

**S P E R R I N**  
INTEGRATED COLLEGE  

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**M A G H E R A F E L T**

**SPERRIN INTEGRATED COLLEGE IN CONJUNCTION WITH  
MAGHERAFELT & RURAL LEARNING PARTNERSHIP (MRLP)**

**POLICY FOR CENTRE DETERMINED GRADES**

**SUMMER 2021**

**School Reference No: 3260303  
School Centre No: 71366**

**Magherafelt & Rural Learning Partnership Schools:  
(MRLP)**

Kilronan Special School  
Magherafelt High School  
Northern Regional College (NRC)  
Rainey Endowed School  
Sperrin Integrated College  
St Colm's High School  
St Conor's College  
St Mary's Grammar School  
St Patrick's College  
St Pius X College

## STATEMENT OF INTENT

On 6 January 2021, the Minister of Education, Peter Weir MLA, cancelled all CCEA GCSE, AS and A2 examinations scheduled for January, February, May, and June 2021 in line with policy across the UK for other awarding bodies. Instead, by Formal Direction of the Minister dated 2 March 2021, the approach to awarding grades in Summer 2021 will be based on teacher professional judgements, with moderation. This policy, which applies to GCSE, AS and A level qualifications offered by CCEA and all other awarding organisations, is intended to support teachers and school leaders in submitting appropriate Centre Determined Grades for each student.

In 2021, centres are asked to use a range of evidence to arrive at a professional and academic judgement of the standard at which each student is performing in the context of the specification for which they are entered and from this provide a grade to CCEA and other awarding bodies. This is different from 2020, when centres were asked to supply a centre assessment grade based on their judgement of the grade a student would likely have achieved if they had been able to complete examinations.

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 and any other awarding body
- to ensure that Centre Determined Grades are produced in line with the process as published by CCEA and any other awarding body, using the professional judgement of teachers, with internal moderation, ensuring quality and accuracy of the grades submitted to CCEA and any other awarding body; and
- to ensure that the centre meets its obligations in relation to relevant legislation.

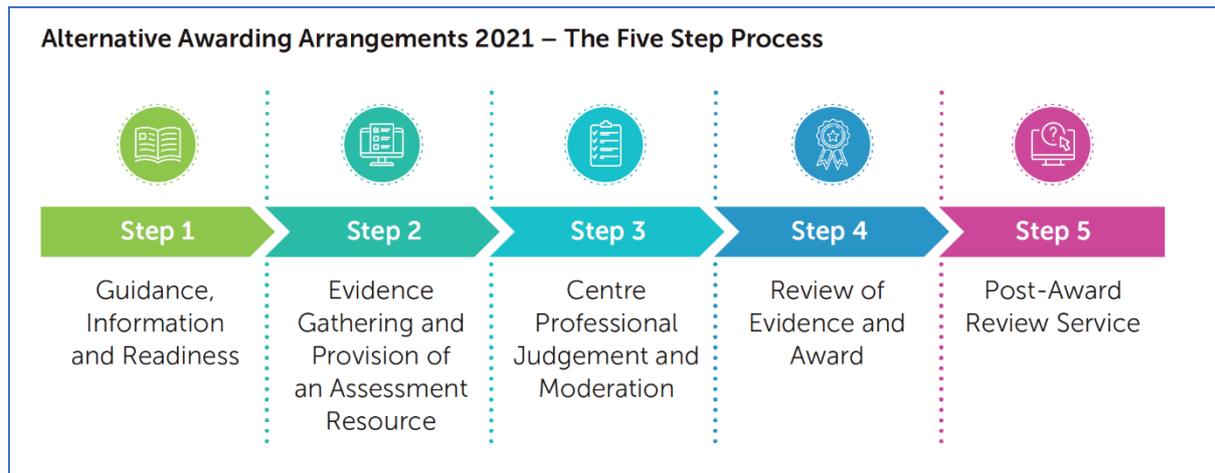
It is the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand, and implement this policy.

The Centre Determined Grades policy will be in line with CCEA Alternative Arrangements - Process for Heads of Centre, and JCQ guidance for Heads of Centre, subject specific guidance and other CCEA and JCQ 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 and any other awarding body 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.



### Step 1:

#### **Guidance, Information and Readiness (March, April)**

***(Centre Leadership Team, Heads of Department (HoD) and teaching staff)***

CIEA training has been undertaken by designated senior staff and disseminated to teaching staff.

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.

Centres agree their quality assurance process to ensure consistency across teachers, subjects, and departments.

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.

Preliminary consideration of value of available evidence

### Step 2:

#### **Evidence Gathering and Provision of Assessment Resource (March, April, and May)**

***(Centre Leadership Team, HoD and teaching staff)***

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.

All other available evidence collated and documented

### Step 3:

#### **Centre Professional Judgement and Moderation (April and May)**

***(Head of Centre, Centre Leadership Team, Heads of Department (HoD) and teaching staff)***

All available evidence moderated in line with centre policy

Any potential bias in Centre Determined Grades and outcomes considered

Centre Determined Grade outcomes reviewed by senior leadership teams

## HEAD OF CENTRE SIGN-OFF AND SUBMISSION OF CENTRE DETERMINED GRADES

### Step 4:

#### Review of Evidence and Award (June and July) (Head of Centre and CCEA personnel)

Centre evidence and grade outcomes reviewed

If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.

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.

### Step 5:

#### Post-Award Review Service (August and September) (Head of Centre and CCEA personnel)

After the issue of results, students will have the right to appeal to their centres and to CCEA.

### Sperrin College Internal deadlines for the Five-Step Process

Step and Indicative Timeframe	Activity	Personnel	Internal Deadlines
<b>Step 1</b>  Guidance, Information and Readiness (March, April)	<p>CCEA and other awarding bodies guidance documentation shared and understood by all involved staff. The key documents are:</p> <ul style="list-style-type: none"> <li>• CCEA Alternative Arrangements - Process for Heads of Centre</li> <li>• GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements - Technical Questions and Answers.</li> <li>• 'Alternative Awarding Arrangements for CCEA GCSE, AS and A Levels in 2021- A high level guide for schools and Colleges.' and key information from other awarding bodies when published</li> </ul>	<p>SLT. Subject Leaders. Examinations Officer.</p>	<p>From Mid-March 2021</p> <p>(Ongoing as updates are made available)</p>
	<p>Centre fully participates in support offered by CCEA and other partner bodies, such as EA and CCMS. The key training is:</p> <ul style="list-style-type: none"> <li>• Principals' CCEA Bi-monthly meeting</li> </ul>	<p>Head of Centre - Principal Bi-monthly meeting.</p> <p>Mrs D</p>	<p>Bimonthly commencing in January 2021</p> <p>Feb-March 2021</p>

	<ul style="list-style-type: none"> <li>Chartered Institute of Educational Assessors (CIEA) CCEA Alternative Arrangements - Process for Heads of Centre.'</li> <li>Subject Specific training.</li> <li>And any other training made available but currently not published.</li> </ul>	<p>Chambers VP</p> <p>Mr N Small Senior Teacher (CIEA training)</p> <p>Subject Leaders - Subject Specific training.</p>	<p>From March 16th March 2021</p> <p>From March 26<sup>th</sup> GCSE</p>						
	<p>Centre policy for awarding Centre Determined Grades developed, documented, and shared with all staff.</p> <p>Policies to be sent to CCEA by 23 April so they are available for review at grade submission stage.</p>	<p>Principals MRLP</p> <p>SLT</p> <p>BoG</p> <p>Subject Leaders</p> <p>All Staff and Parents</p>	<p>Early March (10th) Draft policy written and shared with MRLP Principals and SLT.</p> <p>April 13<sup>th</sup> CDG Policy Ratified by Board of Governors</p> <p>Following BOG Ratification :13<sup>th</sup> April 2021</p> <p>23<sup>rd</sup> April 2021 Policy sent to CCEA</p>						
	<p>Centres agree their quality assurance process to ensure consistency across teachers, subjects, and departments.</p>	<p>SLT</p> <p>Subject Leaders</p> <p>All Staff</p>	<p>31<sup>st</sup> March 2021 Evidence used to determine Grades agreed by SLT.</p>						
	<p>Preliminary consideration of value of available evidence</p>	<p>SLT</p> <p>Subject Leaders</p>	<p>31<sup>st</sup> March 2021: Evidence used to determine grades agreed by SLT.</p>						
	<p>Evidence Gathering and Provision of Assessment Resource (March, April, and May)</p>	<p>Completion and marking of defined assessments in line with Sperrin College Policy.</p> <p>Pupils will engage in <b>two assessment opportunities</b> as part of the evidence gathering process.</p>	<p>SLT</p> <p>Subject Leaders</p> <p>All Staff</p>	<p>Sperrin College Assessment Opportunities as follows:</p> <table border="1" data-bbox="874 1395 1497 1861"> <thead> <tr> <th>YEAR 13 &amp; 14</th> <th>YEAR 12</th> </tr> </thead> <tbody> <tr> <td>AO: Period 1: 14<sup>th</sup> April-21<sup>st</sup> April 2021</td> <td>AO: Period 2: 14<sup>th</sup> April -27<sup>th</sup> April 2021</td> </tr> <tr> <td>AO: Period 2: 5<sup>th</sup> May -12<sup>th</sup> May 2021</td> <td>AO Period 2: 5<sup>th</sup> May -18<sup>th</sup> May 2021</td> </tr> </tbody> </table> <p><a href="http://www.sperrincollege.com/communications.html">http://www.sperrincollege.com/communications.html</a></p>	YEAR 13 & 14	YEAR 12	AO: Period 1: 14 <sup>th</sup> April-21 <sup>st</sup> April 2021	AO: Period 2: 14 <sup>th</sup> April -27 <sup>th</sup> April 2021	AO: Period 2: 5 <sup>th</sup> May -12 <sup>th</sup> May 2021
YEAR 13 & 14	YEAR 12								
AO: Period 1: 14 <sup>th</sup> April-21 <sup>st</sup> April 2021	AO: Period 2: 14 <sup>th</sup> April -27 <sup>th</sup> April 2021								
AO: Period 2: 5 <sup>th</sup> May -12 <sup>th</sup> May 2021	AO Period 2: 5 <sup>th</sup> May -18 <sup>th</sup> May 2021								
<p>All other available evidence collated and documented</p>	<p>SLT</p> <p>Subject Leaders</p>	<p>Ongoing April and May 2021</p>							

		All Staff	
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<b>Step 3</b>	<b>Centre Professional Judgement and Moderation (April and May)</b>	All available evidence moderated in line with centre policy	Subject Leaders All Staff	Teacher Qualification and Moderation Days : 1. 30 <sup>th</sup> April 2021 2. 4 <sup>th</sup> May 2021 3. 27 <sup>th</sup> May 2021 4. 28 <sup>th</sup> May 2021
		Any potential bias in Centre Determined Grades and outcomes considered	HoD teaching staff	Evidence moderated by: A Level -17 <sup>th</sup> May 2021 GCSE- 27 <sup>th</sup> and 28 <sup>th</sup> May 2021
		Centre Determined Grade outcomes reviewed by senior leadership teams	SLT	CDG reviewed: A Level -19 <sup>th</sup> May 2021 GCSE- 28 <sup>th</sup> May 2021
		Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre	A Level -21 <sup>st</sup> May 2021 GCSE- 4 <sup>th</sup> June 2021
<b>Step 4</b>	<b>Review of Evidence and Award (June and July)</b>	Centre evidence and grade outcomes reviewed	CCEA personnel	Awarding Body internal deadlines
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA personnel	Awarding Body internal deadlines
		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	Awarding Body internal deadlines
<b>Step 5</b>	<b>Post-Award Review Service (August and September)</b>	After the issue of results, students will have the right to appeal to their centres and to CCEA.	Head of Centre and CCEA personnel	Awarding Body internal deadlines

## ROLES AND RESPONSIBILITIES

Role and Responsibilities of Sperrin Integrated College staff are as follows:

Chairperson of Board of Governors: Mrs F Symington  
Principal/Head of Centre: Mrs B A Heron  
Vice Principal: Mrs D Chambers (Lead Assessor)  
Senior Leadership Team (SLT): Mrs A Monaghan and Mr N Small (Lead Assessor)  
Examinations Officer: Mr M Maguire  
Heads of Department: List is available on the school website: [www.sperrincollege.com](http://www.sperrincollege.com)

The **Board of Governors** is responsible for approving the policy for producing Centre Determined Grades and must notify CCEA or any other awarding body of arrangements should the Head of Centre be unavailable to confirm the Centre Determined Grades.

The **Head of Centre (The Principal)** 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 confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff. The Head of Centre will ensure that the method of determining grades by the centre (in line with processes published by CCEA or any other awarding body) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by CCEA or any other awarding body. The Head of Centre will work collaboratively with CCEA or any other awarding body in terms of engaging with professional dialogue and the provision of evidence as requested.

The **Vice Principal** will work collaboratively, communicating with other schools, engage in professional dialogue and ensure there is provision of properly authenticated evidence for Centre Designated Grades which will be moderated by the relevant Head of Centre. The Vice Principal will attend the CCEA Chartered Institute of Educational Assessors (CIEA) training and will act as a Lead Assessor in the centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

The Vice Principal will work with colleagues in the Northern Regional College (NRC) to ensure properly authenticated evidence for Centre Determined Grades for courses taken by Sperrin College pupils at NRC.

The **Senior Leadership Team (SLT)** will provide support to staff involved in producing Centre Determined Grades. They will support the Head of Centre in the quality assurance of the final Centre Determined Grades. They have a role in achieving a consistent approach across departments and authenticating the preliminary outcomes in subjects where there is only one teacher. This will be agreed on a case-by-case basis but may include, for example, Senior Leaders or the Head of Centre validating the outcomes after comparing them with outcomes in associated subject areas where applicable. Those who attended the CCEA Chartered Institute of Educational Assessors (CIEA) training will act as Lead Assessors in their centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

**Lead Assessors (CIEA )** Those who attended the CCEA Chartered Institute of Educational Assessors (CIEA) training will act as Lead Assessors in their centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

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

**The Heads of Department** are responsible for supporting departmental staff and ensuring all staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements. They will ensure that a Head of Department Checklist is completed for each qualification that they are submitting. Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers.

**Teachers** are responsible for ensuring that they conduct assessments (which may include the optional assessment resource) under the centre’s appropriate levels of control, where it is safe to do so, and that they have sufficient evidence, in line with the centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification. They must ensure that the Centre Determined Grade they assign to each candidate is a fair, valid, and reliable reflection of the assessed evidence available for each candidate. They must complete 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 knowledge, expertise, and professionalism of the staff of Sperrin Integrated College is central to determining Centre Determined Grades.

**Students/candidates** will be expected to have attendance which is deemed to be acceptable by school as outlined in the school’s attendance policy ; to submit work, which is the best of their ability; to adhere to school policy and meet internal deadlines for submission of work. Where the centre or individual teachers are put under improper pressure from a candidate to influence the decision-making on a grade, this will be reported to CCEA or any other awarding body, who may investigate this as potential malpractice or maladministration.

**Parents** should support learners by ensuring good attendance, having awareness of school policy, and ensuring their children adhere to internal deadlines for submission of work. 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, this will be reported to CCEA or any other awarding body, who may investigate this as potential malpractice or maladministration.

### **TRAINING, SUPPORT AND GUIDANCE**

The Principal , teachers ,pupils and parents have been engaged in a programme to support all those involved in the centre determining grades process. Teachers are required to attend any centre-based training provided at Sperrin Integrated College and will engage fully with all training and support that CCEA or any other exam board has provided, including web-based support and training.

The training and support programme is as follows:

Early March 2021	Magherafelt and Rural Learning Partnership Principal Collaboration Meetings on CDG Policy and Practice
10 <sup>th</sup> March 2021	Centre Determined Grade Policy developed by Magherafelt and Rural Learning Partnership
15 <sup>th</sup> March 2021	Lead Assessor Training Starts: CIEA Training- Mrs D Chambers and Mr N Small
16 <sup>th</sup> March 2021	SLT & HODs- Consultation ,guidance and support session for HODs-Summary of CCEA CDG document /Sperrin College Policy
19 <sup>th</sup> March 2021	Whole Staff Meeting : CDG Guidance
19 <sup>th</sup> March 2021	AS/A2 subject specific guidance/training from CCEA begins
22 <sup>nd</sup> March 2021	Pupil Information Training Session on Centre Determined Grading
26 <sup>th</sup> March 2021	CCEA Subject Specific Training Begins
31 <sup>st</sup> March 2021	Parental Guide to Centre Determined Grades and Assessment Opportunity Assessment Schedules
13 <sup>th</sup> April 2021	Centre Determined Grade Policy Ratified by Board of Governors

Further general and subject-specific support and guidance can be found on the following examination board websites:

[www.ccea.org.uk](http://www.ccea.org.uk)

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.eduqas.co.uk](http://www.eduqas.co.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

<https://qualifications.pearson.com/en/campaigns/pearson-covid-19.html>

The centre policy will be supported through training provided by CCEA to Senior Leaders through the CIEA. Senior Leaders will disseminate this training to all teachers involved in producing Centre Determined Grades. If relevant staff are unable to attend subject support meetings or training, they must delegate to the most suitable alternative member of staff and ensure that the information is shared at the earliest possible opportunity with all relevant staff. Mrs D Chambers or Mr N Small should be notified if no one from a department has been able to attend support meetings and they will consider how this is addressed.

## APPROPRIATE EVIDENCE

### Alternative Arrangements - Process for Heads of Centre.

Sperrin Integrated College will use the following candidate evidence to arrive at a Centre Determined Grade.

Sperrin Integrated College teachers will collect three broad pieces of evidence. The nature of these pieces of evidence is outlined below. These have been detailed to encourage a level of consistency across the College. However, it is also important to note that different departments may decide to prioritise other pieces of evidence based on a number of factors, such as the characteristics of different subjects and the evidence at their disposal. Such variations will be made available to candidates. Any candidate specific variations, will be identified on a Candidate Assessment Record. (See Appendix 5)

Performance assessment and evidence will be used from the following:

- Performance in Assessment Opportunities using CCEA assessment resources
- Performance in Pre-Mock Examinations (with consideration of the fact that pupils may have improved since this exam)
- Performance in class tests or assessments
- GCSE Modular Examination Results-For GCSE students only
- Participation in practical assessments subjects such as: Drama, Music, PE etc.
- Performance in any controlled assessment/coursework or other assessments required for the qualification (even if this is not fully complete)

Tiers of Entry for GCSE will be considered.

Note: Art and Design and Moving Image Arts will use subject specific assessment opportunities in line with the Awarding body specification.

### Awarding Bodies other than CCEA.

In addition to CCEA qualifications, Sperrin College pupils study a wide range of other qualifications from other Awarding Bodies including BTEC ,OCR ,AQA and OCN.

*Evidence to determine grades for other qualifications will be in line with each Awarding Body Guidance material.*

### Authentication of Pupil Work

Students' work must be authenticated. Evidence submitted should be signed by the pupil. All processes outlined in the school Assessment or Examination Policy should be adhered to.

Sperrin Integrated College will base all evidence on the relevant CCEA qualification specifications as set out in the **CCEA Alternative Arrangements - Process for Heads of Centre**. Likewise, all evidence for other awarding bodies will be based on their guidance for alternative arrangements.

### Unit Omissions

Sperrin Integrated College is taking into account the information provided by CCEA about unit omissions before the cancellation of examinations. . The unit omissions announced by the Minister for GCSE subjects in October 2020 and for AS and A2 subjects in December 2020 will still apply. This means that evidence can be drawn from across all assessment units or can be restricted to those which align with previous policy announcements. Details of the unit omissions are detailed in the [Summary of Assessment Arrangements: GCSE, AS and A Level Qualifications Summer 2021](#), published in

December 2020. These are detailed on the Summer 2021 Information Pre-Examination Cancellation section of the CCEA website.

## **DISRUPTION TO LEARNING**

Sperrin Integrated College is taking into account of disruption that candidates have faced to their learning as a result of COVID-19.

In this series, students do not need to have completed a specified amount of content, or demonstrate skills, knowledge and understanding across every area of the specification, as they would normally. Therefore, students will not be disadvantaged as a result of lost learning. If the grade awarded reflects the evidence available, the student should be awarded that grade, irrespective of content coverage.

To ensure individual lost learning is accounted for, Sperrin Integrated College Vice Principal holds a record of all students that have had additional periods of absence from school due to the Covid-19 Pandemic. This includes:

- Students that have contracted Coronavirus
- Students that have been asked to self-isolate (either by the school, track, and trace or through the PHA guidance)
- Students that have missed school due to families being impacted by coronavirus.

As stated to all parents/guardians in August 2020, it is a parent/guardian's responsibility to inform the school if their child tested positive for Covid-19, or if they were self-isolating due to being a close contact with a positive case. As with COVID-19 and all other absences in school, it is the responsibility of the parents/guardians to inform the school and to give reasons for the absence.

The names of students and dates of those impacted by COVID-19 in the academic year 2020-2021 will be circulated to all Subject Leaders. Where a student has missed a piece of evidence due to COVID-19, the teacher will seek to use alternative pieces of evidence. This will be recorded on the Candidate Assessment Record.

If a parent/student is concerned that the information stored by the school may be incomplete, it is the responsibility of the parent/student to inform the school, with appropriate evidence as soon as possible.

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**.

### **Communication to Candidates of Evidence Used to Determine Centre Assessed Grades**

Candidates will be made aware of the evidence that will be used in determining their grades by individual subject teachers within class time and information is available for all pupils and parents/guardians in Appendix 1 of this policy. The specific evidence grids for each subject area are held centrally within the school.

The schedule for assessment opportunities was published to all pupils and parents on 31<sup>st</sup> March 2021.

## **CENTRE DETERMINED GRADES**

Sperrin Integrated College 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; 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 and other awarding body specifications
- specimen assessment materials, 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)
- reports, which are available from other awarding body specifications

All teachers will complete the Candidate Assessment Record and will forward to their Head of Department/Subject Leader. 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**

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation. The purpose of internal standardisation is to provide teachers with confidence in the grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards. This allows for any teachers' differences to be resolved. (See Sperrin Integrated College's Assessment policy.)

Internal standardisation should include cross-checking of marking across the full range of marks and include candidates from each class. The Candidate Assessment 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 Head of Department to adjust the original decision:

1. to match the standards as established and understood in the guidance provided; and
2. 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. They should complete the relevant checklist, which will record any adjustments and relevant information.

## HEAD OF CENTRE MODERATION AND DECLARATION

Sperrin Integrated College undertakes to have a consistent approach across departments/subjects.

The Senior Leadership Team will carry out moderation, to include a review of marking and the internal standardisation arrangements and will investigate whether decisions have been justified. Unexplained grade profiles will be considered and may result in a review of the evidence used or remarking. A record of decisions should be retained. The moderation exercise will include professional discussions with Heads of Department.

The Senior Leadership Team will consider both the subject and centre outcomes based on the evidence available. 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**

### **Access Arrangements**

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), Sperrin Integrated College 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.

### **Special Consideration**

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, Sperrin Integrated College will take account of this when making judgements. Class teachers will record how they have determined any impact of illness or personal circumstances and how this was incorporated into their judgements in the Candidate Assessment Record. Sperrin Integrated 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.

## BIAS AND DISCRIMINATION

Sperrin Integrated College will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Senior Leaders Mrs D Chambers (Vice Principal) and Mr N Small (Senior Teacher Assessment) 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).
- 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 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.

For retention of electronic records, schools should consider the use of SIMS for GDPR purposes and acceptable use of data. For retention of hard copies of evidence schools should implement their usual secure exam storage procedures as per their assessment 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. The following CCEA documentation must be fully and accurately completed and retained securely:

- Candidate Assessment Records.
- Head of Department Checklists and Departmental Assessment Evidence Grid.
- Head of Centre Declaration.

## **STUDENTS WHO ARE TAUGHT AT A DIFFERENT CENTRE**

### **MRLP CONSORTIUM**

Students who are being taught at a different centre from the one where the entry was made should be included in the grading of the centre that made the entry. The centre making the entry should consult with the teaching centre and compare evidence on student performance in both centres to determine an agreed grade. The home centre, which is making the entry for the student, has final responsibility for submitting a Centre Determined Grade. The centre making the entry will need to ensure they have access to all available students' evidence, as this may be requested of them to support the CCEA sampling process.

Mrs D Chambers Vice Principal will assume responsibility for all communications with MRLP schools regarding Centre Determined Grades.

## CONFIDENTIALITY

Sperrin Integrated College 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 and any other exam board requirements. As a general rule, 'Raw Marks' not grades will be given to candidates.

## MALPRACTICE/MALADMINISTRATION

Sperrin Integrated College will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA or any other exam board for investigation. There may be instances where the centre or individual teachers are put under improper pressure from a candidate or their parent/guardian to influence the decision-making on a grade. Any improper pressure must be reported to CCEA or any other exam board for investigation, 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

For subjects where entries have been made for private candidates, centres will ensure that they have sufficient evidence to confidently submit an objective Centre Determined Grade. If evidence is limited, it is essential that these candidates complete the CCEA assessment resource or an appropriate adaptation of the assessment resource. Thereafter, decisions for the private candidate should be made with the same approach as for all other candidates at Sperrin Integrated College.

## Conflict 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.

Sperrin Integrated College 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 is available to permit candidates recourse in relation to the production of a Centre Determined Grade. Sperrin Integrated College's internal appeals procedure is available for staff, candidates, and parents on the centre website at [www.sperrincollege.com](http://www.sperrincollege.com) . It outlines the roles and responsibilities for centre 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.

### **Complaints Procedure and Appeals**

Sperrin Integrated College's complaints procedure permits candidates to challenge the centre's delivery or administration of a qualification (including failure to follow their internal appeals procedure correctly) and is available on the centre website at [www.sperrincollege.com](http://www.sperrincollege.com). An appeals procedure to permit candidates recourse in relation to the production of a Centre Determined Grade will be available on the school's website when results are issued in August 2021.

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

Sperrin Integrated 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.



## AWARDING GCSE, AS AND A LEVEL GRADES SUMMER 2021

### CONTEXT

On 6<sup>th</sup> January 2021, The Minister of Education Minister Peter Weir MLA, cancelled all CCEA GCSE, AS and A2 Examinations scheduled in 2021. The decision was made in line with other Awarding bodies under the Joint Council for Qualifications (JCQ) who also cancelled examinations in other UK jurisdictions. This decision was made in response to help fight against the spread of the COVID-19 Virus and in recognition of the time pupils have spent out of school due to the pandemic.

CCEA and Ofqual examination boards have provided all schools with details on how grades are to be awarded for GCSE, AS and A level (A2).

At Sperrin College, we want to ensure that the grades awarded will be fair and reliable, based on objective evidence. CCEA and Ofqual have clearly stated that in 2021, centres are asked to use a range of evidence to arrive at a professional and academic judgement of the standard at which each pupil is performing in the context of the specification for which they are entered and from this provide a grade to the Awarding body.

This approach is different from the previous year (2020), when schools were asked to supply an assessment grade based on their judgement of the grade a pupil would likely have achieved if they had been able to complete examinations. For this reason, the process required by both pupils and staff is different from last year.

### AN OVERVIEW OF THE PROCESS

All teaching staff, with the Heads of Department, will now engage in the process of gathering evidence to support a centre determined grade (CDG) for every pupil within GCSE, AS and A Level. This judgement must be based on a holistic review of a pupil's performance as indicated by the assessment evidence, gathered, and retained at the centre. In the interest of fairness, each CDG must be realistic and evidence-based reflecting the standard at which the pupil is performing.

The examining boards have the right to amend centre determined grades (up or down) and the school will have no control over this process.

## STAGE 1: DETERMINING A SUBJECT GRADE

For every pupil, a centre determined grade will be submitted, for every subject that pupil has been entered for. This grade will be determined using a range of evidence from a selection of key tasks or assessments carried out under appropriate conditions and with a suitable level of demand, which allows the teacher to authenticate the work as the pupil's own giving a good indication of the standard at which the pupil is performing in the qualification.

To make accurate judgements, teachers will use:

- The range of skills, knowledge and understanding covered in the specification,
- The assessment requirements and the subject specification,
- Grade descriptions,
- Level of demand of the qualification assessments and the weighting of each component/unit and assessment type.

The grade will be generated using a holistic judgement derived from the academic evidence.

All grades will be reviewed by the subject teachers, the Head of Department and Head of Centre (The Principal).

## GATHERING EVIDENCE

When judging evidence teachers are required to consider its value, both in terms of the individual pieces of evidence and as part of the overall judgement for each pupil. Teachers must exercise caution where work has been completed unsupervised. Whilst this work will not necessarily be discounted, it will only be used if authenticated as a pupil's own and is like the actual qualification assessment. (for example, Coursework and Controlled assessment).

Therefore, to ensure evidence has high levels of validity and reliability, pupils will engage in a number of assessment opportunities under controlled conditions. These assessment opportunities will take place on the following dates:

<b>YEAR 13 &amp; 14</b>	<b>YEAR 12</b>
Assessment Period 1: <b>14<sup>th</sup> April-21<sup>st</sup> April 2021</b>	Assessment Period 2: <b>14<sup>th</sup> April -27<sup>th</sup> April 2021</b>
Assessment Period 2: <b>5<sup>th</sup> May -12<sup>th</sup> May 2021</b>	Assessment Period 2: <b>5<sup>th</sup> May -18<sup>th</sup> May 2021</b>

## ACADEMIC EVIDENCE

1. Every subject area within Sperrin College will use at least **3 substantial pieces** of evidence to Determine grades.
2. Evidence used will vary from subject to subject as every qualification has different weightings and assessment tasks.
3. Performance assessment and evidence will be used from the following:
  - Performance in Assessment Opportunities using CCEA assessment resources
  - Performance in Pre-Mock Examinations (with consideration of the fact that pupils may have improved since this exam)
  - Performance in class tests or assessments
  - GCSE Modular Examination Results-For GCSE students Only
  - Participation in practical assessments subjects such as: Drama, Music, PE etc.
  - Performance in any controlled assessment/coursework or other assessments required for the qualification (even if this is not fully complete)
  - Tiers of Entry for GCSE will be considered.

Sperrin College pupils will be informed of the specific evidence used for each qualification taken and this information will also be detailed in the school's Centre Determined Grade Policy. (Available on the school website after 23<sup>rd</sup> April 2021 when approved by CCEA)

## ASSESSMENT OPPORTUNITIES SUBJECT SPECIFIC DATES

The scheduled programme for subject specific assessment opportunities is available on the school website. Parents are advised to familiarise themselves with the dates and times of each assessment opportunity.

<http://www.sperrincollege.com/communications.html>

## GOOGLE CLASSROOM REVISION MATERIAL

Subject teachers have posted revision material for pupils to complete over the Easter period and prior to assessment opportunity periods.

## ENSURING FAIRNESS TO ALL PUPILS

In the context of fairness and in order to ensure an objective, unbiased assessment of evidence is made, the school staff have undertaken guidance and training from CCEA.

It is recognised that some pupils have experienced disruption to teaching and learning due to the pandemic. An assessment of evidence will be given consideration in these circumstances.

## ACCESS ARRANGEMENTS

Access arrangements and reasonable adjustments have been agreed prior to the assessment opportunity periods. The school will follow the Joint Council for Qualifications regulations and guidance as per our normal protocols.

## SPECIAL CONSIDERATION

Special consideration is a post-assessment adjustment to a pupil's mark or grade to reflect temporary illness, injury, or trauma at the time of the assessment. Special consideration in the

usual manner will not apply this summer as public examinations have been cancelled. However, the school will follow the JCQ special consideration process as set out on their website: [www.jcq.org.uk](http://www.jcq.org.uk)

## **STAGE 2: QUALITY ASSURANCE**

### **INTERNAL STANDARDISATION**

In subjects where there is more than one teacher and/ or class in the department, the school will carry out internal standardisation. The purpose of internal standardisation is to provide teachers with confidence to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards.

### **CENTRE MODERATION**

When Centre Determined grades have been assigned, to ensure fairness to all pupils that standards are consistent across the school, moderation will take place by the Senior Leadership team. The Head of Centre (The Principal) will be required to confirm that Centre Determined Grades are fair and are a true representation of pupil performance.

### **STAGE 3: EXAMINATION BOARD STANDARDISATION PROCESS**

The examination boards will review all the grades for the school. Centres are required (within 48 hours of the request) to provide evidence for a minimum of one pupil at each grade within one subject area or qualification. If evidence submitted does not support the grades CCEA may request additional evidence for subjects and a larger sample size.

For vocational qualifications and other Awarding Bodies, the normal moderation process will take place.

### **STAGE 4: THE FINAL GRADE**

Parents and pupils should be aware that due to the standardisation process, grades submitted by the school and the final grade awarded by the examining board could be different.

### **CONFIDENTIALITY AND MALPRACTICE**

Even in the absence of formal assessments Sperrin College is required to act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration which will be investigated by the examination board.

There may be instances where schools or teachers are put under improper pressure from a pupil or their parent/guardian to influence the decision-making on a grade. Any improper pressure will be reported to the examination board and may be investigated as potential malpractice.

### **APPEALS PROCESS**

An Appeals process will be published on CCEA's and the school's website.

### **EXAMINATION RESULTS**

**Pupils will receive their examination results as follows:**

**AS AND A LEVEL:** 10<sup>th</sup> August 2021

**GCSE LEVEL:** 12<sup>th</sup> August 2021

## **PROGRESSION**

### **ENTRY TO SIXTH FORM:**

The normal procedure and admissions process to Sperrin College Sixth Form will apply. Pupils wishing to progress to Study at Sperrin College must complete an options form and meet the admissions criteria for Sixth form study both the academic and pastoral criteria (Behaviour record and Attendance Requirements).

### **APPLICATIONS TO NRC/WORK BASED LEARNING PLACEMENTS:**

All pupils will already have made applications to Technical Colleges during careers lessons. Pupils are advised to ensure they check emails and websites, for important correspondence on admissions and entry.

**Mrs. Martin (Careers) will be available throughout term 3 for pupils who require any support or help to complete applications.**

### **UCAS AND UNIVERSITY APPLICATIONS:**

Year 14 pupils must ensure they check regularly their UCAS account and emails for information on university admissions.

## APPENDIX 2

### Centre Determined Grades Calendar 2021

#### Year 12, 13 & 14

Dates	AS/A2	GCSE
22nd March 2021	Pupils return for in house Learning & Teaching	Pupils return for in house Learning & Teaching
31 <sup>st</sup> March-12 <sup>th</sup> April 2021	Easter Holidays & Home Revision	Easter Holidays & Home Revision
12 <sup>th</sup> April 2021	Pupils return to school	Pupils return to school
<b>14<sup>th</sup> April-27<sup>th</sup> April 2021 Assessment Opportunity 1</b>	<b>14<sup>th</sup>- 21<sup>st</sup> April- In Class assessment opportunities</b>	<b>14<sup>th</sup>- 27<sup>th</sup> April- In Class assessment opportunities</b>
23 <sup>rd</sup> April 2021	Pupils given controlled assessment raw marks to allow for time to appeal and adjust before CDG decided	Pupils given controlled assessment raw marks to allow for time to appeal and adjust before CDG decided
21 <sup>st</sup> /27 <sup>th</sup> April - 4 <sup>th</sup> May 2021	Teaching & Assessment Preparation in class	Teaching & Assessment Preparation in class
Teacher Qualification Procedures Period 30 <sup>th</sup> April to 4 <sup>th</sup> May (Bank Holiday weekend included)	<b>No Pupils in school- At Home preparation &amp; Revision 30<sup>th</sup> April to 4<sup>th</sup> May (Bank Holiday weekend included)</b>	<b>No Pupils in school- At Home preparation &amp; Revision 30<sup>th</sup> April to 4<sup>th</sup> May (Bank Holiday weekend included)</b>
<b>5<sup>th</sup> May- 18<sup>th</sup> May 2021 Assessment Opportunity 2</b>	<b>5<sup>th</sup> - 12<sup>th</sup> May 2021- In Class assessment opportunities</b>	<b>5<sup>th</sup> - 18<sup>th</sup> May 2021- In Class assessment opportunities</b>
Teacher Qualification Procedures Period 27 <sup>th</sup> to 31 <sup>st</sup> May (Bank Holiday weekend included)	<b>No Pupils in school 27<sup>th</sup> to 31<sup>st</sup> May (Bank Holiday weekend included)</b>	<b>No Pupils in school 27<sup>th</sup> to 31<sup>st</sup> May (Bank Holiday weekend included)</b>
<b>1<sup>st</sup> June</b>	<b>Pupils return to school</b>	<b>Pupils return to school</b>

### APPENDIX 3

#### Centre Determined Grades Plan-Staff Calendar Term 2 & 3

Dates	AS/A2	GCSE
10 <sup>th</sup> March 2021	Centre Determined Grade Policy agreed-MRLP	
15 <sup>th</sup> March 2021	CIEA Training- Mrs D Chambers and Mr N Small	
16 <sup>th</sup> March 2021	SLT & HODs- SLT to outline & provide guidance to HODs-Summary of CCEA CDG document	
19 <sup>th</sup> March 2021	Whole Staff Meeting :CDG Guidance	
19 <sup>th</sup> March 2021	AS/A2 subject specific guidance/training from CCEA begins	
22 <sup>nd</sup> March 2021	Pupils return for in house L&T/Assessment preparation	Pupils return for in house L&T/Assessment preparation
23 <sup>rd</sup> March 2021	Department Meeting : To determine Assessment Evidence used	
26 <sup>th</sup> March 2021	GCSE subject specific guidance/training from CCEA begins	
27 <sup>th</sup> -29 <sup>th</sup> March 2021	HODs to request dates on shared assessment plan document and to discuss, agree and determine evidence with SLT.	
29 <sup>th</sup> March 2021	CCEA Assessment resources and Mark Schemes available	CCEA Assessment resources and Mark Schemes available
31 <sup>st</sup> March-12 <sup>th</sup> April 2021	Easter Holidays & Home Revision for pupils	Easter Holidays & Home Revision for pupils
12 <sup>th</sup> April 2021	Pupils return to school	Pupils return to school
<b>14<sup>th</sup> April-27<sup>th</sup> April 2021</b>	<b>Assessment Period 1- 14<sup>th</sup>- 21<sup>st</sup> April</b>	<b>Assessment Period 1- 14<sup>th</sup>- 27<sup>th</sup> April</b>
14 <sup>th</sup> -30 <sup>th</sup> April	Marking & Moderation period 1	Marking & Moderation period 1
23 <sup>rd</sup> April 2021	Controlled assessment marks* to pupils( Appeal Phase and adjust if applicable) <i>*Raw marks only See Internal Appeals Policy</i>	Controlled Assessment marks* to pupils( Appeal Phase and adjust if applicable) <i>*Raw marks only See Internal Appeals Policy</i>
21 <sup>st</sup> /27 <sup>th</sup> April - 4 <sup>th</sup> May 2021	Teaching & Assessment Preparation in class	Teaching & Assessment Preparation in class
30 <sup>th</sup> April 2021	Moderation Day 1	Moderation Day 1
4 <sup>th</sup> May 2021	Revision Day for Pupils Moderation Day 2	Revision Day for Pupils Moderation Day 2
<b>5<sup>th</sup> May- 18<sup>th</sup> May 2021</b>	<b>Assessment Period 2- 5<sup>th</sup> - 12<sup>th</sup> May 2021</b>	<b>Assessment Period 2- 5<sup>th</sup> - 18<sup>th</sup> May 2021</b>
5 <sup>th</sup> May- 18 <sup>th</sup> May	Marking & Moderation in all departments	Marking & Moderation in all departments (5 <sup>th</sup> - 19 <sup>th</sup> )
5 <sup>th</sup> - 17 <sup>th</sup> May	HODs to submit CDG to Examinations Officer as soon as they are available but no later than 17 <sup>th</sup> May 2021	
19 <sup>th</sup> May- SLT Quality Assurance process	SLT, MAM & RMB	
21 <sup>st</sup> May 2021	Final Deadline for AS/A2 CDG uploaded to CCEA	
27 <sup>th</sup> and 28 <sup>th</sup> May 2021 Qualifications Procedures Days		No Pupils in school Depts to carry out checklist administration- Focus on GCSE HODs to submit CDG to Exams Officer as soon as they are available
28 <sup>th</sup> May-- SLT Quality Assurance process		SLT, MAM & KMM
4 <sup>th</sup> June 2021	Final Deadline for GCSE CDGs uploaded to CCEA	

## APPENDIX 4



### Head of Department Checklist

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

<b>Centre Name:</b>	Sperrin Integrated College
<b>Centre Number:</b>	71366
<b>Specification Title/Code:</b>	
<b>Level:</b>	

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 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>Provide detail and justification where you have indicated 'N' to any of the above:</b>	
<b>Head of Department:</b>	
<b>Signature:</b>	<b>Date:</b>



## APPENDIX 5



### 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 . 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	Alternative Assessment
Type of Assessment						
Level of Control H, M, L						
Unit _	A01	Y/N				
	A02	Y/N				
	A03	Y/N				
	A04	Y/N				
	A05	Y/N				
Unit _	A01	Y/N				
	A02	Y/N				
	A03	Y/N				
	A04	Y/N				
	A05	Y/N				
Unit _	A01	Y/N				
	A02	Y/N				
	A03	Y/N				
	A04	Y/N				
	A05	Y/N				
<p><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:</b></p>          						
<b>Head of Department:</b>			<b>Date:</b>			



## APPENDIX 6



### Candidate Assessment Record

This must be completed by the subject teacher: one per candidate for each qualification if required.

<b>Candidate Name:</b>	
<b>Candidate Number:</b>	
<b>Centre Name:</b>	Sperrin Integrated College
<b>Centre Number:</b>	71366

<b>Select Level:</b>	GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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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 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 href="#">A Guide to the Special Consideration Process</a> .	Tariff
Reason for Special Consideration tariff:	

Candidate Assessment Record (continued)

<b>Section 3: Subject-Level Assessment of Individual Candidate Evidence</b>
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			
Alternative Assessment			

<b>Overall Grade Awarded</b>	
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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 variation from the **Departmental Assessment Evidence Grid**