

**For GCSEs, AS and A Levels, EPQ and Advanced Extension Award in maths. Submission: 1–12 June 2020**

Heads of Department need to sign off centre assessment grades for all students in their subject and prepare a rank order with no ties. We will use these to determine the final grades, taking into account student ability and centre performance history.

**Do not share centre assessment grades or rank orders with students, parents, carers, or anyone outside the centre.**

### HEAD OF DEPARTMENT ROLE

Ensure that centre assessment grades provided for each student reflect a fair and evidence-based judgement of the grade that the student would have most likely achieved had they sat the exams and completed any NEA.



Discuss and agree the centre assessment grade and the rank order for all students within subject departments.



Sign off the centre assessment grades and rank order. Sign off should be completed by the Head of Department and at least one other subject teacher. If there is only one subject teacher, sign off should be completed by that teacher and the Head of Centre.

### PROVIDING CENTRE ASSESSMENT GRADES

Teacher judgements should be fair and evidence-based. Teachers will need to consider the different types of evidence they have available to reach a judgement for each student. This could include:



**Records such as progress review data, classwork/workbooks.**



**Performance in mock exams or alternative assessments.**



**Performance in non-exam assessment, even if not fully complete.**



**Previous grades (for students resitting exams).**



**AS Level results (for A Level students who took an AS Level).**

### SUPPORTING TEACHER JUDGEMENTS

Think about the quality of the evidence that will be used to support teacher judgements.



#### Types of evidence

What types of evidence do subject teachers have available to them?



#### Accuracy of evidence

Which types of evidence are going to be the most reliable?



#### Other factors

Are there anomalies or other factors (such as student illness) to consider?

### OTHER THINGS TO CONSIDER



Previous centre results in the subject and performance of this year's students compared to those in previous years.



For tiered subjects, does the proposed grade reflect the tier of entry for that student?



Does the proposed grade reflect likely achievement with any agreed access arrangements in place?



You can use Active Results to view the previous examination performance of individual students and cohorts. [Click here to visit Active Results.](#)

**For further guidance on how to provide fair and objective grades, take a look at our [FAQ](#).**

### CONSIDER GRADE DISTRIBUTIONS

How does centre performance and grade distribution compare to previous years? The DfE subject transition matrices from summer 2019 show how students performed nationally, broken down by KS2 starting points. This could support a fair estimation of grades and their distribution based on students' prior attainment.

[Click to view DfE subject transition matrices](#)

The Association of School and College Leaders have published guidance on how the matrices could be used to calculate starting grade distributions.

[Click to view ASCL guidance](#)

### RANK STUDENTS BY GRADE

Gather recommended centre assessment grades from all teachers in the subject department.



Combine the grades for all students in the subject into a single list ordered by grade and proposed rank within each grade.



You may have a lot of ties in your first rank orders. You will need to submit a rank order with no ties. Follow the steps under 'general principles of ranking'.



Discuss outcomes with subject teachers and agree final rank order.



**Rank order of students complete**

### GENERAL PRINCIPLES OF RANKING

**1** Decide how secure within the grade each student is. An example categorisation you could use to do this is shown below; you may find it helpful to assign a number to each student.

**1** Very secure

**2** Secure

**3** Comfortable

**4** Insecure

**5** Very insecure

### How do I decide how secure a student is?



Which student has the highest marks?



Which student has most consistently performed at this grade?



How accurate is the marking?  
How reliable is the data?

**2** Put students into rank order for each grade based on their security within that grade.

**3** Where 'ties' exist, use professional judgement and available data to decide on final rank order.