

## How did teachers at BLS / BL6 determine your Centre-Assessed Grade (CAG)?

In determining the centre-assessed grades (CAG), teachers followed the guidance document published by Ofqual (version: 3<sup>rd</sup> May).

The CAG submitted to exam boards had to reflect a fair, reasonable and carefully considered judgement of the most likely grade a student would have achieved if they had sat their exams this summer and completed any non-exam assessment. These were a holistic professional judgement, balancing the different sources of evidence over the course of study.

Teachers drew on existing records and all available evidence (as far as possible in the context of public health advice at the time) which included the following, where it was available:

- records of each student's performance over the course of study in each subject, 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 had not been fully completed. We were instructed not to ask students to complete their NEA work nor to submit marks for any completed NEA. But we had to bear in mind that many students achieve a higher grade on their NEA than in their exams, so we did not base the CAG on NEA alone but balanced it with our judgement about their likely performance in the written paper(s), where appropriate.
- for re-sitting students, any information about previous grades achieved or NEA marks that would, under normal circumstances, have been carried forward
- 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 had to reflect the tier of entry (9 to 3 for higher tier; 5 to 1 for foundation, as well as U)
- previous results in the subject – these vary according to several factors, including prior attainment of the students, but Ofqual data shows that for most centres any year-on-year variation in results for a given subject is normally quite small

Data that was used in making CAG judgements is available on My Child At School (parent portal) / VLE (student portal) and we will extend access to these portals for school leavers, until appeals deadlines have passed.

Where applicable, judgements took access arrangements / reasonable adjustments into account. Special consideration requests, if a student is unable to take an assessment or suffers a traumatic event that might affect their performance, did not apply this summer because students did not take their exams. Instead judgements reflected how the students would have performed under ordinary circumstances. Where illness or other personal circumstances might have temporarily affected performance, for example in mock exams, teachers took this into account when making their judgements.

Please note that CAGs are not the same as target grades or predicted UCAS grades (provided to UCAS in support of university applications).

### **Moderation**

Teachers suggested an initial CAG. These were then moderated within subjects by subject teams / leaders and finally across the year group by school leaders.