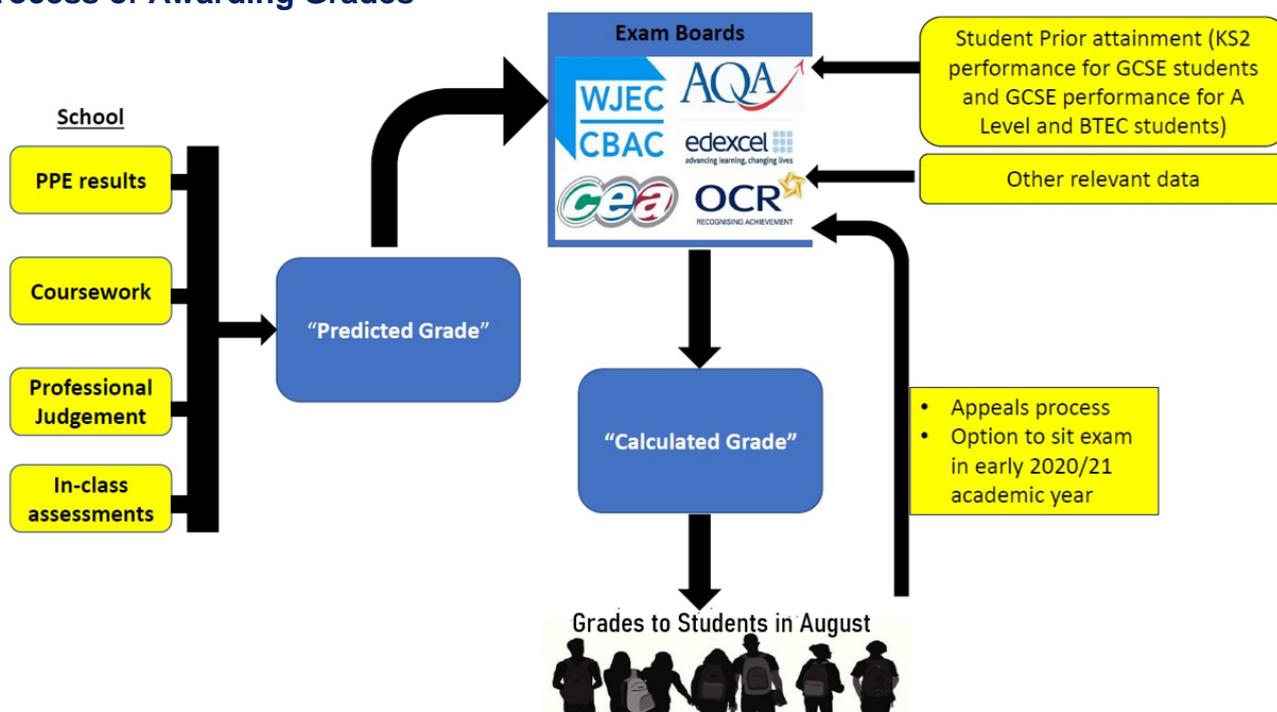


## Awarding of Grades 2020

Guidance from Ofqual says that this should be a holistic professional judgment, balancing the sources of evidence. Heads of department and teachers should consider each student's performance over the course of study and make a realistic judgment 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.

### Process of Awarding Grades



### Process of Arriving At Calculated Grades

The principle behind the calculating of GCSE, AS, A-level grades, EPQ and Vocational qualifications this summer is that we as the teaching professionals used our professional judgment based on the evidence that we had to make a recommendation to the exam board and ultimately to Ofqual.

There were several stages of checking along the way. Every grade awarded was moderated and following quality assurance was then submitted to the exam boards.

### [Guidance to Staff on Awarding Grades](#)

### [Examboard Standardisation Explained](#)

Awarding of Grades for GCSE and A-Level differs from the process for the BTEC and Cambridge National Qualifications.

## GCSE and A-Level Qualifications

### [OFQUAL Guidance for GCSE and A-Level](#)

The awarding of GCSE and A-Level grades are heavily influenced by students performance in their Assessments during their course of study.

We follow a structured approach with regular checks to ensure the process give sufficient weighting to all the available evidence.

The process involved:

- **Initial Grades (at teaching group level):** Using all the available evidence to form teachers' judgments of the progress students were likely to have made by the time of the exams, an initial grade will be allocated to every student.
- **Standardise across Teaching Groups (at cohort level):** If there is more than one teaching class for a subject (such as sets), subject leaders standardise the centre assessment grades across these classes and agree on a single rank order for the whole cohort.
- **Context Check by Subjects:** Grades are given a thorough 'sense check' to make sure they reflect a typical performance for the school. Subject Leads will review:
  - How the school performed in previous years.
  - How sub-groups typically perform.
  - Whether centre assessment grades look fair and defensible? The evidence must be a true evidence-based representation of what students would have achieved on results day.
- **Final Internal Validation:** Grades are validated as part of a conversation between Subject Leads and Raising Standards members of SLT. Subject leads are challenged on the grades and ranking to ensure all evidence has been considered. Any anomalies are reinvestigated and the grade/ranking updated to be a fair reflection of students likely grade.
- **External Validation:** Grades are externally validated, making use of various professional organisations that specialise in Data Modelling such as Fischer Family Trust. Any anomalies are reviewed.

## Vocational and Technical Qualifications

### [OFQUAL Guidance for Vocational and Technical Qualifications](#)

### BTEC Qualifications

### [Pearson's Letter to Students and Parents](#)

### [Pearson's BTEC Frequently asked Questions](#)



Students will be awarded a grade that will be calculated by the Exam Board based on both the available evidence and the evidence that can be collected in respect of each qualification which they can use to determine a calculated result. This evidence used is listed below.

### Information Supplied By the School

- **'Banked Component Marks or Grades'** for learners' completed assessments in qualification components to date. This includes both external assessments as well as internal assessments where the marks/grades have already been through the normal moderation or verification processes carried out by awarding organisations. This would have been externally moderated by the exam board.
- **Internal Assessment Grades** for work that has been completed but not yet subject to external moderation or verification by the awarding organisation
- **Teacher's Judgment** about the grade that each learner would most likely have achieved for each of the incomplete components had teaching; learning and assessment proceeded as normal. This professional judgment is based on evidence (work/records of work) held within.
- **Exam Boards** may also ask for other information and rank order for learners.

### Information used by the Exam Board

- **Historical data** about qualification functioning. This includes the analysis of historic relationships between different components within a qualification which might show that performance on one component is highly predictive of performance on another component.

## Cambridge National (Year 11) and Technical Awards (Year 13)

The process this summer applies to any students who were due to complete or to re-sit their Cambridge National or Technical qualification.

The school will be asked to provide:

- A **Centre Assessment Grade** for each student for each incomplete unit. This grade will be based on a teacher's judgments about the grade that each learner would most likely have achieved for each of the incomplete components had teaching; learning and assessment proceeded as normal. This professional judgments is based on evidence (work/records of work) held within.
- A **Single Rank Order of Students** within each grade for each unit.

The exam board will combine the centre assessment grades and rank orders per unit, with evidence such as previously completed units awarded by OCR, and relevant information such as centre performance history, to determine a calculated result for the overall qualification, as well as for each unit.

## General Information

Exam Boards will use historical data about the outcome of qualifications in schools to understand the degree of stability or variability over time. This will be used to statistically adjust *grades*.

Ofqual will also adjust grades to ensure stability of grades at National Level

