



Rockport School

Policy for Centre Determined Grades, Summer 2021

Adopted by Board of Governors on 26/03/2021

Issued to staff on 26/03/2021

Responsible: Mr G Vance (Headmaster) and Mrs R Palmer (Deputy Head)

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Section A - Statement of Intent

The purpose of this policy is:

- to ensure that the effective operation of the Centre Determined Grades process produces fair, objective, consistent and timely outcomes within and across departments;
- to ensure that all staff involved in producing Centre Determined Grades know, understand and can complete their roles in the process as published by CCEA;
- 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, ensuring quality and accuracy of the grades submitted to CCEA; and
- to ensure that Rockport 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.

Section B - 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**. Internal deadlines relating to the steps of the CCEA process are provided in the table below:

FIVE STEP AWARDING PROCESS

Step and indicative Timeframe	Activity	Personnel	Internal Deadlines
1. Guidance, Information and Readiness (March, April 2021)	<ul style="list-style-type: none"> 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 	SMT Heads of Department Teaching Staff	30 April 2021
	<ul style="list-style-type: none"> Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments 	SMT Heads of Department Teaching Staff	30 April 2021
	<ul style="list-style-type: none"> Centre Policy for CDGs developed and shared with all staff. Policies to be sent to CCEA by 23 April so they are available for review at grade submission stage 	SMT	23 April 2021
2. Evidence Gathering and Provision of Assessment Resource (March, April, May 2021)	<ul style="list-style-type: none"> Preliminary consideration of value of available evidence 	SMT Heads of Departments	
	<ul style="list-style-type: none"> Completion of marking of defined assessments in line with centre policy, which could comprise CCEA assessment resources which will be available from April 2021 	SMT Heads of Department Teaching Staff	AS – 12 May A2 – 12 May GCSE – 21 May
	<ul style="list-style-type: none"> All other available evidence collated and documented 	SMT Heads of Department Teaching Staff	AS – 12 May A2 – 12 May GCSE – 21 May
3. Centre Professional Judgement and Moderation (April and May 2021)	<ul style="list-style-type: none"> All available evidence moderated in line with centre policy 	SMT Heads of Department Teaching Staff	AS – 14 May A2 – 14 May GCSE – 30 May
	<ul style="list-style-type: none"> Any potential bias in CDGs and outcomes considered 	Heads of Department and	AS – 14 May A2 – 14 May GCSE – 30

		Teaching Staff	May
	<ul style="list-style-type: none"> CDG outcomes reviewed by SMT 	SMT	AS – 14 May A2 – 14 May GCSE – 28 May
	<ul style="list-style-type: none"> Head of Centre Sign-off and submission of CDGs 	Headmaster	AS – 21 May A2 – 21 May GCSE – 4 June
4. Review of Evidence and Award (June and July 2021)	<ul style="list-style-type: none"> Centre evidence and grade outcomes reviewed 	CCEA	TBC
	<ul style="list-style-type: none"> If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed 	CCEA Exams Officer	TBC
	<ul style="list-style-type: none"> Where CCEA still has concerns, there will be an engagements with the centre and in some cases, this may require the centre to re-run their grading process 	Headmaster CCEA	TBC
5. Post-Award Review Service (August and September 2021)	<ul style="list-style-type: none"> After the issue of results, students will have the right to appeal to their centres and to CCEA 	Headmaster CCEA	TBC

Section C - Roles and Responsibilities

Roles and responsibilities of Rockport School staff are outlined below:

1. Board of Governors

- a. The **Board of Governors** 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.

2. Head of Centre

- a. 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.
- b. The **Head of Centre** will confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff.
- c. 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 and participation in an external review process set out by CCEA.
- d. The **Head of Centre** will work collaboratively with CCEA in terms of engaging with professional dialogue and the provision of evidence as requested.

3. Steering Team

- a. The **Steering Team** will provide support to staff involved in producing Centre Determined Grades.
- b. The **Steering Team** will support the Head of Centre in the quality assurance of the final Centre Determined Grades.
- c. The **Steering Team** will 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.

4. Lead Assessors

- a. The **Headmaster and the Deputy Head**, 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.

5. The Examinations Officer

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

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

6. Heads of Department

- a. **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.
- b. **Heads of Department** will ensure that a Head of Department Checklist is completed for each qualification that they are submitting.
- c. Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers.

7. Teachers

- a. **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.
- b. **Teachers** must ensure that the Centre Determined Grade they assign to each candidate is a fair, valid and reliable reflection of the assessed evidence available for each candidate.
- c. **Teachers** 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.
- d. **Teachers** have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required.
- e. **Teachers** must securely store and be able to retrieve evidence to support their decisions.

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

Section D – Training, Support and Guidance

1. Teachers involved in determining grades must participate in all centre-based training provided.
2. Rockport School will engage fully with all training and support that CCEA has provided, including web-based support and training.
3. Further general and subject-specific support and guidance can be found on the CCEA website at www.ccea.org.uk
4. The centre policy will be supported through training provided by CCEA to the Headmaster and Deputy Head through the CIEA. The Headmaster and Deputy Head will disseminate this training to all teachers involved in producing Centre Determined Grades.
5. 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.
6. The Deputy Head and Headmaster should be notified if no one from a department has been able to attend support meetings and the Deputy Head and Headmaster will consider how this is addressed.

Section E – Appropriate Evidence

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

1. **CCEA assessment resources for 2021;**
2. **CCEA past paper questions;**
3. **Mock examinations, which relate to the CCEA specification;**
4. Coursework or controlled assessments, even where not completed – if applicable to the subject;
5. Class tests*;
6. homework*

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

Rockport 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.

Rockport School is taking account of disruption that candidates have faced to their learning as a result of COVID-19 by adapting assessments to ensure that candidates are not assessed on material which they have not been taught, as this would be considered unfair

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.

Rockport School will share evidence being submitted with candidates, by providing them with a copy of the Candidate Assessment Record minus grade information. This will be provided to candidates prior to final submissions to CCEA for CDGs.

Section F – Centre Determined Grades

Rockport 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 the type of assessment.

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

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 centrally and 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.

Section G – Quality Assurance

Quality Assurance of grades in subjects where there is more than one teacher and/or class will be essential to ensure that there is comparability of marking between different markers and classes.

The standardisation process undertaken by teachers will ensure that marking is consistent. Where more than one teacher is involved in a subject, anonymous marking and comparisons of top/middle/bottom students will be implemented. Heads of Department will participate in an “agreement trial” event with their staff, in order to illustrate and agree the standard prior to marking. Post-marking, a follow-up moderation “event” will take place in Departments with more than one teacher in order to confirm that the standard has been applied fairly across class groups.

Data may also be used to compare results of a student group with target grades/CATs/other baseline data and with the three previous years’ cohorts to ensure consistency.

The assessments provided by the awarding body will have been through a rigorous process of quality assurance. The exam board will also provide additional guidance on how teachers should apply the mark schemes for the assessment resources in order to ensure consistent application as far as possible.

Moderation refers to the process of reviewing the Centre Determined Grades assigned to each candidate in the centre, within and across subjects and at overall centre level, to ensure fairness to all students and to ensure standards have been applied consistently. Once Centre Determined Grades have been submitted to SMT, the Senior Management Team will begin a quality assurance process to ensure fairness to all. The School will be asked to provide evidence for a minimum of one student at each grade within one subject at one qualification level.

Section H - 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.

Please also refer to Rockport School’s Internal Assessment Policy (Appendix 1), which provides further details.

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:

- 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.

In subjects where only one teacher exists in the department, teachers are encouraged to standardise with colleagues in other schools, where possible, to ensure that consistency of marking and application of assessment criteria and standards is fair and unbiased.

Section I – Head of Centre Moderation and Declaration

Rockport School undertakes to have a consistent approach across departments/subjects.

The Steering Committee (George Vance, Headmaster; Rhonda Palmer, Deputy Head; Gail Holland, Head of Sport and Personal Development; Colin Reid, Head of Mathematics, Science and ICT; and Steve Smith, Head of ICT and Head of Boarding) 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 Steering Committee 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.

Section J – Access Arrangements and Special Consideration

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader/ scribe or 25% extra time), Rockport School will make every effort to ensure that these arrangements are in place when assessments are being taken.

Details on access arrangements can be found in the JCQ document Adjustments for candidates with disabilities and learning difficulties, which is available on the JCQ website.

As public examinations have been cancelled, the normal application process to the awarding organisation for special consideration will not apply this summer in the usual manner.

However, where illness or other personal circumstances, covered by the JCQ guidelines, might have affected the candidate's standard of performance, Rockport School 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.

Rockport 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

Section K – Bias and Discrimination

Rockport School will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

The Headmaster, George Vance, and the Deputy Head, Rhonda Palmer, 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.

Rockport School's internal quality assurance arrangements will include consideration of the profile of results in previous years as a guide to help check that judgements aren't unduly harsh or lenient.

Section L – 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 school network, in accordance with the school IT 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 within 48 hours from the point of request, 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; and
- Head of Centre Declaration.

Section M – Confidentiality

Rockport 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.

Section N – Malpractice/Maladministration

Rockport 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, 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.

Section O – Conflicts of Interest

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

The Head of Centre will take the appropriate actions to manage any potential conflicts of interest arising with centre staff, following the requirements set out in CCEA’s Alternative Arrangements – Process for Heads of Centre document issued in March 2021.

Rockport 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.

Section P – Internal Appeals Procedure relating to CDGs

A written internal appeals procedure is available to permit candidates recourse in relation to the production of a Centre Determined Grade.

Rockport School’s internal appeals procedure is available for staff, candidates and parents in Appendix 2. 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 time bound 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.

Section Q – Complaints Procedure

Rockport School’s internal 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 in Appendix 3.

Section R – Requirements as a JCQ Registered Centre

Rockport School has reviewed and amended, where necessary, all assessment and examination-related policies and procedures in line with the JCQ General Regulations for Approved Centres, 1 September 2020 to 31 August 2021 to ensure appropriateness for the unique context of Summer 2021 qualifications.

Section S – Associated/Related Centre Documents

Rockport School Internal Assessment Policy available in Appendix 1

Rockport School Internal Appeals Procedure available in Appendix 2

Rockport School Complaints Procedure available in Appendix 3

Appendix 1 – Internal Assessment Policy



Rockport School Controlled and Internal Assessment Policy

(a policy for Controlled Assessment and internal assessment decisions)

Date of last review – 15th March 2021

Introduction

Under the Joint Council Code of Practice, the Awarding Bodies require school centres offering their examinations to:

- Have a published appeals procedure relating to controlled assessment decisions
- Make this document available and accessible to candidates.

This Controlled Assessment and Internal Assessment Decisions Policy will be reviewed annually.

1. Staff Responsibilities

Headmaster

- Accountable for the safe and secure conduct of controlled assessments.
- Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

Steering Team

- Decide on the awarding body and specification for a particular GCSE/ A Level
- At the start of the academic year, begin co-ordinating with subject teachers to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stages 4 and 5).
- Map overall resource management requirements for the year. As part of this resolve: clashes/ problems over the timing or operation of controlled assessments.
- Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.

- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Ensure the Internal Appeals Policy for Controlled Assessments is updated as required

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication Instructions for conducting controlled assessments.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the Exams Officer details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control).
- Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body.
- Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results.
- In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the SENCO/Exams Officer for any assistance required for the administration and management of access arrangements.

Exams Officer

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the Steering Team.

SENCO

- Ensure access arrangements have been applied for and all correct forms have been completed and filed appropriately.
- Work with teaching staff to ensure requirements for support staff are met.

2. Assessed Coursework/Controlled Assessment Procedure

- a. Coursework/controlled assessment is defined as any piece of written or practical work which is marked by the school or an external examiner.
- b. In September, all candidates are given written and verbal advice about the production of coursework deadlines to be met. Information about the appeals procedure is given in the same advice.
- c. Students must read and understand fully the Notice to Candidates from the Joint Council for Qualifications about Coursework and Controlled Assessment Regulations.
- d. The candidate will have produced coursework that has been authenticated as original work according to the Joint Council document issued in September to all examinations candidates in years 11-14.
- e. Irregularities in coursework/controlled assessment discovered prior to the student signing a declaration of authentication will not be reported to the Awarding Body but dealt with as an internal disciplinary matter. The work will not gain any credit.
- f. An irregularity in coursework/controlled assessment discovered after the signing of the declaration of authentication by the student will be reported to the Awarding Body which may lead to disqualification from the subject.
- g. Coursework/controlled assessment must be handed in by the agreed departmental deadline which is earlier than the final deadline for the Awarding Bodies. This is to enable work to be marked and standardised.

- h. All students are given the same and sufficient time to complete the work.
- i. Students are given clear instructions as to the time and place for handing in the work.
- j. The work must be handed in by the student to the designated teacher and not given to another student in school to hand in.
- k. If the student is absent from school on the deadline day, a parent/carer or friend (not another student) must bring the work to school to be handed in by the deadline.
- l. If it is impossible to deliver the work to school, the school must be contacted by phone on the deadline day for advice.
- m. If the coursework/controlled assessment has not been completed by the deadline, the incomplete work must be handed in on the deadline day to receive a mark. There will be no further opportunity to complete this work for an improved mark.
- n. Normally there will be no extension of a coursework/controlled assessment deadline if a student is absent for a day or two during the period that the coursework/controlled assessment is being completed.
- o. If there are any special circumstances e.g., prolonged absence covered by a medical certificate, there is the possibility of an extension but this must be negotiated with the Subject Teacher. Written confirmation will be given to the parent/carer confirming the extension date.
- p. Internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills.
- q. The consistency of the internal assessments is secured through the departmental mark scheme or marking criteria and internal standardization as necessary.
- r. Each Awarding Body specifies detailed criteria for the internal assessment of the work and staff responsible for internal standardisation attend any training sessions given by the Awarding Bodies.
- s. The Awarding Body must moderate the assessed coursework/controlled assessment and the final mark awarded is that of the Awarding Body. This mark is outside the control of the school and is not covered by this procedure.

Appendix 2 – Internal Appeals Procedure



Rockport School – Internal Appeals Procedure

Under Section 2, paragraph 19 (ix) of the Joint Council Code of Practice, the Awarding Bodies require centres offering their examinations to:

- have a published appeals procedure relating to internal assessment decisions that contribute to summative assessment
- make this document available and accessible to candidates

Our procedure is designed to promote quality, consistency, accuracy and fairness in assessment and awarding.

1. The candidate will have produced work for internal assessment that has been authenticated as original work according to the Joint Council document issued in September to all examination candidates.
2. At the start of their academic course, all candidates are given written advice about the production of internally assessed work that contributes to summative assessment and deadlines to be met. Information about the appeals procedure will be communicated at the same advice.
3. All candidates are given adequate and appropriate time to produce the required work.
4. Internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills.
5. The consistency of the internal assessment is secured via a mark scheme or marking criteria and internal standardisation activities as necessary.
6. Each Awarding Body specifies detailed criteria for the internal assessment of the work and staff responsible for internal standardisation will attend any training sessions provided by the Awarding Bodies.
7. The Awarding Body must moderate the assessed coursework and the final mark awarded is that of the Awarding Body. This mark is outside the control of the school and is not covered by this procedure.

Internal Appeals Procedure

1. The grounds for internal appeal relate only to the procedures used in arriving at internal assessment decisions or the production of externally assessed work and do not apply to the judgements themselves.
2. In the first instance the student should raise any concerns about their assessment decision with the teacher
3. If the student remains concerned after having spoken to their teacher, they should contact the Examinations Officer
4. The Examinations Officer will ask the student to make a written appeal. The grounds for the appeal must be clearly stated.
5. On receipt of the written appeal, the Examinations Officer will lead an enquiry to investigate the stated concerns. The enquiry will be completed within 10 working days. On completion, the written findings will be sent to the student.
6. If the student is satisfied with the findings, no further action will be taken. However, if the student remains unsatisfied with the findings, then a final appeal can be made. The appeal must be sent to the Headmaster (within a week of receiving the written findings). The grounds for the appeal must be clearly stated. Once received by the Headmaster, an appeals panel will be convened within ten working days.
7. The final appeal will be considered by the Appeals Panel. The panel will consist of the Examinations Officer, the Headmaster and a member of the Steering Committee. The candidate, who will be asked to attend, can be supported by a parent/carer or friend.
8. The panel will examine the evidence for the procedures used in the assessment, decide upon their appropriateness and that the procedures have been properly followed as required by the Awarding Body concerned. Written confirmation of the panel findings will be provided within three working days.

Appendix 3 – Complaints Procedure



Rockport School Complaints Procedure

Introduction

This procedure addresses the situation where students may wish to appeal against a grade he/she has received for a qualification.

Access

Students are made aware of the existence of this policy and have open access to it. It can be found in the School Policies on Noticeboard. All teachers are made aware of these policies and how to access them in order that students can be supported.

This policy is reviewed annually and may be amended in response to feedback from students, staff, parents and external organisations.

Policy Statement

All students at Rockport School have the right to make an appeal about any of the marks/grades received for the qualifications they are undertaking.

If any student wishes to appeal a decision, they should follow the following procedure.

1. If possible, speak to the member of staff responsible for teaching the qualification in the first instance about the reason they wish to appeal.
2. The member of staff has a responsibility to explain to the candidate why he/she received the grade/mark.
3. If the student is not satisfied with the explanation, the piece of work will be re-marked by another member of staff also involved with that qualification (if possible).
4. The student will be informed of the outcome of the re-marking.
5. If the student wants to continue the appeal, he/she needs to contact the exams officer, who will provide the student with information about the appeals procedure for the relevant awarding body and explain what is involved. The exams officer will assist with the completion of any forms and will correspond with the awarding body on behalf of the student.
6. Please note: a student must have the support of the school to be able to appeal against a result.

