



Joseph Leckie Academy

How Centre Assessed Grades were calculated.

At Joseph Leckie Academy we have consistently applied the guidance from Ofqual to arrive at the Centre Assessed Grades for all students at all levels, which is available on the website should you wish to read the full document.

The relevant section of this document is extracted below:

This information also applies to exam centres in Wales and Northern Ireland who offer Ofqual-regulated qualifications¹ offered by AQA, OCR, Pearson, WJEC Eduqas, ASDAN and City & Guilds.

Exam boards will ask exam centres to generate, for each subject, centre assessment grades for their students, and then to rank order the students within each of those grades.

- *A centre assessment grade for each student – the judgement submitted to the exam board by the Head of Centre about the grade that each student 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 students within each grade – for example, for all those students 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 student, and so on.*

This should be a holistic professional judgement, balancing the different sources of evidence.

Teachers and heads of department will have a good understanding of their students' performance and how they compare to other students within the department/subject this year, and in previous years.

Teachers should draw on existing records and available evidence (as far as possible in the context of current public health advice). It is important that the judgements are objective, and they should only take account of evidence about student performance. This will include the following, where it is available.

- *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. But you will need to bear in mind that many students achieve a higher grade on their NEA than in their exams, so you should not base your judgment on NEA alone. You should balance it with your judgement about their likely performance in the written paper(s), where appropriate.*

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- *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 and mock exams taken over the course of study*
- *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 your centre in this subject – these will vary according to a number of factors, including prior attainment of the students, but our data⁵ shows that for most centres any year-on-year variation in results for a given subject is normally quite small.*
- *The performance of this year's students compared to those in previous years*
- *Any other relevant information.*

Please note that these centre assessment grades are not the same as:

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

The statistical standardisation process will require a more granular scale than grades alone. For this reason, we need centres 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 a centre 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.