

Regent House School



CENTRE DETERMINED GRADES POLICY **April 2021**

Approved by Board of Governors

Signed : Mr R. Johnston (Chair of Governors)

Rationale

With the ongoing disruption to public health and educational norms caused by the Covid-19 pandemic, Regent House School is committed to ensuring that CCEA GCSE, AS and A Level grades based on teacher professional judgements in 2021 will be valid and reliable, enabling progression for students.

Statement of Intent

The **purpose** of this policy is:

- to ensure that the effective operation of the Centre Determined Grades process in 2021 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 Regent House 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 Awarding Organisations (including AQA, OCR, Pearson and WJEC) 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 the Awarding Organisations. Staff will familiarise themselves with all relevant guidance provided by the Awarding Organisations, 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 and Indicative Timeframe	Activity	Personnel	Internal Deadlines
1 - Guidance, Information and Readiness	CCEA guidance documentation shared and understood by all involved staff. Regent House School participates in support offered by CCEA and other partner organisations, such as EA.	SLT, Heads of Department (HoDs) and teaching staff	March 21
	Regent House School agree their quality assurance process to ensure consistency across teachers, subjects and departments.	SLT, HoDs and teaching staff	March 21
	Centre Determined Grades Policy (CDG) developed, documented and shared with all staff.	SLT	March – April 21

	Preliminary consideration of value of available evidence. HODs to produce a preliminary Grade Determination Document which outlines how grades will be awarded for each qualification.	SLT, HoDs	March 21
2 - Evidence Gathering and Provision of Assessment Resource	Completion and marking of defined assessments in line with CDG policy. This will include an assessment period in April and may include assessment resources provided by the Awarding Organisation.	SLT, HoDs and teaching staff	April - May 21
	Evidence from alternative assessments (where available) collated and documented.	SLT, HoDs and teaching staff	April – May 21
3 - Centre Professional Judgement and Moderation	Assessment evidence moderated in line with CDG policy.	SLT, HoDs and teaching staff	April – May 21
	Any potential bias in Centre Determined Grades and outcomes considered.	HoDs and teaching staff	May 21
	Centre Determined Grade outcomes reviewed by SLT.	SLT	May 21
	Head of Centre sign-off and submission of Centre Determined Grades.	Head of Centre Examinations Officer	May – June 21
4 - Review of Evidence and Award	Regent House School evidence and grade outcomes reviewed.	CCEA/AQA/OCR/Pearson/WJEC personnel	June 21
	If evidence submitted is considered reasonable by the Awarding Organisation, Regent House School grades proceed to award. If necessary, additional evidence requested and reviewed by the Awarding Organisation.	CCEA/AQA/OCR/Pearson/WJEC personnel	June – July 21
	Where Awarding Organisation still has concerns, there will be engagement with Regent House School and may require the centre to re-run their grading process.	Head of Centre and Awarding Organisation personnel	June - July 21
5 - Post-Award Review Service	Results issued in August. 10 th – AS / A level 12 th – GCSE	CCEA/AQA/OCR/Pearson/WJEC personnel	August 21
	After the issue of results, students will have the right to appeal to Regent House School and to Awarding Organisation.	Head of Centre and CCEA/AQA/OCR/Pearson/WJEC personnel	August – September 21

Roles and Responsibilities

Roles and responsibilities of Regent House School staff are outlined below:

The **Board of Governors** is responsible for approving the policy for producing Centre Determined Grades and must notify the Awarding Organisation of arrangements should the Head of Centre be unavailable to confirm the Centre Determined Grades.

The **Head of Centre (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 the Awarding Organisations) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by Awarding Organisations. The Head of Centre will work collaboratively with the

appropriate Awarding Organisations in terms of engaging with professional dialogue and the provision of evidence as requested.

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. SLT will disseminate information and guidance related to the Centre Determined Grade process to relevant staff.

A committee comprising of at least two members of SLT (together with the Examinations Officer) will consider special consideration requests and will provide judgements to Heads of Department for application with regard to the pupils concerned.

The **Examinations Officer** is responsible for ensuring accurate and timely entries are submitted to the Awarding Organisation. They must ensure that all information from the appropriate Awarding Organisation is shared promptly with all relevant staff. The Examinations Officer will ensure that they know, understand and can use the Awarding Organisation applications used to submit information. 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 Examinations Officer is also responsible for the collation of special consideration requests and will be a member of the panel which considers requests for special consideration.

Heads of Department (HoDs) and Teachers in Charge of Subjects are responsible for supporting departmental staff and ensuring all staff conduct internal assessments in April / May 2021 under the appropriate levels of control and have the information required to make accurate and fair judgements. They will determine what additional pupil evidence (if any) will be used in line with the CDG Policy, agree on how it is weighted and will work with department staff to collate all relevant data. 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. HoDs are responsible for the application of special consideration for relevant pupils as determined by a panel of SLT members and the examinations officer. HoDs will also ensure there is specific mentoring provided from experienced teachers to NQTs and teachers less familiar with assessment procedures in their subject(s).

Teachers are responsible for ensuring that they conduct April / May 2021 assessments (which may include the optional Awarding Organisation assessment resources) under the appropriate levels of control, where it is safe to do so, and that they have sufficient evidence, in line with the CDG 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 kept (similar to the CCEA 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, where possible, evidence to support their decisions. The knowledge, expertise and professionalism of the staff of Regent House School is central to determining Centre Determined Grades.

SENCO will ensure that SEN pupils who normally have access arrangements or reasonable adjustments to procedures during assessment processes will do so for the April / May internal assessments, as per normal JCQ arrangements.

Training, Support and Guidance

Teachers involved in determining grades must attend any training/support meetings provided in school. Regent House School will engage with training and support that CCEA has provided, including web-based support and training. Staff will be made aware of further general and subject-specific support and guidance found on:

The AQA website at www.aqa.org.uk

The CCEA website at www.ccea.org.uk

The OCR website at www.ocr.org.uk

The Pearson website at <https://qualifications.pearson.com>

The WJEC website at www.wjec.co.uk

Evidence to inform Centre Determined Grades

Evidence completed under High or Medium Levels of control will be considered as key evidence (**CCEA Appendix 5 – Definitions of Levels of Control - CCEA Alternative Arrangements – Process for Heads of Centre**). Heads of Department will select candidate evidence in arriving at Centre Determined Grades from a range of assessment materials as listed below:

- CCEA/AQA/OCR/Pearson/WJEC assessment resources for 2021 (or school adaptations of these resources);
- Class tests / Unit tests / Practical in-class assessments which relate to the Awarding Organisation Specification;
- Coursework or controlled assessments components;
- Mock examinations;
- CCEA Modular Results (eg. Year 12 Single Award Science);
- Assessed homework tasks.

Regent House 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). However, evidence of pupil performance may be collected against any part of the taught CCEA specification towards the relevant award.

Regent House School is taking account of disruption that candidates have faced to their learning as a result of COVID-19 by completing an internal assessment process in April / May 2021 that focuses on reduced module / unit content in each subject against the requirements of the specifications. Other high or medium level control assessments (based on any part of the taught Awarding Organisation specification) which were completed prior to May 2021 may also contribute to the grading process where considered appropriate by the Head of Department (dependent on the individual requirements of the subject and evidenced in the Departmental Assessment Evidence Grid).

Any adaptations which 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**. The same process will apply to subjects using AQA, OCR, WJEC and Pearson Awarding Organisation.

Please note that due to the exceptional circumstances of some students, it may be necessary to use alternative sources of evidence and/or reduce the number of assessments, by agreement with SLT. This may include work assessed from the previous academic year. In such cases, amendments to a student's portfolio of evidence will be recorded by the subject teacher in the Candidate Assessment Record (or similar records). At all times, the centre must use evidence of assessed work to form the basis for each student's grade.

While there is no set requirement for the minimum amount of content that students must have been taught, our Head of Centre (Principal) will be required to confirm that students have been taught sufficient content to form the basis for a grade. In extreme situations, where insufficient evidence of assessed work is available for a qualification, then it may not be possible for the centre to assign a classified grade outcome.

Students and Parents/Carers communication

Regent House School will seek to keep students and parents/carers aware of all relevant information regarding the generation of Centre Determined Grades. For example:

- Sharing communication from Department of Education (NI) and/or examination boards;
- Details of the assessment period (post Easter 2021) communicated to all parents/carers and students (March 2021);
- Details on sections of the specification to be assessed in April 2021 communicated to all parents/carers and students (March 2021).

- Invitation for relevant information concerning special consideration communicated to all parents/carers (March 2021);
- RHS Centre Determined Grades policy 2021 (May 2021);
- Evidence used for Centre Determined Grades communicated to all parents/carers and students (May 2021).

Centre Determined Grades

Regent House 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 relevant Awarding Organisation specification, specimen assessment materials, past papers, controlled assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator reports, which are available on the relevant Awarding Organisation website.

All teachers will assist in the completion of the internal subject spreadsheet (or similar document) for recording marks and then the Candidate Assessment Record (or similar records), forwarding to their Head of Department/Teacher in Charge of Subject. All teachers are responsible for ensuring that all available evidence has been stored safely and is accessible to support the relevant Awarding Organisation's Review of Evidence and Award process. It is recognised that, in some cases, it may not be possible to retrieve all evidence of pupils' work for assessments completed before March 2021, however Regent House School will endeavour to collate and secure as much evidence as possible for each student. Decisions will be recorded to show how the evidence was used to arrive at a fair and objective grade.

Please note that due to exceptional circumstances of students it may be necessary to use alternative sources of evidence in which case any changes will be identified in the Candidate Assessment Record (or similar records). In the event that a student, for acceptable reasons specified in the JCQ guidance, was unable to sit an assessment taken by others in the cohort, a teacher can substitute this with an additional piece of evidence for this student and/or reduce the number of assessments. Where no suitable additional pieces of evidence are available, the centre assessed grade will be determined based on evidence of the content that has been taught and assessed for each student.

Internal Standardisation

In subjects where there is more than one teacher and/or class in the department, we will carry out internal standardisation. The purpose of internal standardisation is to provide our teachers with confidence in the grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards. This allows for any teachers' differences to be resolved. Internal standardisation will include cross-checking of marking across a wide range of marks in assessments throughout April and May 2021. Internal subject department spreadsheets, grade submission sheets and candidate assessment records (or similar records) will form the basis of discussions around decisions made.

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

- to match the standards as established and understood in the guidance provided;
- to bring judgements into line with those of other teachers in the department; and
- conduct additional internal reviews of teacher assessed tasks for NQTs and other inexperienced subject teachers as appropriate.

In the context of internal standardisation, any necessary decisions will be made by the Head of Department / Teacher in Charge of Subject. They will record any adjustments and any other relevant information relating to internal standardisation matters.

Internal quality assurance

Regent House School will conduct internal quality assurance processes, within and across subject departments.

- We will ensure that all teachers involved in deriving teacher assessed grades are provided with our Centre Policy document.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.
- We will ensure that all teachers are provided with guidance and support to ensure they take a consistent approach to:
 - Arriving at teacher assessed grades
 - Marking of evidence
 - Reaching a holistic grading decision
 - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades.
- SLT will collate and review details of which categories and sources of evidence are to be used in each subject area and for each qualification.
- We will ensure that the internal marking records will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our Awarding Organisations.
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our Awarding Organisations.
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

External quality assurance

Regent House School will ensure the appropriate documentation and assessment evidence can be provided in a timely manner for the purposes of external quality assurance sampling and that staff will be made available to respond to enquiries made by awarding organisations.

- All staff involved will be made aware of the awarding organisation requirements for External Quality Assurance.
- All necessary records of decision-making in relation to determining grades will be properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades will be retained and can be made available for review as required.
- Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and will respond promptly and fully to enquiries.
- Regent House School will respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.

Comparison of Centre Determined Grades to results for previous cohorts

Regent House School will ensure that our internal process includes a comparison of centre determined grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2020).
- We will consider the size of our cohort from year to year.
- We will consider the stability of our centre's overall grade outcomes from year to year.
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review for quality assurance purposes.

It is recognised that the comparison of grades to previous years' distributions may not always be appropriate in certain circumstances. On occasions, there may be a level of expected variability of outcomes over time, and relevant limitations of such comparisons, including where centres entries in a subject are small or where the cohort for a subject significantly differs for other reasons (for example, a change of internal entry requirements for that subject).

Head of Centre Moderation and Declaration

Regent House School undertakes to have a consistent approach across departments/subjects. SLT 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 and internal subject spreadsheets will be retained. The moderation exercise will include professional discussions with Heads of Department.

The Principal and Vice Principals 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

Where candidates have agreed access arrangements or reasonable adjustments (for example - a reader or scribe), Regent House 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).

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, Regent House School will take account of this when making judgements. Parents/carers will be contacted by the school to ensure there is an opportunity for them to provide relevant information regarding special consideration.

Once Departments have assigned their Centre Determined Grades, a committee comprising of at least two SLT members together with the Examinations Officer will consider special consideration requests (using JCQ guidelines). Where special consideration is approved, the committee provide an allowance for departments to apply to students for the relevant assessments. In the event that special circumstances have caused a student to miss a key internal assessment, the subject teacher will record how this was incorporated into their judgements in the Candidate Assessment Record (or similar records).

It is recognised that some students have experienced particular disruption to teaching and learning due to the pandemic. Special consideration will not be applied due to lost teaching and learning time, however, it will be addressed via the flexibility in the content that is used for assessment purposes (please refer to section on 'Centre Determined Grades').

Regent House 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 2020**.

Bias and Discrimination

Regent House School will fulfil its duties and responsibilities concerning relevant equality and disability requirements. SLT will disseminate guidance on potential bias in judgements, including the challenges and solutions relevant to a holistic approach to assessing the validity of assessment judgements.

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

Teachers and Heads of Department will 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's C2k network.

The RHS Disposal of Records Schedule outlines how information and data will be stored in relation to Centre Determined Grades. There will be 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 by the Examination Officer via the Awarding Organisation's application used to submit the Centre Determined Grades. The following documentation will be fully and accurately completed and retained securely:

- Physical evidence of students' work from the assessment period in April /May 2021
- Internal spreadsheet evidence and a Grade submission sheet
- CCEA Candidate Assessment Records or similar records;
- Records of judgements made about special consideration
- CCEA Head of Department Checklists and Departmental Assessment Evidence Grid; and
- CCEA Head of Centre Declaration.

The same will apply for any AQA, OCR, Pearson and WJEC documentation for the Alternative Awarding Arrangements Summer 2021.

It may not be possible to retrieve all evidence of pupils' work for assessments completed before March 2021, however Regent House School will endeavour to collate and secure as much evidence as possible for each student.

Malpractice/Maladministration

Regent House 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.

Confidentiality

Regent House School will not disclose any candidates' Centre Determined Grades in advance of the official issue of results in August 2021. This is in keeping with Awarding Organisation requirements.

Collaboration

We will liaise with professional colleagues in partner schools to satisfy ourselves that evidence to support Centre Determined Grades exist, and that procedures have been followed in line with DE/CCEA guidance.

Conflicts of Interest

To protect the integrity of assessments, staff must declare any potential conflicts of interest to the Head of Centre (Principal). Instances when there may be a conflict include teaching and preparing members of their family (or other close relationships) 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 or relevant AQA, OCR, Pearson and WJEC Guidance documents.

Regent House 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. Regent House School's internal appeals procedure for 2021 will be available for staff, candidates and parents on the school website in August 2021. 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 Awarding Organisation requirements. Candidates will be kept updated and will be informed in writing of the outcomes and recourse procedures.

Complaints Procedure

Regent House School'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.

Requirements as a JCQ Registered Centre

Regent House 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 B – ADDITIONAL INFORMATION FOR WJEC

1. Roles and responsibilities
Please see page 3

2. Subject assessment plans	Use of WJEC Assessment Materials	Minor amendments made – if YES provide details in section 3	<ul style="list-style-type: none"> • How HoDs decided on specific assessments to use • Measures to ensure consistency across teacher and learners
AS Drama	Yes	Yes	Assessments have been chosen based on content of the specification covered by 26 March.
A2 Drama	Yes	Yes	Assessments have been chosen based on content of the specification covered by 26 March.
AS PE	Yes	Yes	Assessments have been chosen based on content of the specification covered by 26 March.
A2 PE	Yes	Yes	Assessments have been chosen based on content of the specification covered by 26 March.

Quality assurance procedures

All plans for assessments (content, structure and duration) are provided to the school's Senior Leadership Team for approval.

3. Centre devised assessments
<p><u>AS Drama and A2 Drama</u></p> <p>Detailed record of all of the assessments used as sources of evidence recorded by the Head of Department in the Departmental spreadsheet.</p> <p><u>AS PE and A2 PE</u></p> <p>Detailed record of all of the assessments used as sources of evidence recorded by the Head of Department in the Departmental spreadsheet.</p>

4. Assessment Delivery	Conditions under which assessments are taken (High/Medium/Low control)	Rationale for length of time allocated	Form of supervision
AS Drama	Written paper - high control	The time allocated is in proportion to the questions set	Students will complete the assessment in a class setting supervised by the teacher under exam conditions
A2 Drama	Written paper - high control Practical re-interpretation of text – medium control	The time allocated is in proportion to the questions set	Students will complete the written paper assessment in a class setting supervised by the teacher under exam conditions Medium control assessments means that candidates are not supervised at all times but supervision is sufficient to ensure work is authenticated

AS PE	Written paper – high control Practical performance – high control Class Tests – high control Coursework – medium control Homework tasks – medium control	The time allocated is in proportion to the questions set	High control assessments are taken under the direct teacher supervision under exam conditions Medium control assessments means that candidates are not supervised at all times but supervision is sufficient to ensure work is authenticated
A2 PE	Written paper – high control Practical performance – high control Class Tests – high control Coursework – medium control Homework tasks – medium control	The time allocated is in proportion to the questions set	High control assessments are taken under the direct teacher supervision under exam conditions Medium control assessments means that candidates are not supervised at all times but supervision is sufficient to ensure work is authenticated

- Access arrangements are referenced on page 8
- Recording decisions and Retention of Evidence and Data are referenced on page 8&9
- Conflicts in interest are referenced on page 9

5. Quality assurance of assessment and grading decisions

See page 6&7 on Internal standardisation, Head of Centre Moderation and sections on Bias and Discrimination.

6. Student and parents/carers communication

See page 5

7. Internal reviews and complaints

Please see page 10

Regent House School has taken account of the WJEC 'Guide to Centre Policy' and have reviewed relevant policies as required.

SECTION C – ADDITIONAL INFORMATION FOR AQA

Head of Centre Guidance from AQA was not available at the time this policy was approved by the Board of Governors. The policy will be updated if any AQA requirements are not covered by the contents of this approved policy.

SECTION D – ADDITIONAL INFORMATION FOR OCR

Head of Centre Guidance from OCR was not available at the time this policy was approved by the Board of Governors. The policy will be updated if any OCR requirements are not covered by the contents of this approved policy.

SECTION E – ADDITIONAL INFORMATION FOR Pearson

Head of Centre Guidance from Pearson was not available at the time this policy was approved by the Board of Governors. The policy will be updated if any Pearson requirements are not covered by the contents of this approved policy. As of February 2021, Pearson had already removed the Component 2 assessment of its A Level Art and Design requirements for Summer 2021. Assessment and grading will be based on Component 1 personal portfolio.

Associated/Related Centre Documents

- CCEA Alternative Arrangements – Process for Heads of Centre (Full document)
- CCEA Alternative Arrangements – Process for Heads of Centre (CCEA - Appendix 5)
- Summer 2021 Information Pre-Examination Cancellation section of the CCEA website
- JCQ document – Access Arrangements and Reasonable Adjustments, with effect from 1 September 2020
- JCQ document - A guide to the special consideration process, with effect from 1 September 2020
- JCQ guidance Suspected Malpractice: Policies and Procedures
- JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021
- RHS Internal Appeals Procedure
- RHS Complaints Procedure
- RHS Disposal of Records Schedule