

Examination Grades - August 2020

This document is an outline of the processes used at the Cherwell School to form centre assessed grades for all A-Level, GCSE and Level 1 / 2 qualifications awarded in the summer 2020.

How were grades for KS4 and KS5 formed in 2020?

Throughout the process the school was operating under specific information from the government unique to the conditions created by covid 19. These documents can all be viewed [here](#). All schools were required to submit to the exam boards:

- a) centre assessed grades (CAGs) - **“the grade that each student is most likely to have achieved if they had sat their exams”** and
- b) a rank order of students within each grade.

Both the CAGs and the rank order are submitted to exam boards and are then subject to a moderation process. The precise details of this process were not published prior to results but schools were made aware that changes to CAGs would be based upon:

- **expected grade distributions at national level** (the ‘normal’ spread of results across the country)
- **results in previous years at individual centre level** (the ‘normal’ results at Cherwell)
- **the prior attainment profile of students at centre level** (KS2 scores and GCSE results of students at Cherwell)

The guidance specified that CAGs and rank order should be formed using a variety of forms of evidence and not from any single test, exam or assessment, these included:

- Classwork
- Bookwork
- Performances
- Non Examined Assessments (coursework) - whether or not complete
- Marked assignments
- Results of mock exams (or any formal assessments since the start of the course)
- Previous exam performance
- Progress review data
- Any other records of student performance over the course of study or relevant information

The school then devised an approach for all subjects to ensure that there were multiple layers of moderation involved in the complex process of weighing up this evidence.

	Process
Stage 1 - Subject level evidence planning	All subjects wrote plans detailing the most effective way of combining the evidence available to form CAGs and how this evidence would be used and weighted in the process
Stage 2 -Evaluation and	The plans were submitted to the Senior Leadership Team (SLT) and details discussed and

approval of grading plans	evaluated before approval
Stage 3 - Subjects form initial CAGs and rank order	Faculty and subject leaders formed an initial rank order and grade for students using; Progress review data (PR grades), any completed NEA (coursework), internal mock results and data from previous cohorts.
Stage 4 - Class teachers review rank order	Individual classroom teachers reviewed the initial rank order in light of their detailed knowledge of students in the classroom to prepare for further moderations with subject and faculty leaders.
Stage 5 - Subject moderation meetings	Faculty and subject leaders ran a series of remote meetings in which the grades and rank order of all individual students were discussed. This enabled rank orders to be formed across the whole cohort of students for each subject. A representative of the governing body attended a sample of these meetings and fed back to SLT on the processes to aid later moderation.
Stage 6 - Subject level moderation by SLT	The senior leadership team then carried out a process of moderation of the grades and rank order, examining them in light of: results in previous years at Cherwell, the prior attainment profile of students at Cherwell and internal PR reporting. Questions or lines of enquiry were then passed back to subject teams to discuss against their internal evidence.
Stage 7 - SLT and governor final quality assurance	All CAG were analysed and moderated by senior leaders, a representative of the governing body and year leaders using; national benchmarking data, historic results at Cherwell, our own knowledge of students and internal reporting data to support.
Stage 8 - Submission to exam boards	After signing the Headteacher's declaration Mr Price authorised the sending of CAGs and rank order of students to the exam boards for their moderation and standardisation procedures. The final results are due to be issued to students on the results days on 13th August (A-Level) and 20th August (GCSE)

Next steps for students

After receiving their results on the results days, students primary focus should be on securing their next steps be this entry to sixth form, colleges, university, apprenticeships or the world of work. We will be running clinics on both Fridays after the exam results and this will be a source of advice and help for students who have difficulties at this point.

Requests for centre assessed grades

There may be circumstances where students need to know the centre assessed grades submitted by the school to support their next steps eg. if they have failed to make the entry requirements for a post-16 place. We have put into place a process to ensure that this is possible. Students will need to request access from the exams office so that this information can be sent to the via email. Details of this process can be found on the school website here:

<https://www.cherwell.oxon.sch.uk/424/exams-office>

Equally, please note that we do not intend to provide information on centre assessed grades, unless a student needs to know because it affects their university, sixth form, college place or other next steps. If a student would like to find out

their CAG for any non-urgent reason, they should contact the exams office after September 1st who will be able to process this request.

Appeals

The exams regulator, Ofqual, has made the decision that there will be no mechanism this year to appeal the decisions made determining centre assessed grades. They have published detailed guidance in response to their consultations on the issue which can be found here:

<https://www.gov.uk/government/news/ofqual-publishes-more-details-on-appeals-and-confirms-autumn-exam-arrangements>

There are some very specific circumstances under which a centre may appeal a grade on behalf of the student, which are:

- The school believes a mistake was made in the administration of the grades by either the exam board or the school - eg the wrong grade was entered by the school or exam board.
- There is evidence of bias or discrimination in the processes associated with awarding centre assessed grade

The link above contains further details of these circumstances and if you have any concerns about the processes please do contact our exams officer Kirsty Wilson on kwilson@cherwell.oxon.sch.uk