N			
	AO2	Y/N			
	AO3	Y/N			
Unit	AO1	Y/N			
	AO2	Y/N			
	AO3	Y/N			
<p>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:</p>					
Head of Department:					
Signature:			Date:		