



Awarding Centre Assessment Grades 2020

Policy (Version Control 11/05/20)

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Introduction

On 18 March 2020, the Secretary of State announced that the summer 2020 exam series would be cancelled in order to help fight the spread of the Coronavirus (COVID-19) and that pupils due to sit the exams would be awarded a grade based on an assessment of the grade they would have been most likely to achieve had exams gone ahead. On 23 March, in a written statement to Parliament, the Secretary of State explained the Government's intention that results would be issued to this year's cohort based on a range of evidence and data, including performance in mock exams and non-exam assessment.

Exam boards have asked exam centres to generate, for each subject, centre assessment grades for their pupils, and then to rank order the pupils within each of those grades.

The centre assessment grades submitted to exam boards must reflect a **fair, reasonable and carefully considered judgement** of the **most likely** grade a pupil would have achieved if they had sat their exams this summer and completed any non-exam assessment.

So that the final grades awarded are as fair as possible, exam boards will standardise the judgements across different centres once they have been submitted, using a statistical methodology developed in conjunction with Ofqual.

Information the school needs to provide

For every GCSE, AS and A level subject, exam boards will require the school to submit the following information:

- A **centre assessment grade** for each pupil – the judgement submitted to the exam board by the Head of Centre about the grade that each pupil is most likely to have achieved if they had sat their exams. This professional judgement is derived from evidence held within the centre and which has been reviewed by subject teachers and relevant heads of department
- The **rank order** of pupils within each grade – for example, for all those pupils with a grade of 5 in GCSE maths, or a grade B in A level biology, a rank order where 1 is the most secure/highest attaining pupil, and so on. This will also apply to the Advanced Extension Award (AEA) in maths and the Extended Project Qualification (EPQ).

For GCSE English language spoken language and A level biology, chemistry, physics and geology practical work, exam boards will also collect the grades for the separate endorsements. If they have been completed, the grades should be submitted. If not, then centre assessment grades for the endorsement should be generated and submitted.

Purpose of this policy

Heads of Centre are required to emphasise the need for judgements to be objective and fair. This policy serves to inform staff and other stakeholders of the school's approach to underwrite this requirement.

Determining Centre Assessment Grades

This will be a comprehensive professional judgement, balancing the different sources of evidence gained during each pupil's course of study. Teachers and Heads of Department (HoDs) will draw upon their understanding of their pupils' performance and how they compare to other pupils within the department/subject this year, and in previous years.

Teachers should draw on existing records and available evidence in determining their centre assessment grades.

HoDs and teachers will consider each pupil's performance over the course of study and make a realistic estimation of the grade they would have most likely been awarded if they had taken their exam(s) in that subject in the summer session, accounting for any non-exam assessment, if appropriate. This could include U (ungraded). In coming to this holistic judgement, the College will assume that it is no easier or harder for a pupil to achieve a particular grade this year compared to previous years.

For GCSE combined science, the centre assessment grade will use the 17-point grade scale from 9-9 to 1-1.

In order to ensure fairness and objectivity, teachers and HoDs will need to confirm that the following evidence has been considered when reaching their centre assessment grade.

Required evidence

In order to achieve fairness and objectivity across the curriculum, teachers and HoDs **will be required to confirm** that the following evidence, where such evidence exists, has been taken into consideration in determining the pupil's centre assessment grade.

Baseline testing and predictive data

Based upon the national dataset, any independent baseline testing data, for example MidYIS or ALIS.

Internal summative assessment data

This will include performance in internal examinations; mock examinations; block (topic) tests, or similar assessments carried out during the course of study.

Non-Examination Assessment (NEA)

For subjects with contributing non-examination assessment (NEA) the expected contribution the pupil's NEA would make to their final grade, even if the work had not been fully completed.

Judgements regarding the contribution of NEA components will be balanced with expected performance in their written paper(s).

Performance at AS

For any A-level pupil who sat an AS in 2019, the grade awarded.

Tier of entry

If applicable, the tier of entry in tiered subjects (9 to 3 for higher; 5 to 1 for foundation, as well as U).

Expected improvement

In evaluating performance in mock examinations and subsequent assessments up to March 20th, 2020, any expected improvement by the time the examination was scheduled to have been sat.

Reasonable adjustment

Where a pupil has an agreed reasonable adjustment (for example a reader or scribe), or other agreed access arrangement, the judgement will take account of likely achievement with the reasonable adjustment/access arrangement in place.

Special consideration

Judgements will reflect how the students would have performed under **ordinary** circumstances. Where illness or other personal circumstances might have affected performance in **mock** exams or **prior assessments**, teachers and HoDs will take this into account when making their judgements.

Other evidence

According to the nature of the individual subject and its method of assessment, other evidence, as described below, may be felt to be representative in determining a pupil's centre assessment grade. Where such evidence exists, teachers or HoDs **may confirm** that it has been taken into consideration in determining the pupil's centre assessment grade.

Progress records

Any records which evidence a pupil's performance over the course of study, including, for example, classwork, written work, prep or eRC comments.

Performance

Any evidence of performance or participation in, for example, music, drama or PE where relevant to the assessment criteria for examinations.

In accordance with the Ofqual guidance, the College notes that centre assessment grades are not the same as:

- Age-related grades (usually defined as the grade a pupil would receive if they took the GCSE, AS or A level now)
- Working at grades (the grade a pupil is currently working at)
- Target grades (often set a little higher than likely to be achieved at the time they are posted to motivate pupils)
- Predicted grades provided to UCAS in support of university applications

Historical evidence

In addition to evidence held regarding the performance and expected performance of individual pupils, the school will have due regard for the performance of previous cohorts as an indicator of likely outcomes.

Evaluating the centre assessment grades against historical outcomes serves as a means to quality assure the fairness and objectivity of awarding grades based upon evidence held by the school.

The school recognises however, that historical performance may not be representative of expected outcomes for the current cohort. Thus, the evidence described above will outweigh any historical evidence when making judgements of centre assessed grades.

Expected grade distributions and standardisation at subject level

To ensure fair and objective assessment against previous outcomes, the following process will be applied:

1. Teachers and HoDs will make evidence-based assessment of pupils' expected centre assessment grades within the current cohort, as described above.
2. HoDs will make comparison of the grade distribution to **measure** centre assessment grades against the historical outcomes in their subject.
3. To ensure fairness and objectivity, HoDs will sample and standardise grades across individual teachers within the cohort.
4. **If appropriate** HoDs will make modification to the centre assessment grades such that they are aligned with the historical performance of pupils in that subject.

In circumstances in which making **historical** comparison is inappropriate (e.g the introduction of a new subject) or where no such evidence exists, then the expected outcomes of the current cohort will stand without modification on this basis.

A **checklist** for Heads of Department to acknowledge due diligence with respect to the evidence base when determining centre assessment grades can be found in Appendix I.

Expected grade distributions and standardisation at centre level

The Deputy Head (Academic) will analyse the centre assessed grades for each department and make measurement against the historical outcomes for the College as a whole.

Determining a rank order within each grade

Teachers and HoDs will agree **one** rank order for all pupils in the College taking that subject at GCSE and **one** rank order for all pupils in the College taking that subject at A-level.

Teachers within a subject will discuss the rank order and come to a shared view in accordance with the standard being applied **across the school**. This will mostly link to the **required** evidence described above.

Tied ranks are not permitted.

As required by Ofqual, in cases where more than one specification is offered for a subject, a ranking will be created for all pupils within each grade for the **whole cohort**. The rank order will then be submitted according to the requirements of each exam board.

A **checklist** for Heads of Department to assure due diligence with respect to the evidence base when determining the rank order can be found in Appendix 2.

Statistical standardisation

Exam boards, using a model developed with Ofqual, will use a statistical model to standardise grades across centres in each subject. Such standardisation falls outside of the College's control. This may mean that final grades awarded to pupils will differ from those the school proposes to the boards.

Included pupils

In circumstances where the College has accepted entries from private candidates, they will be included where the Headmaster is confident that there is sufficient evidence of the candidate's achievement to make an objective judgement.

The school will communicate its decision to any private candidates and take advice from the relevant exam board(s) where cases are not straightforward.

Following a period of consultation, on May 5th 2020 Ofqual confirmed that pupils from other year groups (e.g. early entry candidates in years 10 or 12) **would be included** if an entry had been made for them in the summer series and **sufficient evidence** was available for the school to propose a centre assessment grade.

Signing-off centre assessment grades

Department sign-off

Each set of centre assessment grades for a subject will be signed off by at least two teachers in that subject, one of whom will be the HoD (or where if there is only one teacher or only one is available, by the Headmaster). Where a staff member might have a personal interest in a candidate (for example as a relative), the Headmaster will make sure that additional controls are put in place, as appropriate.

Head of Centre sign-off

The Head of Centre is the Headmaster, who will confirm that the centre assessment grades and the rank order of pupils are a true representation of pupil performance. If the Headmaster is unavailable to do this, it may be delegated to the Deputy Head (Academic).

The Headmaster will be required to submit the following declaration:

I confirm that these centre assessment grades, and the rank order of students are accurate and represent the professional judgements made by my staff, and that entries were appropriate for each candidate.

Having reviewed the relevant processes and data, I am confident that they honestly and fairly represent the grades that these students would have been most likely to achieve if they had sat their exams as planned, and that they have not been disclosed to either the candidate or their parent/guardian. I understand that exam boards will conduct a statistical standardisation exercise, using a model developed with Ofqual, and that, if the profile of grades submitted is substantially different from what might be expected based on my centre's historic results and the prior attainment of this year's students, the grades for my centre will be adjusted to bring them into line with national standards.

Sharing information and compliance with GDPR

We hope that this policy provides reassurance that the College's processes for generating centre assessment grades is rigorous, objective and fair.

Once centre assessment grades have been submitted to exam boards, the process to produce the final grades will start. In accordance with the Ofqual guidance published in April 2020, the school is not permitted, under any circumstances, to share the centre assessment grades nor the rank order of pupils with pupils, or their parents/carers or any other individuals outside the centre, before final results have been issued.

Data subjects (pupils) are able to request their personal data under Article 15 of the General Data Protection Regulation. However, in respect of personal data such as marks or other information processed by a Data Controller for the purposes of determining results, an exemption from disclosure exists under paragraph 25(2) of the Data Protection Act. This allows Data Controllers (in this case the school) to delay disclosure of such information until after results have been issued. This exemption exists to protect the integrity of the process and ensures that results are unbiased.

Appeals

At the time of writing, Ofqual have stated that under the circumstances, normal arrangements for reviews of marking and appeals will not apply. This remains subject to on-going consultation and review.

Appendix I

Checklist for the determination of centre assessment grades 2020

Subject:

Exam board:

Level:

Spec. code:

Required Evidence	YES	N/A	Enc. Ref
Baseline testing and predictive data (e.g. MidYIS or ALIS)	<input type="checkbox"/>	<input type="checkbox"/>	
Internal summative assessment data (e.g. end of year / mock examinations)	<input type="checkbox"/>	<input type="checkbox"/>	
Non-Examined Assessment (NEA) if applicable	<input type="checkbox"/>	<input type="checkbox"/>	
Performance at AS or other relevant preparatory qualification	<input type="checkbox"/>	<input type="checkbox"/>	
Tier of entry	<input type="checkbox"/>	<input type="checkbox"/>	
Expected improvement	<input type="checkbox"/>	<input type="checkbox"/>	
Reasonable adjustment (for candidates with agreed access arrangements)	<input type="checkbox"/>	<input type="checkbox"/>	
Special consideration (circumstances in which any of the evidence used may have been impacted by illness, injury or bereavement)	<input type="checkbox"/>	<input type="checkbox"/>	

Other Evidence	YES	N/A	Enc. Ref
Progress records (e.g. classwork, written work, prep etc)	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence of performance (e.g. in music, drama or PE)	<input type="checkbox"/>	<input type="checkbox"/>	
Any other evidence (please add rows as appropriate)	<input type="checkbox"/>	<input type="checkbox"/>	

Historical Evidence and Standardisation	YES	N/A	Enc. Ref
The use of historical data to quality assure the fairness and objectivity of the proposed grades	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence of standardisation across sets / teachers / the department	<input type="checkbox"/>	<input type="checkbox"/>	

Further Comments
Please add any further comments if helpful in providing relevant context etc.

I confirm that these centre assessment grades are accurate and represent the fair and objective professional judgements made by my department staff, and that entries were appropriate for each candidate. Having reviewed the relevant processes and data, I am confident that they honestly and fairly represent the grades that these students would have been most likely to achieve if they had sat their exams as planned.

Signed (Teacher)

Signed (Head of Department)

Appendix 2

Checklist for determination of centre assessment grade ranking 2020

Subject:

Exam board:

Level:

Spec. code:

Required Evidence	YES	N/A	Enc. Ref
Baseline testing and predictive data (e.g. MidYIS or ALIS)	<input type="checkbox"/>	<input type="checkbox"/>	
Internal summative assessment data (e.g. end of year / mock examinations)	<input type="checkbox"/>	<input type="checkbox"/>	
Non-Examined Assessment (NEA) if applicable	<input type="checkbox"/>	<input type="checkbox"/>	
Performance at AS or other relevant preparatory qualification	<input type="checkbox"/>	<input type="checkbox"/>	
Tier of entry	<input type="checkbox"/>	<input type="checkbox"/>	
Reasonable adjustment (for candidates with agreed access arrangements)	<input type="checkbox"/>	<input type="checkbox"/>	
Special consideration (circumstances in which any of the evidence used may have been impacted by illness, injury or bereavement)	<input type="checkbox"/>	<input type="checkbox"/>	

Other Evidence (if applicable)	YES	N/A	Enc. Ref
Evidence of performance (e.g. in music, drama or PE)	<input type="checkbox"/>	<input type="checkbox"/>	
Ranking determined by predicted grades	<input type="checkbox"/>	<input type="checkbox"/>	
Any other evidence (please add rows as appropriate)	<input type="checkbox"/>	<input type="checkbox"/>	

Internal Standardisation	YES	N/A	Enc. Ref
Evidence of standardisation across sets / teachers / the department	<input type="checkbox"/>	<input type="checkbox"/>	

Further Comments
Please add any additional comments if helpful in providing further context etc.

I confirm that this ranking is accurate and represents the fair and objective professional judgements made by my department staff, and that entries were appropriate for each candidate. Having reviewed the relevant processes and data, I am confident that they honestly and fairly represent the ranking of the students within the cohort.

Signed (Head of Department)

Appendix 3

References

Awarding qualifications in summer 2020 (Ofqual)

Information for schools, students and parents on how GCSE, AS, A level, vocational and technical qualifications will be graded and awarded in summer 2020.

First published April 3rd 2020 updated May 5th 2020

Available at:

<https://www.gov.uk/government/publications/awarding-qualifications-in-summer-2020>