



Mourne Independent Christian School

Policy for Centre Determined Grades, Summer 2021

Adopted by School Management Committee on 20-04-2021

Issued to staff on 12-04-2021

Responsible: Hazel Campbell (Head of Centre)

Statement of Intent

The purpose of this policy is:

- To ensure the effective operation of the Centre Determined Grades process produces fair, objective, consistent and timely outcomes within and across departments;
- To ensure that all staff involved in producing Centre Determined Grades know, understand and can complete their roles in the process, as published by CCEA;
- To ensure that Centre Determined Grades are produced in line with the process as published by CCEA, using the professional judgement of teachers – with internal moderation or cross-moderation with another Independent Christian School – ensuring quality and accuracy of the grades submitted to CCEA; and,
- To ensure that Mourne Independent Christian School 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*, subject-specific guidance, and other CCEA guidance and information issued in relation to Summer 2021. All staff involved in centre determined grades will support the implementation of alternative arrangements as set out by CCEA, including the CCEA review stage. Staff will familiarise themselves with all relevant guidance provided by CCEA, the JCQ requirements and the relevant centre policies.

Process Overview

We will adhere to the five-step process for the Summer 2021 awarding arrangements, as outlined in the *CCEA Alternative Arrangements – Process for Heads of Centre*. The process is as follows:

Step and Indicative Timeframe	Activity	Personnel	Internal Deadlines
1 Guidance, Information &	CCEA guidance documentation shared and understood by all involved staff. Centre	Centre Leadership Team	Shared 09-03-2021; read by 18-03-2021

Readiness (March, April)	participates fully in support offered by CCEA and other partner bodies.	Heads of Departments All teaching staff	
	MICS agrees quality assurance process to ensure consistency across teachers, subjects and departments.	Centre Leadership Team Heads of Department All teaching staff	18-03-2021
	Centre policy for awarding Centre Determined Grades developed, documented and shared with all staff. Policy to be sent to CCEA by 23 rd April, so they are available for review at grade submission stage.	School Management Committee Centre Leadership Team	To be completed by 12-04-2021; with School Committee by 12-04-2021; sent to CCEA by 23-04-2021
	Preliminary consideration of value of available evidence	Centre Leadership Team Heads of Department	18-03-2021
2 Evidence Gathering and Provision of Assessment Resource (March, April and May)	Completion and marking of defined assessments in line with centre policy, including CCEA assessment resources.	Centre Leadership Team Heads of Department All teaching staff	To be completed by 21-05-2021
	All other available evidence collated and documented	Centre Leadership Team Heads of Department All teaching staff	To be completed by 21-05-2021
3 Centre Professional Judgement and Moderation (April and May)	All available evidence moderated in line with centre policy	Heads of Centre Heads of Department All teaching staff, including colleagues from other Independent Christian Schools for cross-moderation	To be undertaken from 11-05-2021 and completed by 25-05-2021 Moderation by colleagues from other schools will be ongoing from 11-05-2021 until 25-05-2021 (deadline). We are aware this is a very tight schedule, but it is possible as there is only 1 candidate for each subject, with the exception of Mathematics with an additional Y11 candidate.
	Any potential bias in Centre Determined Grades and outcomes considered	Heads of Department All teaching staff, including colleagues from other Independent Christian Schools for cross-moderation	28-05-2021

	Centre Determined Grade outcomes reviewed by senior leadership team	Centre Leadership Team	02-06-2021
	Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre	04-06-2021
4 Review of Evidence and Award (June and July)	Centre evidence and grade outcomes reviewed	CCEA personnel	From 07-06-2021
	If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA personnel	06-2021
	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 CCEA personnel	06-2021
5 Post-Award Review Service (August and September)	After the issue of results, students will have the right to appeal to their centres and to CCEA	Head of Centre CCEA personnel	08-2021 – 09-2021

Roles and Responsibilities

Roles and responsibilities of Mourne Independent Christian School staff are outlined below:

The **School Management Committee** is responsible for approving the policy for producing Centre Determined Grades and must notify CCEA of arrangements should the Head of Centre be unavailable to confirm the Centre Determined Grades.

The **Head of Centre** has overall responsibility for the centre as an examinations centre and will ensure the roles and responsibilities of all staff are defined.

The Head of Centre will 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) uses the professional judgement of teachers, with internal moderation or cross-moderation with other Independent Christian School teachers, e.g. if a candidate's grade is deemed borderline, and participation in an external review process set out by CCEA.

The Head of Centre will work collaboratively with CCEA in terms of engaging with professional dialogue and the provision of evidence as requested.

The **Senior Leaders** will provide support to staff involved in producing Centre Determined Grades. They will support the Head of Centre in the quality assurance of the final Centre Determined Grades. They have a role in achieving a consistent approach across departments and authenticating the preliminary outcomes in subjects where there is only one teacher. This will be agreed on a case-by-case basis but may include, e.g. Senior Leaders or the Head of Centre validating the outcomes after comparing them with outcomes in associated subjects areas, where applicable.

The **Examinations Officer** is responsible for ensuring accurate and timely entries are submitted to CCEA. They will ensure that all information from CCEA is shared promptly with all relevant staff. The Examinations Officer will ensure that they know, understand and can use the CCEA Centre

Manager Applications. 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 4th June 2021.

The Examination Officer is responsible for the administration of the final Centre Determined Grades and managing the post-results services within the centre.

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 and the Departmental Assessment Evidence Grid [as below] are completed for each qualification that they are submitting.

Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers.

Head of Department Checklist

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

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

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

Checklist	Y/N
1. Candidates’ grades have been determined using the evidence identified. If requested by CCEA, the Candidate Assessment Record and evidence will be completed and provided for review.	...
2. The evidence has been authenticated as the candidates’ own work.	...
3. Internal standardisation has been completed in line with the School Assessment and Centre Determined Grades policies. Records have been retained detailing all staff involved in the process, work reviewed, judgements and adjustments made as a result of internal standardisation. These records are readily available.	...
4. Consideration has been given to ensure that judgements are fair, free from bias and compatible with legislative requirements in respect of equality and discrimination.	...
5. Where applicable, the candidates were given their approved access arrangements while producing the evidence contributing to the final grade, and the access arrangements have been documented.	...
6. Where applicable, special consideration was given to the candidates if they were disadvantaged when producing their evidence contributing to their final grade, according to the JCQ Special Consideration Guidance, and this has been documented.	...
7. Subject cohort outcomes have been compared with those of previous years, and any significant changes can be justified with evidence.	...

8. The Centre Determined Grades for this subject have been signed off as accurate by the Head of Department and one other teacher within the subject. (The Head of Centre may provide the second signature where there is a one-teacher department.)		...
Provide detail and justification where you have indicated 'N' to any of the above: ...		
Head of Department:	...	Date: ...

Departmental Assessment Evidence Grid

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

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

This document must be completed for subjects requested for review by CCEA. Please

indicate which assessment objectives were covered, as relevant, in each piece of evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control. A definition of [levels of control is provided](#).

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

			Assessment 1	Assessment 2	Assessment 3
Type of Assessment			...	...	...
Level of Control H, M, L			...	...	...
Unit 1	AO1	Y/N	...	...	...
	AO2	Y/N	...	...	...
	AO3	Y/N	...	...	...
	AO4	Y/N	...	...	...
	AO5	Y/N	...	...	...
Unit 2	AO1	Y/N	...	...	...
	AO2	Y/N	...	...	...
	AO3	Y/N	...	...	...
	AO4	Y/N	...	...	...
	AO5	Y/N	...	...	...
Unit 3	AO1	Y/N	...	...	...
	AO2	Y/N	...	...	...
	AO3	Y/N	...	...	...

	AO4	Y/N	...	...	...
	AO5	Y/N	...	...	...
<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> <p>...</p>					
Head of Department:		...			
Signature:		...	Date:	...	

Heads of Department and Teachers are responsible for ensuring that they conduct assessments (which will include the optional assessment resource from CCEA) 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. Centres must ensure records are retained by the centre in the format of the Candidate Assessment Record [as below] – which includes 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. Heads of Department and Teachers have the responsibility for internal standardisation and moderating candidates’ work, in conjunction with departmental colleagues and/or colleagues in other Independent Christian Schools, and Senior Leaders as required. They must securely store and be able to retrieve evidence to support their decisions. The CCEA Candidate Assessment Records will be required for the candidates sampled by CCEA.

The knowledge, expertise and professionalism of the staff of Mourne Independent Christian School is central to determining Centre Determined Grades.

Candidate Assessment Record

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

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

Select Level:	...
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Section 1: COVID-Related Disruption – Learner Context	Y/N
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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?	...
<p>If 'yes', please provide details of the action taken to ensure the candidate was not disadvantaged (for example, content reduction):</p> <p>...</p>	

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?		...
<p>Please provide details:</p> <p>...</p>		
Record any enhancements to the mark as a result of a special consideration in line with JCQ – A Guide to the Special Consideration Process .		Tariff ...
<p>Reason for Special Consideration tariff:</p> <p>...</p>		

Candidate Assessment Record (continued)

Section 3: Subject-Level Assessment of Individual Candidate Evidence
Record student attainment for each of the assessments contributing towards the overall grade awarded. Attainment for each assessment may be captured by recording marks in percentages and/or grades.

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

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

...

Candidate Assessment Record (continued)

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

Teacher Signature: ...	Date: ...
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Training, Support and Guidance

Teachers involved in determining grades have attended – and will attend – any centre-based training provided to help achieve consistency and fairness to all students.

Mourne Independent Christian School will engage fully with all training and support that CCEA – the only awarding organisation for our Centre for Summer 2021 – has provided, including web-based support and training. Further general and subject-specific support and guidance can be found on the CCEA website at www.ccea.org.uk

Teachers will also engage fully with all training and support that has been provided by the Joint Council for Qualifications.

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. Hazel Campbell (Head of Centre) should be notified if no one from a department has been able to attend support meetings and Hazel Campbell (Head of Centre) will consider how this is addressed.

We will provide assistance and guidance to newly-qualified teachers and teachers less familiar with assessment. We will put in place additional internal reviews of teacher assessed grades for newly-qualified teachers and other teachers, where appropriate.

Appropriate Evidence

Mourne Independent Christian School will use the following candidate evidence in arriving at Centre Determined Grades:

GCSE Subject	Evidence & Level of Controls
Maths	CCEA assessment resource (high control) Mock paper (high control)
English Language	CCEA assessment resource (high control) Mock paper (high control)
MVRUS	CCEA assessment resource (high control) Past paper (high control) Controlled assessment, incomplete (medium control, as some was conducted remotely)
Religious Studies	CCEA assessment resource (high control) Controlled Assessment (high control) Past paper (high control)
Art	Submission of evidence that meets AO1, AO2 and AO3: Component 1 Part A (complete) and B (incomplete)
Double Award Science	CCEA assessment for Physics, Biology and Chemistry (high control) Class tests, if necessary (high control)
French	CCEA assessment (high control) Past papers (high control)

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

Mourne Independent Christian School has taken into account the information provided by CCEA about unit omissions before the cancellation of examinations. These are detailed on the Summer 2021 Information Pre-Examination Cancellation section of the CCEA website.

Mourne Independent Christian School is taking account of disruption that candidates have faced to their learning as a result of COVID-19 by:

- Omitting the reproduction section from Biology Unit 2 in the CCEA assessment resource, as it has not been taught;
- Omitting 'Communion' from the Sacraments and Ordinances section and the Role of the Church in Contemporary Society from the Religious Studies CCEA assessment resource, as they have not been taught;
- Omitting 'Earth and Universe' topic from Physics Unit 2 in the CCEA assessment resource, as it has not been taught;
- Submitting MVRUS Controlled Assessment with the section, 'Interpret findings', incomplete, due to remote teaching and insufficient time to complete;
- Submitting Art with Component 1 Part B incomplete, due to remote learning and insufficient time to complete.

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*.

Candidates will be made aware of the evidence that will be used in determining their grades via communication with parents and pupils. Candidates will also be provided with a schedule for internal, high control assessments (mock examinations and CCEA assessment resources). Evidence will be shared with candidates using the Candidate Assessment Record, after the Easter break – but Centre Determined Grades will not be disclosed.

Contingency Plan

Should a candidate be unable to take the scheduled CCEA assessments, and additional evidence is required in their stead, we will use class tests, classwork and/or past paper questions or Year 11 achievement.

Centre Determined Grades

Mourne Independent Christian School will determine grades based on evidence that reflects the standard at which a candidate is performing, i.e. their demonstrated knowledge, understanding and skills in regard to the specification content they have covered.

To make accurate judgements, 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 type of assessment.

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

All teachers will complete the Candidate Assessment Record for each subject and will forward to the Head of Centre, Hazel Campbell. 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.

In Mourne Independent Christian School, most GCSE subjects are taught by only one teacher; therefore, internal standardisation methods include comparison with samples of marked work from previous cohorts (which has been ratified by CCEA) and cross-moderation with subject-specific teachers from other Independent Christian Schools.

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:

- 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. They should complete the relevant checklist, which will record any adjustments and relevant information.

Head of Centre Moderation and Declaration

Hazel Campbell, Head of Centre, undertakes to have a consistent approach across departments/subjects. Senior Leaders, with at least 20 years' teaching experience at GCSE level, 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. Senior Leaders 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 [as below]. This will include a confirmation that the Centre Determined Grades for candidates are a true representation of their performance.

In accordance with the Formal Ministerial Direction of 2 March 2021, the Head of Centre will be required to submit the following declaration when the data is submitted. One Head of Centre sign-off will be required for each data submission. Centres will not be able to submit data without this authorisation.

As the Head of Centre, I confirm that:	
<ul style="list-style-type: none">• these Centre Determined Grades have been checked for accuracy, reviewed by a second member of staff (where possible) and are accurate and represent the professional judgements made by my staff• entries were appropriate for each candidate, in that students entered were those already studying the course, and each candidate has no more than one entry per subject• my centre has met the requirements set out for internal quality assurance• I am satisfied that the evidence on which each student's grade is based is their own work and that CCEA's requirements have been met for any private candidates• access arrangements and reasonable adjustments were provided with appropriate input from the SENCo and other specialists• I and my staff have taken note of the guidance from CCEA about minimising bias, and I am confident that the judgements are fair, free from bias and compatible with legislative requirements in respect of equality and discrimination• all relevant evidence and records are available for inspection, as necessary.	
Head of Centre:	_____
Signature:	_____
Date:	_____

Access Arrangements and Special Consideration

Where candidates have agreed access arrangements or reasonable adjustments (for example, a reader or scribe), Mourne Independent Christian School will make every effort to ensure that these arrangements are in place when assessments are being taken. Details on access arrangements can be found in the JCQ document, *Adjustments for candidates with disabilities and learning difficulties* (accessible at: https://www.jcq.org.uk/wp-content/uploads/2020/10/AA_regs_20-21_FINAL.pdf or via the JCQ website). Mourne Independent Christian School has no candidates with agreed access arrangements or reasonable adjustments for Summer 2021.

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 JCQ guidelines – might have affected the candidate's standard of performance, Mourne Independent Christian School will take account of this when making judgements. The centre 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. Mourne Independent Christian School will ensure consistency in the application of special consideration by following the guidance on pages 4-7 of the JCQ document, *A guide to the special consideration process* (with effect from 1 September 2021) (accessible at https://www.jcq.org.uk/wp-content/uploads/2020/09/Guide_to_spec_con_process_2021_FINAL.pdf or via the JCQ website).

Bias and Discrimination

Mourne Independent Christian School will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Hazel Campbell, Head of Centre, 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/context, 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 and cross-moderation 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 standardised (internally and through cross-moderation, if necessary) 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 Mourne Independent Christian School's internal school network which is only accessible to approved staff and is password protected. Additionally, hard copy evidence will be locked in secure storage at the school.

It is essential that there are robust, accurate and secure records of decisions and retention of evidence to comply with data protection legislation and in anticipation of centre moderation and the CCEA Review of Evidence and Award process and potential appeals. When requested, evidence will be uploaded via the CCEA application used to submit the Centre Determined Grades.

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

- CCEA Candidate Assessment Records;
- CCEA Head of Department Checklists; and,
- CCEA Head of Centre Declaration.

Confidentiality

Mourne Independent Christian School will not disclose any candidates' Centre Determined Grades in advance of the official issue of results. This is in keeping with the centre's GDPR policy and CCEA requirements.

Malpractice/Maladministration

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

Other examples of potential malpractice include:

- Deception;
- Improper assistance to a candidate;
- Failure to appropriately authenticate a candidate's work;
- Over-direction of candidates in preparation for assessments;
- The centre submitting grades not supported by evidence or that they know to be inaccurate;
- Centres entering candidate(s) who were not originally intending to cash-in a grade in the Summer 2021 series;
- Failure to engage as requested with CCEA during the review stage of the process; 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 (accessible at: https://www.jcq.org.uk/wp-content/uploads/2020/09/Malpractice_20-21_v2-1.pdf or via 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 Summer 2021, Mourne Independent Christian School has no private candidates. However, if the centre was to have private candidates entered, the centre would ensure that they have sufficient evidence to confidently submit an objective Centre Determined Grade. If evidence was limited, it would be essential that these candidates completed the CCEA assessment resource or an appropriate adaptation of the assessment resource. If we were to have private candidates, decisions for these private candidates would be made with the same approach as for all other candidates at Mourne Independent Christian School.

Conflicts of Interest

To protect the integrity of assessments, staff must declare any potential conflicts of interest to the Head of Centre. Instances when there may be a conflict include teaching and preparing members of their family or close friends for qualifications that include internally assessed components.

For Summer 2021, there is a conflict of interest as Mrs Ruth Watson, the joint Head of Centre and GCSE RS teacher, has taught and prepared her daughter, a candidate for GCSE RS in the Summer 2021 series.

The Head of Centre, Hazel Campbell, has and will continue to 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. The Head of Centre, Hazel Campbell, spoke to Edith Finlay via phone regarding the conflict of interest on Monday 15th March 2021. Following advice, the Head of Centre, Hazel Campbell, sent an email to centresupport@ccea.org.uk stating the clear conflict of interest in Mourne

Independent Christian School. Also, in adherence to advice, Mrs Ruth Watson, joint Head of Centre, has not been involved in the process of drawing up Mourne Independent Christian School's Centre Determined Grades policy. Except for submitting evidence for her daughter's RS, Mrs Ruth Watson will not be involved in any further part of steps 1-5 in the 5-step process, including moderation, review of the Centre Determined Grade outcomes and Head of Centre sign-off and submission of Centre Determined Grades. Any mention of Head of Centre or Senior Leadership Team throughout this policy document does not refer to Mrs Ruth Watson. In addition, the CCEA assessment resources and controlled assessment for RS will not be supervised by Mrs Ruth Watson to ensure a high level of control and integrity. All evidence submitted by Mrs Ruth Watson for RS will be cross-moderated. Furthermore, the Head of Centre, Mrs Hazel Campbell, was forwarded a 'Conflict of Interest Form' by Michaela McCann on 31st March 2021; this was completed and returned by the Head of Centre, Mrs Hazel Campbell, on behalf of Mourne Independent Christian School to centresupport@ccea.org.uk on 01-04-2021.

Mourne Independent Christian School will also carefully consider the requirements of their centre policies, particularly in relation to the separation of duties and personnel to ensure fairness in later process reviews and appeals.

Internal Appeals Procedure Relating to Centre Determined Grades

A written internal appeals procedure is available to permit candidates recourse in relation to the production of a Centre Determined Grade. Mourne Independent Christian School's internal appeals procedure is available for staff, candidates and parents in a hard copy version (see appendix). 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.

Mourne Independent Christian School will be adhering to the CCEA Appeals Policy.

Requirements as a JCQ Registered Centre

Mourne Independent Christian School has reviewed and amended, where necessary, all assessment and examination-related policies and procedures in line with the JCQ *General Regulations for Approved Centres, 1 September 2020 and 31 August 2021* (available at: https://www.jcq.org.uk/wp-content/uploads/2020/09/Gen_regs_approved_centres_20-21_FINAL.pdf and via the JCQ website) to ensure appropriateness for the unique context of Summer 2021 qualifications.

Signed by:

Principal

Hazel Campbell

School Administrator

(Rev) Andrew Patterson

School Management Secretary

Gordon Smrie

Appendix of Associated/Related Centre Documents

Mourne Independent Christian School's Appeals Procedure (2021)

Below are the arrangements for internal appeals about internal assessment decisions:

The Examination Officer will be responsible for managing appeals and for disseminating information to candidates and their parents/guardians about appeals procedures.

There are two stages to the Summer 2021 appeals process:

Stage 1: Centre Review

After results day, a candidate may ask the Examination Officer or Head of Centre at Mourne Independent Christian School for a review because he/she thinks there has been an error. The centre will check for any errors and process issues. The student will be made aware that his/her grade could go down, up or stay the same. If the Centre finds an error has occurred, the Examinations Officer will submit a request to the awarding organisation (CCEA) to correct the error and amend the grade without the need to make an appeal to the awarding organisation.

However, if the centre undertakes a review and does not find any errors or process issues, the student will be informed.

Stage 2: Appeal to the Awarding Organisation (CCEA)

If, following Stage 1 and the Centre Review without a change in the grade, a student still thinks the error has not been resolved, he/she may request for an Awarding Organisation appeal. The Examinations Officer will submit the appeal on the student's behalf. An appeal should be submitted if the student considers the Centre did not follow its procedure properly, the awarding organisation has made an administrative error, or the student considers that the grade awarded was an unreasonable exercise of academic judgement. Again, he/she will be made aware that the grade can go down, up or stay the same.

The Awarding Organisation will check if processes have been followed and if the grade is a reasonable exercise of academic judgment. If the Awarding Organisation find that processes were not followed and/or there was not a reasonable exercise of academic judgement, they will issue a final grade. (This may be with input from the Centre.) The student will be informed of the outcome by the Examinations Officer or Head of Centre. However, if the Awarding Organisation finds that processes were followed and the grade was a reasonable exercise of academic judgement, the Awarding Organisation will issue the same final grade. The student will be informed of the outcome by the Examinations Officer or Head of Centre.

The 'Grounds for Appeal' at Stages 1&2

There are four grounds upon which a Centre review or an appeal to the Awarding Organisation may be requested:

- At Stage 1: Mourne Independent Christian School made an administrative error, e.g. an incorrect grade was submitted; an incorrect assessment mark was used when determining the grade.
- At Stages 1&2: Mourne Independent Christian School did not apply a procedure correctly, e.g. the Centre did not follow its Centre Policy, did not undertake internal quality assurance, did not take account of access arrangements or mitigating circumstances, such as illness.
- At Stage 2: The Awarding Organisation made an administrative error, e.g. the grade was changed incorrectly by the Awarding Organisation during the processing of grades.

- At Stage 2: The student considers that the centre made an unreasonable exercise of academic judgement in the choice of evidence from which to determine the grade and/or the determination of the grade from that evidence.

Ofqual Exam Procedures Review Service

If the student or Mourne Independent Christian School considers that the Awarding Organisation has made a procedural error, he/she/it can apply to Ofqual's Exam Procedures Review Services (EPRS) to review the process undertaken by the Awarding Organisation.

Mitigations in Place

Post results, the need for appeals should be limited as students should be confident in their grades because of:

- An effective Centre Policy has been adhered to by all Centre staff involved in the determination of teacher assessed grades and which has been reviewed by CCEA, the Centre's sole Awarding Organisation this year;
- A high standard of internal quality assurance, both in determining teacher assessed grades based only on student evidence and in ensuring that there are no administrative or procedural errors;
- Effective arrangements for students that may have been disadvantaged during an assessment that contributes to their grade either by taking the circumstances into account in determining grades or by using alternative evidence that was unaffected by the adverse circumstances;
- Effective communication with students and parents/guardians, so that they understand the Centre's approach to determining grades before grades are submitted. The Centre will have made students aware of the sources of evidence that will be used to determine their grade, in line with Centre Policy. This transparency should enable students to raise any errors or circumstances relating to particular pieces of evidence to be taken into account in advance of the grade submission and should reduce the number of instances in which students appeal;
- Accurate recording and effective checking of information on the assessment record for the student to avoid errors in submitting teacher assessed grades;
- Effective oversight and clear professional accountability from the Head of Centre who will complete the Head of Centre declaration;
- Excellent record-keeping throughout the process, including: teachers/Heads of Department will document the sources of evidence used for determining grades, along with a rationale with what was selected; the Centre will document discussions with students about the range of evidence used; the Centre will maintain records as documented in the Centre Policy; the Centre will ensure that any evidence used to determine students' grades is stored securely and can be retrieved promptly, if needed for a centre review or requested for a CCEA appeal.