



Policy on the allocation of grades for GCSE, AS and A level for the 2020 exam series

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1. Aims

The aims of this policy are:

To set out the process by which the school will produce centre assessment grades for each student for each subject for which they entered at GCSE, AS level and A level.

To set out the process by which the school will produce the rank order of each of the students within each grade for GCSE, AS level and A level.

2. Legislation and statutory guidance

This policy is based on the following guidance documents from the Department for Education and Ofqual:-

Summer 2020 grades for GCSE, AS and A level, Extended Project Qualification and Advanced Extension Award for maths. Information for Heads of Centre, Heads of Department and teachers on the submission of Centre assessment grades

Summer 2020 grades for GCSE, AS and A level, Extended Project Qualification and Advanced Extension Award for maths. Guidance for teachers, students, parents and carers.

3. Qualifications to which the policy applies

This policy applies to qualifications that are regulated by Ofqual and offered by AQA, OCR, Pearson, WJEC Eduqas, ASDAN and City & Guilds. The qualifications that it applies to area as follows:-

- GCSEs
- AS and A levels
- Extended Project Qualifications (EPQ)
- Advanced Extension Awards (AEA) in maths

4. Information that needs to be provided by the School

For every GCSE, AS and A level subject, exam boards will require the school to provide:-

- a **centre assessment grade** for each student – this grade is the judgement about the grade that each student is most likely to have achieved if they had sat their exams.
- the **rank order** of students within each grade – for example, for all those students with a grade 5 in GCSE maths, or a grade B in A level biology, a rank order where 1 is the most secure/highest attaining student, and so on.

5. Centre assessment grades

5.1 The centre assessment grade is an objective, fair, reasonable, realistic and carefully considered judgement of the grade each student **would have been most likely to get if they had taken their exam(s) in a subject and completed any non-exam assessment this summer.**

- 5.2 It is important that the judgements are objective, and they should **only** take account of evidence about student performance over the course of study.
- 5.3 The judgement should be a holistic professional judgement, balancing the different sources of evidence.
- 5.4 In coming to this holistic judgement, teachers should assume that it is no easier or harder for a student to achieve a particular grade this year, compared to previous years.
- 5.5 In making the judgement existing records and available evidence (as far as possible in the context of current public health advice) should be used. This will include the following, where it is available:-
- performance of students in their 'pre-public exams' (mock exams) and other exam style assessments completed by the students.
 - records of each student's performance over the course of study, including for example progress review data, classwork, bookwork, and/or participation in performances in subjects such as music, drama and PE.
 - performance on any non-exam assessment (NEA), even if this has not been fully completed. Teachers need to bear in mind that many students achieve a higher grade on their NEA than in their exams, so a judgment should not be based on NEA alone. Teachers should balance it with their judgement about the students' likely performance in the written paper(s), where appropriate.
 - for re-sitting students, any information about previous grades achieved or NEA marks that would, under normal circumstances, have been carried forward.
 - for A level students who took AS in 2019, their AS results in that subject.
 - performance on any class or homework assessments.
 - tier of entry in tiered subjects – centre assessment grades must reflect the tier of entry (9 to 3 for higher tier; 5 to 1 for foundation, as well as U).
 - previous results in the subject – these will vary according to a number of factors, including prior attainment of the students.
 - performance of this year's students compared to those in previous years.
 - any other relevant information.

Given the timing of the announcement of the cancellation of the exams, there may be incomplete evidence, and the range and amount of evidence will vary between different subjects. **Judgements should be made on the evidence that is available.**

- 5.6 Where students have an agreed reasonable adjustment (for example a reader or scribe), or other students have an agreed access arrangement, the judgement should take account of likely achievement with the reasonable adjustment/access arrangement in place.
- 5.7 Special consideration requests, in the event that a student is unable to take an assessment or suffers a traumatic event that might affect their performance, will not apply this summer. Instead judgements should reflect how the students would have performed under ordinary circumstances. Where illness or other personal circumstances might have affected performance in mock exams, this should be taken into account when judgements are made on centre assessment grades and rank orders.

- 5.8 There is **no requirement** to set additional mock exams or homework tasks for the purposes of determining a centre assessment grade and no student should be disadvantaged if they are unable to complete any work set after schools were closed. Where additional work has been completed after schools and colleges were closed on 20 March, teachers should exercise caution where that evidence suggests a change in performance.
- 5.9 Students should not be asked to complete their NEA work and the marks will not be need to be submitted to exam boards. A judgement needs to be made on the marks that would be achieved in the NEA work taking into account the work that had been completed.
- 5.10 Staff members should retain records of all evidence that is used in making the judgement. This may be required to be reviewed by exam boards.

6. The provision of a rank order of students within each grade, for each subject

- 6.1 Staff members will need to provide a rank order of students within each grade. For example, if you have 15 students for GCSE maths for whom you have given an assessment grade of 5, you should then rank them from 1 to 15, where 1 is the most secure/highest attaining, 2 is the next most secure and so on.
- 6.2 Where there is more than one subject teacher for a subject, a rank order will be needed for all students who are taking that subject at the school.
- 6.3 The evidence used to establish the rank order is the same as the evidence used for establishing the centre assessment grade which is set out at section 5.5 above.
- 6.4 If two or more students are almost indistinguishable in terms of their subject performance then it may be very difficult to put them into a rank order. However, exam boards will need a single rank order for all students. Tied ranks cannot be provided.

7. Statistical standardisation

The exam boards will operate statistical standardisation of each exam centres' grades. This means that the centre assessment grades submitted and the final grade that students receive could be different.

8. Included students

- 8.1 Grades will be submitted for private candidates (students who the school has not taught themselves) where the Head of Centre is confident that they and other teachers have seen sufficient evidence of the student's achievement to make an objective judgement.

9. How and when to submit this information to the exam board

- 9.1 All grades and rank order must be ready for submission to the exam boards by the 29 May 2020.

9.2 The school will set its own internal deadlines to ensure that all the necessary processes and checks have been completed to allow for the grades and rank order to be ready to be sent to the exam board by the 29 May.

9.3 The School will operate checks to ensure that the data provided to the exam boards accurately reflects the grades and rank order allocated by the school.

10. Sharing data with students, parents and carers

10.1 Staff members must not, under any circumstances, share the centre assessment grades or the rank order of students with students, or their parents/carers or any other individuals outside the centre.

10.2 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.

10.3 Information on grades and rank order are permitted under the DfE guidance to be released to students or their parents after the results have been published. The school will release this data in response to a written request to the Data Controller.

11. Internal sign-off within the School

11.1 Department sign-off

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

11.2 Head of Centre sign-off

The Head of Centre will be required to confirm that the centre assessment grades and the rank order of students are a true representation of student performance. If the Head of Centre is unavailable to do this, it may be delegated to a Deputy. In reviewing these centre assessment grades, the Head of Centre should consider how the distribution of centre assessment grades compares with grades achieved by the centre in previous years.

The Head of Centre will be required to submit the following declaration when the data is submitted.

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.

12. Roles and Responsibilities

12.1 Subject Teachers

- To allocate a centre assessment grade for each student in their class.
- To allocate a rank order for each student in their class who have been allocated the same grade.
- To ensure that they have access to and consider all of the available evidence identified in section 5.5 in deciding upon the centre assessment grade and the rank order.
- Ensure that all of the evidence used is stored securely until the time for the appeals process has expired.
- To engage with the subject leader in discussion about the allocation of grades and rank orders across the cohort.
- Ensure that, under no circumstances, do they share the centre assessment grade or rank order with students, parents, carers or anyone else outside of the school.

12.2 Subject Leader

- To ensure that all their subject teachers have the necessary information and support to allocate a centre assessment grade for each student in their class.
- To ensure that all of their subject teachers have the necessary information and support to allocate a rank order for each student in their class.
- To operate a checking process in respect of the allocated grades, that includes comparison with previous results in the subject, and the relative prior attainment of the current cohort.
- To facilitate the process by which rank orders are allocated for all students in the subject who have the same grades.
- Ensure that all of the evidence that is considered is stored securely until the time for the appeals process has expired.
- To engage with the subject line manager and Deputy Head for the Key Stage in consideration about the allocation of grades and rank orders across the cohort.
- Ensure that, under no circumstances, do they share the centre assessment grade or rank order with students, parents, carers or anyone else outside of the school.

12.3 Subject Line Managers

- To ensure that the appropriate processes have been operated in the allocation for grades and rank orders, and that all subject leaders and teachers have the necessary support they need.

- To operate a checking process in respect of the allocated grades, that includes comparison with previous results in the subject, and the relative prior attainment of the current cohort.
- To engage with the Deputy Head for the Key Stage in consideration of the allocation of grades and rank orders across the subject.
- Ensure that, under no circumstances, do they share the centre assessment grade or rank order with students, parents, carers or anyone else outside of the school.
- To sign a declaration confirming the school's processes, as set out in this policy and other briefing documents, have been followed and confirming that the centre assessment grades, and the rank order of students, are accurate and they honestly and fairly represent the grades that the students would have been most likely to achieve if they had sat their exams as planned, and that they have not been disclosed to any student, their parent/guardian or other person outside of the school.

12.4 Deputy Head for the relevant Key Stage

- To ensure that all subject teachers, subject leaders and subject line managers are adequately briefed and supported to allocate a centre assessed grade and rank order for each student.
- To provide to subject leaders the information, tools and support they require to carry out a checking process in respect of the allocated grades that includes comparison with previous results in the subject, and the relative prior attainment of the current cohort.
- Carry out checking processes to ensure that all subject teachers and subject leaders have carried out correctly the appropriate processes in the allocation of the centre assessment grades and rank orders.
- To review the allocation of grades by each subject area in the light of the evidence used by the subject to allocate grades.
- To produce tools that allow for the analysis of the allocated grades in comparison with previous results in subjects, and the relative prior attainment of the current cohort.
- To review the allocation of grades across subjects and across the cohort in comparison with previous results in subjects, and the relative prior attainment of the current cohort.
- Engage with the Head of Centre to confirm that; the centre assessment grades, and the rank order of students are accurate and represent the professional judgements made by staff, that entries are appropriate for each candidate, that the relevant processes and data are such that the grades honestly and fairly represent the grades that these students would have been most likely to achieve if they had sat their exams as planned.
- Ensure that, under no circumstances, do they share the centre assessment grade or rank order with students, parents, carers or anyone else outside of the school.

12.5 Head of Centre (Head Teacher)

- Through review processes be able to confirm that; the centre assessment grades, and the rank order of students are accurate and represent the professional judgements made by staff, that entries are appropriate for each candidate, that the relevant processes and data are such that the grades honestly and fairly represent the grades that these students would have been most likely to achieve if they had sat their exams as planned.

12.6 Data Controller

- To provide, upon written request, information on grades and rank order once the exam results have been published.