

Centre Assessment Grades and Cohort Rank Order: Information for Stakeholders

The table below summarises the process through which individual student's Centre Assessment Grades were calculated and how their position within the cohort ranking for each course was determined.

Aspect	Notes
Centre Assessment Grade (CAG) definition	<ul style="list-style-type: none"> • Teaching staff were tasked by the Department for Education with the unprecedented responsibility of calculating a grade for every student. This Centre Assessment Grade (CAG) needed to be a fair reflection of a student's progress, effort and ability on the course to date. Teachers sought to dispense this duty fairly, professionally and as objectively as possible. All staff understood that the grades that students achieve on the qualifications that they complete with us are life changing so it was essential that they were calculated with absolute integrity. • The emphasis was entirely on giving students recognition for their work to date so that they could be awarded qualifications as fairly as possible in the least disruptive manner for their future lives. • The College's CAGs reflect a fair, reasonable and carefully considered judgement of the most likely grade a student would have achieved if they had sat their exams in the summer and completed any non-exam assessment / coursework.
Evidence base for calculating CAGs	<p>Course Leaders agreed with their team and Head of Department the evidence base to be used by all teachers on their course to calculate students' CAGs. The evidence used varied from course to course but included the following:</p> <ul style="list-style-type: none"> • Performance in class: Teachers considered the full range of skills and understanding required for success on the course. They were mindful that absence of evidence is not the same as evidence of absence. A relatively quiet student may be relatively quiet because they prefer to be quiet, not because they are struggling to master the content. • Performance in assignments: This evidence was particularly useful where the entire cohort had been set a common group of assignments. • Performance in mock exams: The closer the mock exam was to what would have been required in the final exam the weightier the evidence was considered to be. Teachers exercised their professional judgement when considering mock exam grades and discounted mock exam performance which was out of line with a student's performance throughout the course as a whole. • Performance in coursework and other centre assessed work: This was a very useful source of evidence. In the case of courses in which coursework made a significant contribution to the final grade awarded / was the sole factor, a student's assignment performance to date was considered to be the most important determinant of the CAG that they were awarded. Most students studying BTEC qualifications had completed the vast majority of their coursework assignments prior to the College closing, for these students the calculation of CAGs was straight forward as most of the

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	<p>marks which contributed to the CAG were completed and externally verified assignments. CAGs for these courses were strongly aligned with a student's assignment performance on the course to date.</p> <ul style="list-style-type: none"> • Progress Point grades: These grades provided staff with an overview of a student's performance on their course over time. • Subject specific EFGs: EFGs provide a useful insight as to the statistically likely grade that students with the same prior attainment have achieved in the past. The College's EFGs are set at the top 25% of performance nationally, this aligns with the three-year value added performance of the College as a whole. • Performance of other students in previous years: Staff exercised their professional judgement about each student's trajectory or flightpath. Teachers' experience of the extent to which students improve in the final weeks of a course was an important consideration. To help make this judgement staff reviewed the performance of individual students from the year before and considered how final outcomes related to progress grades and key assessments during the year. • Last year's outcomes (raw and value added): Last year's results were a useful guide both in terms of the grade profile for the course and the value added score. • Study support information: Staff took into account the impact of access arrangements as applicable to individual students. For example, if a student qualified for extra time, but they never used this time effectively in any previous assessment, the teacher's judgement would be that they have considered the access arrangement but don't think it would make a difference to the student's grade. Alternatively, if a student was a slow processor, but had recently been given extra time and a set of techniques to use in exam conditions, and work produced since the introduction of these arrangements had seen a step change in quality the teacher would come to a view as to what they would have achieved with this reasonable adjustment. It was the impact of the access arrangement that was crucial when calculating the CAG. • Special consideration information: Teachers considered what they knew about the relationship between a student's pastoral context and the work that they produced at particular points in the course. For example, if a student suffered a bereavement the day before a mock exam, then they considered performance in that exam in light of that circumstance. This was not the same as giving someone a higher grade because they had challenging circumstances. Teachers made a judgment about what a student would have been likely to have achieved had the exams gone ahead as normal. In a normal exam series, only circumstances that impacted on particular exams are considered. Having a challenging context did not have an impact on the CAG awarded, but it might alter the interpretation of work produced at a particular point. The CAG awarded was not a grade that might have been achieved had the circumstances of life been different. <p>Evidence that was treated with caution / not considered</p>

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	<ul style="list-style-type: none"> • Work produced after the College closed: Students with access to private study space and a reliable broadband connection were better able to manage home-working than other students. There was also the question of the integrity of a work produced under un-managed conditions and the extent to which students may have received support from parents, private tutors, or google. Work produced after the College closed was only used by teachers to confirm their thinking about a student’s CAG and was never used to disadvantage a student. • UCAS predicted grades: Predicted grades are by their very nature optimistic and are a point in time judgement of potential. For UCAS predicted grades, this particular point in time can be a full year before final examinations. • Year 12 end of year exams: Students develop at different speeds and teachers did not assume there was a linear conversion from mid-point to end. • Conditional offers: Teachers did not take into account the conditions of the offers that students needed to meet in order to progress when calculating CAGs.
<p>Determining the cohort’s rank order</p>	<ul style="list-style-type: none"> • In addition to calculating a CAG for every student, teachers also had to provide a rank order of the students on the course. • To make cohort ranking possible in a situation where it was likely that no single teacher knew every student on a particular qualification, teachers assigned every student a unique mark. This mark was used by the Course Leader to rank all students taking the qualification. • Within each CAG, teachers identified those students who were at the top of that grade, in the middle and at the bottom. Next they allocated the top performing student within the grade a mark which corresponded to their position within the grade. They repeated this process so that every student had been allocated a unique mark. • The mark allocated was not a UMS score or an actual score that a student had achieved on a specific piece of work. It was used solely to generate the rank order for the cohort. These marks provided a means by which teaching staff could identify the rank order for their class which in turn was used by the Course Leader to compare and rank the entire cohort. • Only on courses where more than one teacher taught were CAGs and rank orders discussed. • When determining the rank order for the entire cohort Course Leaders ranked students according to the unique mark that their teacher(s) had allocated to them. If two or more members of staff allocated the same mark to a student the Course Leader determined the final ranking of these students according to the following criteria: <ol style="list-style-type: none"> 1. For exam based courses: The relative placing of the students in mock exams (taken in year 13 for A level students) or another key formal assessment undertaken, the students ranked in accordance with the mark they achieved in the assessment / exam (taking into account special considerations if applicable). For coursework based courses: comparison of coursework marks achieved in year 13 (the student with the highest aggregate score in Year 13 ranked the highest and so on). If students were still tied then Course Leaders moved to 2.

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	<p>2. For exam based courses: Placing in the end of year 12 trial exams relative to each other (taking into account special considerations if applicable) or another key formal assessment in year 12, the students ranked in accordance with the mark they achieved in the assessment / exam. For coursework based courses: Comparison of coursework marks achieved in year 12 (the student with the highest aggregate score in Year 12 ranked the highest and so on). . If students are still tied then Course Leaders moved to 3.</p> <p>3. Course attendance (with context for any absence considered when ranking), the student with the highest attendance would be ranked the highest and so on.</p>
<p>Quality assurance</p>	<ul style="list-style-type: none"> Provisional CAGs and cohort rank orders for every qualification were quality assured by the Head of Department and by the Senior Leadership Team in line with the guidance regarding the exam board moderation process.