

HOLY TRINITY COLLEGE



CENTRE POLICY FOR DETERMINING TEACHER
ASSESSED GRADES – 71631
In conjunction with JCQ

Summer 2021 Series

College Mission Statement

“Holy Trinity College is a Catholic Maintained school committed to high quality educational opportunities for each pupil to develop his/her unique talents to the full in a secure, caring environment.”

Promoting: Inspiration, Innovation, Excellence



(28 April 2021)

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

Statement of Intent of the CDG Policy 2021

Context:

Due to the ongoing COVID-19 health pandemic, formal GCSE, AS & A2 Examinations will not occur in Summer 2021. The approach to awarding grades will therefore be based on teacher professional judgements, with moderation.

In 2021, centres are asked to use a range of evidence to arrive at a professional and academic judgement of the standard at which each student is performing in the context of the specification for which they are entered and from this, provide a grade to the Examinations Bodies. This is different from 2020, when centres were asked to supply a centre assessment grade based on their judgement of the grade a student would likely have achieved if they had been able to complete examinations. Different processes will be developed and used by Centres and Awarding Organisations.

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

The Purpose of this policy is:

- To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments;
- To ensure the operation of effective processes with clear guidelines and support for staff;
- To ensure that all staff involved in the processes clearly understand their roles and responsibilities;
- To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance;
- To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades;
- To support a high standard of internal quality assurance in the allocation of teacher assessed grades;
- To support our centre in meeting its obligations in relation to equality legislation;
- To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications; and

- To ensure the process for communicating to candidates and their parents/guardians how they will be assessed is clear, in order to give confidence.

The Centre Policy for determining teacher assessed grades is in line with **JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021**.

Staff will familiarise themselves with all relevant guidance provided by the Awarding Bodies, the JCQ requirements and the relevant centre policies. References to centre and Head of Centre in this document are in line with JCQ examination centre terminology.

Overview of the Awarding Process:

There is a five-step process for the Summer 2021 awarding arrangements. The steps are detailed below.

1.	Guidance, Information and Readiness (March, April)	Exam guidance documentation shared and understood by all involved staff. Centre fully participates in support offered by Examination Boards and other partner bodies, such as EA and CCMS.	Centre Leadership Team, Heads of Department (HoD) and teaching staff
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Centre Leadership Team, HoD and teaching staff
		Centre policy for determining teacher assessed grades developed, documented and shared with all staff. Policies to be sent to CCEA by 23 April and JCQ by 30 April so they are available for review at grade submission stage.	Centre Leadership Team
		Preliminary consideration of value of available evidence	Centre Leadership Team and HoD
2 & 3.	Evidence Gathering and Provision of Assessment Resource (March, April and May)	Completion and marking of defined assessments in line with centre policy; for example, this could comprise Exam assessment resources which will be available from April 2021.	Centre Leadership Team, HoD and teaching staff
	Centre Professional Judgement and Moderation (April and May)	All other available evidence collated and documented	Centre Leadership Team, HoD and teaching staff
		All available evidence moderated in line with	Centre Leadership

		centre policy	Team, HoD and teaching staff
		Any potential bias in Teacher Assessed Grades and outcomes considered	HoD and teaching staff
		Teacher Assessed Grade outcomes reviewed by senior leadership teams	Centre Leadership Team
		Head of Centre sign-off and submission of Teacher Assessed Grades	Head of Centre

4 & 5.	Review of Evidence and Award (June and July)	Centre evidence and grade outcomes reviewed.	Examination Bodies
	Post-Award Review Service (August and September)	After the issue of results, students will have the right to appeal to their centres and to Examination Boards	Head of Centre and Awarding Bodies personnel

Roles and Responsibilities:

Roles and responsibilities of Holy Trinity College staff are outlined below:

The **Board of Governors** (Chair: Mr A McCreesh) 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** (Principal: Mrs I Russell) 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 be responsible for approving the Centre policy for determining teacher assessed grades.
- The Head of Centre will confirm that Teacher Assessed 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 all exam boards) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by Awarding Bodies.
- The Head of Centre will work collaboratively with Awarding Bodies in terms of engaging with professional dialogue and the provision of evidence as requested.

Examinations Team - Vice – Principal and Senior Leader (Examinations)

The Vice Principal (Mrs M McDonald) and Senior Leader for Examinations (Mr E Loughran) will:

- Provide support to Heads of Department and staff involved in producing Teacher Assessed Grades.
- Support the Head of Centre in the quality assurance of the final Teacher Assessed Grades.
- 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, validating the outcomes after comparing them with outcomes in associated subject areas where applicable.
- Carry out an analysis of department and whole school CDGs , including comparison with trend and predicted data
- Collaborate with Heads of Department to validate whole school and departmental outcomes.

The Head of Centre and Senior Leader for Examinations having attended Chartered Institute of Educational Assessors (CIEA) training, will act as Lead Assessors in Holy Trinity College and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

The Senior Leader for Examinations, Mr Loughran is responsible for:

- Ensuring accurate and timely entries are submitted to Awarding Bodies.
- Ensure that all information from Awarding Bodies is shared promptly with all relevant staff.
- Manage the Awarding Bodies' Centre Manager Applications to ensure that the centre's systems for data capture are enabled and that the Teacher Assessed Grades are submitted for each candidate entry by the published date(s) for Summer 2021.
- The administration of the final Teacher Assessed Grades and for managing the post-results service within the centre.

Heads of Department are responsible for:

- Supporting departmental staff.
- Overseeing the process of allocating Teacher Assessed Grades within their Department in line with school policy.
- Ensuring departmental staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements.
- Managing, collating and maintaining departmental records of assessment evidence, standardization and moderation.
- Overseeing final submission of Teacher Assessed Grades s to key SLT Personnel and to awarding bodies.
- Ensuring secure storage of departmental evidence.
- Ensuring 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 by

teachers within the Centre that have marked / moderated externally and support for newly qualified teachers.

Teachers: The knowledge, expertise and professionalism of the staff of Holy Trinity College is central to determining Teacher Assessed Grades.

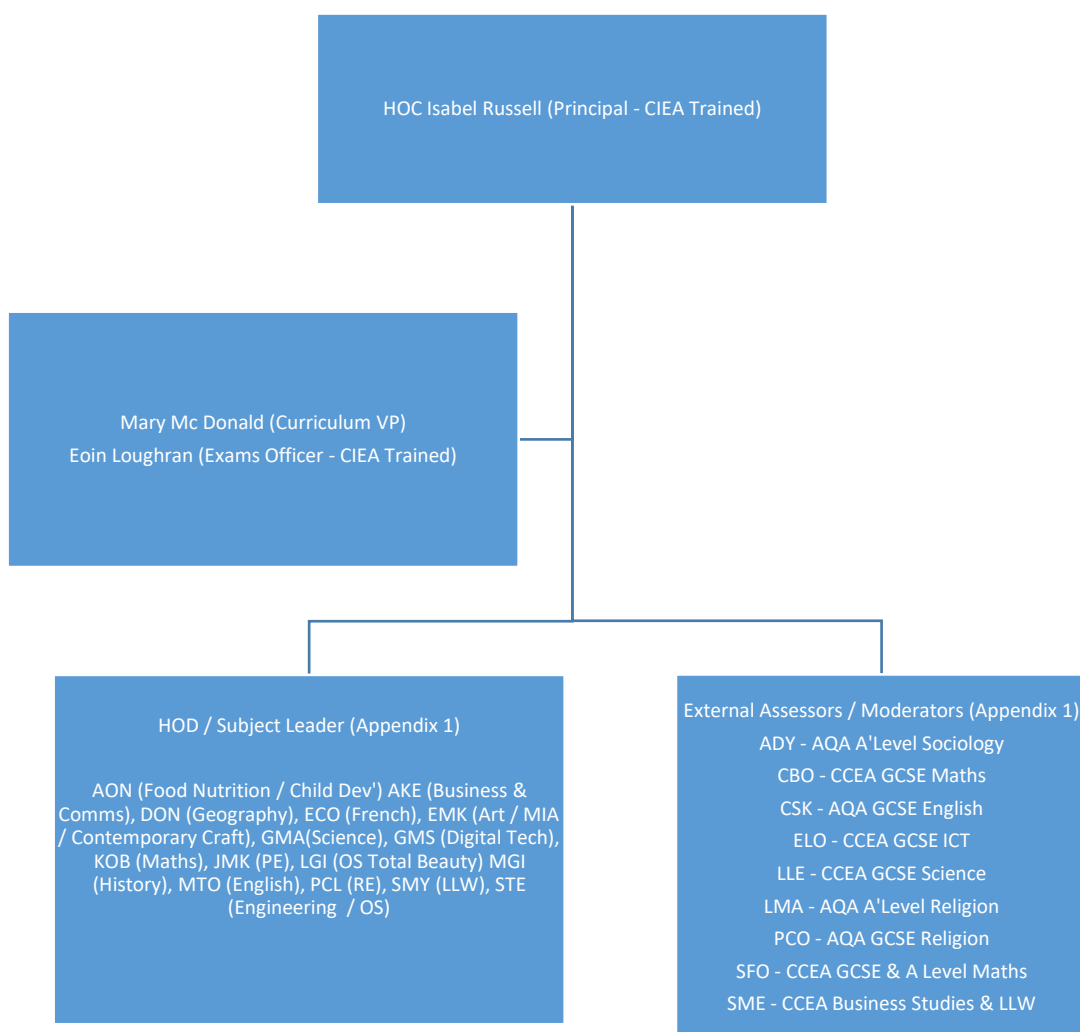
Teachers are responsible for:

- 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.
- Ensuring and collating sufficient evidence, in line with the centre policy, to support Teacher Assessed Grades for each candidate they have entered for a qualification.
- Ensuring that the Teacher Assessed Grade they assign to each candidate is a fair, valid and reliable reflection of the assessed evidence available for each candidate.
- Ensuring candidate records are kept similar to 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 Teacher Assessed Grade submitted.
- Actively participating in internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders (Mrs M Mc Donald & Mr E Loughran) as required.
- Securely store and be able to retrieve evidence to support their decisions.
- Completing the Candidate Assessment Records (CARs) upon request by Awarding Bodies for candidates to be sampled. This will include a description of the assessment evidence used, the level of control for each assessment considered, and any other evidence that explains the final Teacher Assessed Grade submitted.

The **Assistant SENCo** (Mrs A Donnelly) will provide support to the pupils who normally have access arrangements or reasonable adjustments as per normal JCQ Arrangements. The Assistant SENCo will ensure that up-to-date and accurate information is circulated to all staff for access arrangements and special considerations.

CDG Staff Organisational Chart:

The Quality Assurance Team consists of staff who have considerable experience working with examination authorities, holding roles such as Principal Moderator/Assistant Principal Moderator, Senior Examiner etc. These members of staff will assist the quality assurance and validity process and will be invaluable due to their knowledge of processes.



Training, Support and Guidance:

Teachers involved in determining grades must attend any centre-based training provided. A log of training is provided below.

Holy Trinity College have engaged fully with all training and support that the Awarding Bodies has provided, including web-based support and training.

The centre policy will be supported through training provided by Awarding Bodies to Senior Leaders through the CIEA. Senior Leaders will disseminate this training to all teachers involved in producing Teacher Assessed Grades and to parents / guardians on assessment procedures (Appendix 3).

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. The **Vice-Principal** (Mrs M McDonald) should be notified if no-one from a department has been able to attend support meetings and the **Senior Leader for Examinations** (Mr E Loughran) will consider how this is addressed.

Appropriate Evidence:

Holy Trinity College will use the following candidate evidence in arriving at Teacher Assessed Grades. The first part of the list indicates the key evidence that will be considered, and the asterisked evidence will be used if key evidence is not available:

- Awarding Bodies assessment resources for 2021;
- Awarding Bodies past papers;
- mock examinations, which relate to the subject specification;
- coursework or controlled assessments, even where not completed – if applicable to the subject;
- class tests;
- Internal information systems (historical data) eg modular grades awarded to GCSE students prior to Summer 2021
- homework*;
- work completed during remote learning*

Holy Trinity College will base all evidence on the relevant qualification specifications as set out in any **Alternative Arrangements – Process for Heads of Centre.**

Holy Trinity College has taken into account the information provided by Awarding Bodies about unit omissions before the cancellation of examinations (Please see detail below – Appendix 2).

For example:

Holy Trinity College is taking account of disruption that candidates have faced to their learning as a result of COVID-19 by:

- Creating a pupil friendly assessment window for examination candidates
- Assessing only the content covered to date.
- Identifying a pupil's level of disruption due to covid-19

- Omitting units as per guidance (See below)
- Using a holistic approach for every pupil. This will mean taking into consideration their assessment journey in every subject and using this to determine grades.
- Spreading the evidence over the whole duration of the course
- Checking the final profile of a pupil's results to identify if there are any discrepancies

Any adaptations that have been made will be recorded in the checklists provided by the Awarding Bodies 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.

Pupil Absence re Assessments:

If a student is absent for a particular assessment, a contingency plan re using existing evidence (eg, classwork, controlled assessments, mocks papers etc) will be used to demonstrate a student's learning journey as noted within SIMS Assessment data, which is readily available. A Teacher Assessed Grade will be determined via existing data. It is in the best interests for students to complete all required assessments especially if a student feels they can improve on what they have achieved during previous assessment / homework etc. Holy Trinity College understands however, that there may be circumstances (beyond their control) when students are unable to complete an assessment and this will be noted within all documentation forwarded to the Awarding Body. Upon quality assurance of overall grades, consideration will be given to any discrepancies that may arise. These will be noted by the Head of Centre and addressed accordingly.

Teacher Assessed Grades:

Holy Trinity College will determine grades based on evidence that reflects the standard at which a candidate is performing, i.e. their demonstrated knowledge, understanding and skills 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 grade boundaries from the previous 3 years;
- 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 subject specification, specimen assessment materials, past papers, controlled assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator reports, which are available on the Awarding Body websites.

All teachers will assess work and forward to their Head of Department/Subject Leader. All teachers are responsible for ensuring that all evidence has been stored safely and is accessible to support the relevant Awarding Body 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. This is detailed in the College's Internal Assessment Policy.

The Internal standardisation includes cross-checking of marking across the full range of marks and include candidates from each class (all internal standardisation meetings will be minuted).

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.

Any necessary decisions will be made and recorded by the Head of Department.

The Department of Education have allocated 2 x additional Qualification Procedure Days to assist with internal standardisation.

- CCEA AS and A2 - 14 May 2021
- CCEA GCSE – 28 May 2021
- OCN-NI – 21 May 2021
- AQA / PEARSON / OCR – 11 June 2021

Comparison of Teacher Assessed Grades to previous cohorts.

Due to the process of internal Teacher Assessed Grades, it will be necessary to ensure a comparison of grades awarded to same qualification results for previous cohorts within the Centre

- Trend data will be used effectively to compare overall grades for Summer 2021 to cohorts of previous years' examinations (2017 – 2019).
- Comparison of cohort size from year to year
- Consider the stability of overall grade outcomes from year to year
- Consideration given to both subject and centre level variation in teacher assessed grades during the internal quality assurance process

- Further discussion and analysis will result in a succinct narrative re outcomes of review against historical data.

Head of Centre Moderation and Declaration:

The **Head of Centre** undertakes to have a consistent approach across departments/subjects. The **Vice Principal and Senior Leader for Examinations** will carry out moderation, to include a review of marking, evidence provided and the internal standardisation arrangements. Trend data will be used effectively to compare overall grades for Summer 2021 to cohorts of previous years' examinations (2017 – 2019). Professional discussions will occur between the Head of Department and Head of Centre, Vice Principal and Senior Leader for Examinations.

The Head of Centre will submit a declaration on behalf of the Centre. This will include a confirmation that the Teacher Assessed Grades for candidates are a true representation of their performance.

Access Arrangements and Special Consideration:

Holy Trinity College will make every effort to ensure that access 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 in Summer 2021 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, **Holy Trinity College** 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, or similar records.

Holy Trinity College will ensure consistency in the application of special consideration by following the guidance on pages 4–7 of the JCQ document ***A guide to the special consideration process, with effect from 1 September 2020.***

Bias and Discrimination:

Holy Trinity College will fulfil its duties and responsibilities concerning relevant equality and disability requirements. The Head of Centre and Senior Leader for Examinations 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);
and
- bias in teacher assessments.

To avoid bias and discrimination, all staff involved in Teacher Assessed 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;
- Teacher Assessed Grades should not be influenced by positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or the performance of candidates' siblings;
- unconscious bias is more likely to occur when quick opinions are formed; and
- having effective internal standardisation will help to ensure that there is consideration from different perspectives.

Recording Decisions and Retention of Evidence and Data:

It is 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 ***Awarding Bodies Review of Evidence and Award process and potential appeals.***

When requested, evidence will be uploaded via the Awarding Body application used to submit the Teacher Assessed Grades.

The following documentation will 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.

Confidentiality:

Holy Trinity College will not disclose any candidates' Teacher Assessed Grades in advance of the official issue of results. This is in keeping with the centre's GDPR policy and Awarding Body requirements.

Malpractice / Maladministration:

Holy Trinity College will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to the Awarding Body 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 will be reported to the Awarding Body, 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 Awarding Bodies during the review stage of the process; and
- failure to keep appropriate records of decisions made and Teacher Assessed Grades.

The consequences of malpractice or maladministration are as published in the JCQ guidance ***Suspected Malpractice: Policies and Procedures***, which is available on the JCQ website, and include the risk of a delay to candidates receiving their grades, up to and including removal of centre status.

Private Candidates:

For subjects where entries have been made for private candidates, centres will ensure that they have sufficient evidence to confidently submit an objective Teacher Assessed Grade. If evidence is limited, these candidates will complete the Awarding Bodies' assessment resource. Thereafter, decisions for the private candidate will be made with the same approach as for all other candidates at Holy Trinity College. There will be administration and marking costs incurred for this.

Collaborative Candidates:

The centre will ensure that they work with partner schools/centres to agree assessment dates and evidence. Details will be shared with the relevant personnel to include Senior Leaders, Heads of Department and subject teachers. Holy Trinity College personnel will review all the evidence to confidently submit an objective Teacher Assessed Grade. If evidence is limited; further communication will take place to agree on the final grade.

Conflicts of Interest:

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 ***Awarding Bodies' Alternative Arrangements – Process for Heads of Centre*** documents.

Holy Trinity College will also carefully consider the requirements of their centre policies, particularly in relation to the separation of duties and personnel to ensure fairness in later process reviews and appeals.

Internal Appeals Procedures Relating to Teacher Assessed Grades:

A written internal appeals procedure is available to permit candidates recourse in relation to the production of a Teacher Assessed Grade. **Holy Trinity College's** internal appeals procedure is available for staff, candidates and parents on the school website examination section at www.holytrinitycollege.org. 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 requirements of relevant Awarding Bodies. Candidates will be updated at each stage and will be informed in writing of the outcomes and recourse procedures.

Requirements as a JCQ Registered Centre:

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

Associated / Related Centre Documents

Appendix 1

Head of Department Details

- Assumpta O'Neill - AON (Food Nutrition / Child Development / OS Design & Creativity) aoneill067@c2kni.net
- Ann McKenny - AKE (Business & Communication) amkenny221@c2kni.net
- Declan O'Neill - DON (Geography) doneill822@c2kni.net
- Eileen Colon - ECO (French) econlon806@c2kni.net
- Eimear McKee - EMK (Art / MIA / Contemporary Craft) emkee446@c2kni.net
- Geraldine McAllister - GMA(Sciences) gmcallister515@c2kni.net
- Gerard McStocker - GMS (Digital Technology) gmcstocker106@c2kni.net
- Kevin O'Boyle - KOB (Maths) koboyle743@c2kni.net
- John McKeever - JMK (PE) jmckeever839@c2kni.net
- John Mc Clean – JMC (Agriculture) jmcclean657@c2kni.net
- Linda Gillespie - LGI (OS Total Beauty) lgillespie331@c2kni.net
- Martin McGirr - MGI (History) mmcgirr791@c2kni.net
- Marie Toal - MTO (English) mtoal427@c2kni.net
- Paula Coleman - PCL (Religion) pcoleman797@c2kni.net
- Roisin Mc Curry – RMC (Music) rmccurry937@c2kni.net
- Siobhan McElhinney - SMY (LLW) smcelhinney279@c2kni.net
- Seamus Tennyson - STE (Engineering / OS Construction & Engineering) stennyson088@c2kni.net
- Una Doyle – UDO (Social Sciences – Sociology/Psychology) udoyle463@c2kni.net

External Assessors / Moderators Details

- Aimee Donaghy - ADY - AQA A'Level Sociology adonaghy183@c2kni.net
- Catherine Skelton-McKenna – CSK – AQA GCSE English cskeltonmckenna241@c2kni.net
- Clare Boyle - CBO - CCEA GCSE Maths cboyle603@c2kni.net
- Eimear McKee – EMK – GCSE Art & Design Moderator for CCEA. Level 2 & 3 Art & Design Cambridge Technical Moderator for OCR emckee446@c2kni.net
- Eoin Loughran – ELO – CCEA GCSE ICT eloughran849@c2kni.net
- Lisa McAlinden – LMA – CCEA A Level RE lmcalinden830@c2kni.net
- Louise Lennon – LLE – CCEA GCSE Science llennon328@c2kni.net
- Paula Coleman - PCO - AQA GCSE Religion pcoleman797@c2kni.net
- Stefan Forker – SFO – CCEA GCSE & A Level Maths sforker209@c2kni.net
- Siobhan McElhinney - SME - CCEA Business Studies & LLW smcelhinney279@c2kni.net

Associated / Related Centre Documents

Appendix 2 – Unit Omissions

CCEA GCSE

Subject	Unit/s
Art	Component 2
Child Development	Unit 2
Contemporary Craft	Component 2
French	Unit 2
History	Unit 2 (GHR21)
Learning for Life & Work	Unit 4
SA Science	Unit 4
DA Science	Unit 7 (outside of what is allowed, but pupils have not completed practical activities since March 2020) Uni1 Physics

CCEA GCE

Subject	Unit/s
Biology	AS 3 A2 2 & 3
Chemistry	AS 1 & 2 A2 2 & 3
History	AS SHY11 A2 AHY21
Life & Health Science	AS 2 & 5
Moving Image Arts	A2 2


Qualification	Qualification Title	Unit Omission
AS Travel & Tourism	Unit 5 30GLH- Partial completion (assignments 1 and 2 completed. Assignment 3 not complete).	Unit 9 Visitor Attractions
A2 Travel & Tourism	Level 3 Subsidiary Diploma (QCF)	Unit 8 Long – Haul Travel and Destinations
A2 Media	QCF Level 3 BTEC Subsidiary Diploma in Creative Media NQF Level 2 BTEC First Award in Creative Digital Media	Unit 5 30GLH- Partial completion (assignments 1 and 2 completed. Assignment 3 not complete).

Associated / Related Centre Documents

Appendix 3 – Training

Trainer	Trainee/s	Date	Content
CCEA	Head of Centre Mrs Russell	Bi-weekly training	Review of processes and procedures.
CIEA	HTC Assessors Head of Centre: Mrs Russell, Vice Principal: Mrs McDonald Senior Leader for Examinations: Mr Loughran	Jan 2021 – March 2021	- The validity chain - Fair Access by Design/Creating Assessments - Standardisation & Moderation - Assigning the grades
Holy Trinity College CIEA Assessors	Heads of Department	15 th March 2021	Review of training, listing of expectations from CIEA and examination boards.
Head of Centre / Examinations Officer	Parents / Guardians & Pupils	24 th March	Review of centre expectations, entries and processes for determining grades
Heads of Department	Departmental Staff	Mar - Apr	Review of evidence to determine grades. Standardisation of evidence and agreeing of moderation dates
External Moderators	Departmental Members	Mar – May	Moderation of assessments and feedback on marking and grading

TEACHER ASSESSED GRADES POLICY

Signed .....(Chairman of Board of Governors)

Signed *Isabel Russell*.....(Principal)

Date: *28 April 2021*