

Approach to Centre Determined Grades for CCEA Qualifications

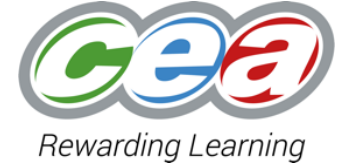
- Ballyclare Secondary School
- Summer 2021

Introduction



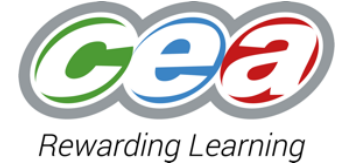
1. Overview of Awarding Grades Summer 2021
2. Ballyclare Secondary School's Centre Determined Grade Policy
3. Evidence
4. Disruption to Teaching and Learning
5. Timelines

Terminology



Term	Meaning
Centre	School
Candidate	A student/pupil entered for a qualification (GCE AS, GCE A2, GCSE, Occupational Studies)
Centre Determined Grades (CDGs)	Grades formulated by teachers and submitted to CCEA for Summer 2021
Awarding	The assigning of a final grade for a qualification
Specification	A document that sets out the details of content to be taught and all assessments for a qualification

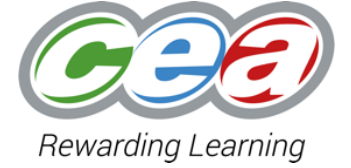
Overview



- This summer CCEA is asking schools to award a grade that reflects the standard at which a student is working, **assessed only on the specification content that the student/centre has covered**, so that the grade, reflects a student's knowledge, understanding and skills.
- These grades will be referred to as Centre Determined Grades (CDGs).
- No algorithm or statistical adjustment to grades will be involved this year.
- Grades will be based on teacher judgement using evidence selected by the centre, following the alternative arrangements process set out by CCEA.
- Grades submitted to CCEA are not final until they are released in August 2021 and may be subject to change.
- CCEA has stated that centres **cannot** share the centre determined grades they will submit with students in advance of them being issued by CCEA on results day (August 2021).



Ballyclare Secondary School's Centre Determined Grade Policy



It is a requirement of the CCEA process that we put in place a “Centre Determined Grade Policy” and are clear with students, parents and carers from the outset on:



Our school's approach to arriving at grades for students completing qualifications this summer



The type of assessment or evidence of a student's performance we will use to determine this grade



The contingency assessments or evidence we will use where the agreed evidence is not available for individual students.

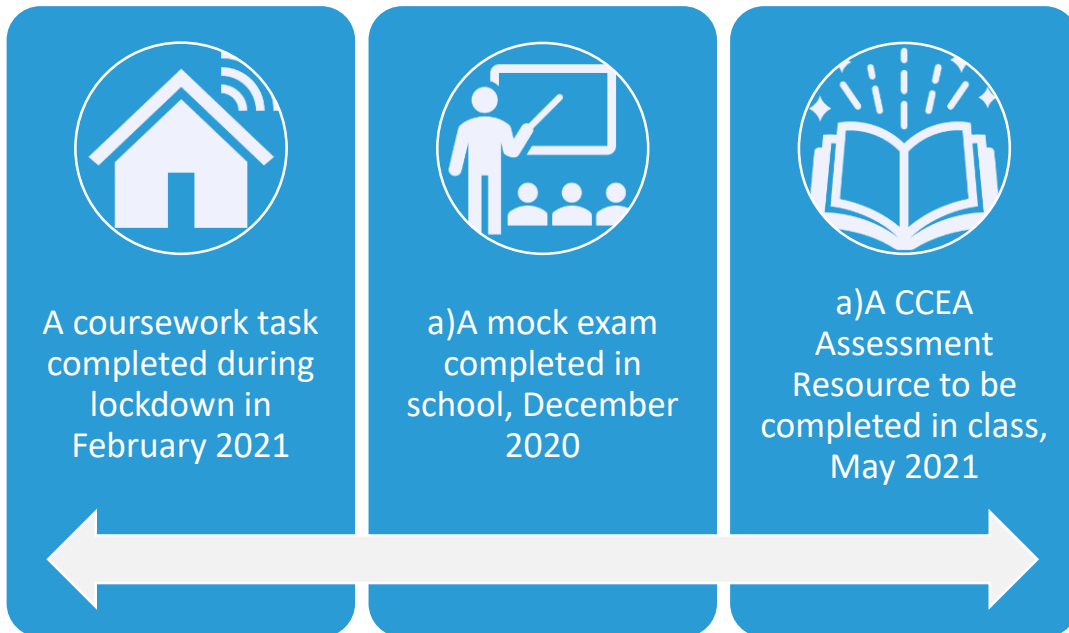
The CCEA process is clear on the evidence we should use to formulate a grade.

1. The grade assigned to a student must be based on the standard at which each student **is performing**.
2. 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.
3. To ensure fairness to all students, we have been asked to outline in our school's Centre Determined Grades policy the evidence we will use to inform grading decisions. **This must be applied consistently across all students entered for the same subject.**



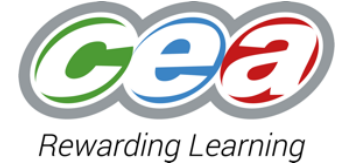
For example

- Every department has discussed and agreed which assessment(s)/evidence are most appropriate for assessing the level of performance of their students taking into account disruption caused by the COVID-19 pandemic.
- They have agreed to use:



- Grades for every student completing their GCSE in Geography (for example) this summer will be based on three pieces of evidence.
- We can only vary the evidence we use for students who may have missed significantly more teaching and learning time and therefore have not covered the same amount of learning as the rest of the class.
- We cannot consider other sources of evidence solely on the basis that it may indicate a higher or lower result for a student.
- Please note Geography is used as an example only and this may not reflect the actual assessments used.

Disruption to Teaching and Learning



- We appreciate all students across NI have had a level of disruption and we have adapted our approach to assessment to mitigate this disruption.
- There is flexibility in place to ensure no student is disadvantaged any further this year.
- Flexibility is **not** in place to allow teachers to pick and choose the pieces of evidence in order to maximise a student's attainment. This is to ensure fairness to all students across Northern Ireland.
- The next slide gives an example of this.

Disruption to Teaching and Learning



A class of 15 pupils are due to complete a GCSE with 3 units of work: Unit 1, Unit 2 and Unit 3.



Due to lockdown and school closures the class have missed face-to-face teaching of parts of the course and have only completed Units 1 and 2.





One pupil (Pupil A) has missed another 6 weeks of school on top of this due to illness and self-isolation and has only completed Unit 1.



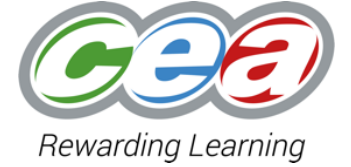
We must only assess our pupils on the parts of the course they have completed.



Therefore the school will base their Centre Determined Grades as follows:

	Full Class	Pupil A
Pupils		
Assessments/ Evidence based on	Unit 1 and Unit 2	Unit 1

Evidence

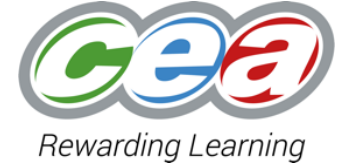


Ballyclare Secondary School wants to ensure that we use the most appropriate evidence that reflects the attainment of all of our pupils and will use the following types of evidence:

- ✓ Mock Exams which relate to the CCEA specification
- ✓ CCEA Past Paper questions
- ✓ Coursework/Controlled Assessment tasks
- ✓ Performance assessments (PE/Music/Drama)
- ✓ Design Portfolios
- ✓ CCEA assessment resources for 2021
- ✓ Homework
- ✓ Class tests



Contingency



- In exceptional cases (due to illness or adverse circumstances) where a pupil has been **more** significantly disrupted in comparison to his/her class and the agreed evidence is unavailable we may also include the following:
 - ✓ Class tests
 - ✓ Homework
 - ✓ Classwork
 - ✓ Work completed over lockdown



Evidence



We will not use/consider:

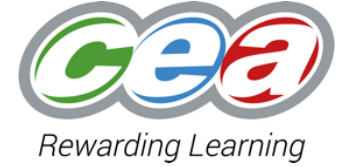
- Work/tasks completed with private tutors
- Work not aligned with the requirements of the CCEA specification
- Results of other external exams or qualifications e.g. Graded Music Exams

Rationale:

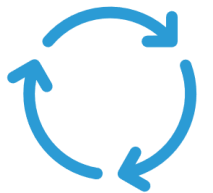
We must be able to ensure that Centre Determined Grades are produced for all pupils using the professional judgement of teachers of Ballyclare Secondary School with robust internal moderation processes which will ensure equality.



Appeals



- Similar to previous years there will be a process for students who would like a review of their results.
- This is called the Post-Results Service and provides an opportunity if an error is made for that to be rectified
- More information will follow on the CCEA Post-Results Service in the coming weeks.
- Ballyclare Secondary will share the details and process for this with students, parents and carers as soon as it is published by CCEA.
- We will guide and assist students and parents through this process as we would in any other year.

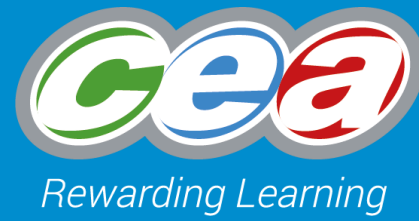


Timelines



The timelines for this process are as follows:

21 May 2021	Grades submitted to CCEA	A/AS grades Level 3 COPE
4 June 2021	Grades submitted to CCEA	GCSE Occupational Studies Vocational qualifications Entry Level
10 August 2021	Results issued by CCEA	A level and AS Level 3 COPE
12 August 2021	Results issued by CCEA	GCSE Occupational Studies Vocational qualifications Entry Level



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