

Handsworth Grange 2020 Exam Results

Calculation of Centre Assessment Grades and Rankings

On Monday 17th August, the government announced that all students in England receiving GCSE grades this summer would be awarded their Centre Assessment Grades (CAGs).

This sheet explains how your CAG was generated and the process used to ensure these grades are an accurate reflection of your attainment and progress.

Step 1 – Initial Teacher Assessments

- Each subject area agreed within their subject teams what evidence would be used to reach judgements for CAGs. This evidence included:
 - trial exam results
 - end of unit tests
 - coursework (if applicable)
 - practical assessments
 - class and homework
- Our teachers then carefully considered all of this evidence for each student, to come up with the most accurate CAG possible, based on knowledge of the individual student, progress through the course, content and topics still remaining and potential performance in the full GCSE final examinations.
- Teachers were then required to rank students within each grade e.g. if 6 students within the same class were all estimated a grade 5, they would be ranked from 1-6 within that grade, 1 being the highest.

Step 2 – Moderation and Standardisation

- Each individual teacher then submitted their initial CAGs to their subject leader, who examined and challenged individual estimates based on target grades, mock exam results and other relevant data. Teachers were asked to explain and justify their decisions in terms of CAGs and rankings for each individual class. If necessary, subject leaders asked class teachers to make changes to CAGs and rankings.
- The subject leader then collated all the results, CAGs and rankings for all classes across the department, and combined all classes into one data set. Estimated CAGs were compared to historical results to ensure CAGs were in line with departmental outcomes over recent years.
- All subject teachers then worked collaboratively to agree the CAGs and rankings across the whole cohort of students within a subject. Where two students from different classes had exactly the same class ranking, the subject leader used discrete data e.g. the higher mock exam result, to decide the ranking of these two students within the cohort.
- When completed, the subject leader submitted the cohort CAGs and rankings to the responsible Assistant Headteacher.

STEP 3 – SLT Moderation and Standardisation

- The SLT link for each subject (in conjunction with the Assistant Head with overall responsibility for the process) checked the distribution of CAG grades and rankings thoroughly against historical data, trends in results and future predictions. They then arranged a meeting with the subject leader to examine the grades awarded and so that the subject leader could explain and justify the order of the ranking. If necessary, the member of SLT asked the subject leader to make changes to grades and rankings. After these adjustments the process was repeated.

STEP 4 – Whole School Moderation

- Finally, all results from all subject areas across the school were collated and analysed for comparison against school data and national data from 2018 and 2019. Where any subjects were identified as providing grades too high or too low compared to national outcomes, SLT links and subject leaders were asked to review and revise CAGs and rankings.

The role of the Minerva Learning Trust

- Prior to beginning the CAG process, the four secondary schools within the Minerva Learning Trust had a series of meetings to develop a consistent approach across each school.
- Throughout the process the schools regularly collaborated in order to share best practice and to ensure that the process had sufficient rigour.
- Provisional CAGs were submitted to the Trust for analysis and any potential anomalies identified and investigated within each school.
- The Headteacher of each school met with the Trust CEO to explain the results awarded by the school.

From start to finish, this process took approximately 7 weeks, and was completed with utmost care, professionalism and consideration by staff at all levels, focusing on the progress and achievement of each individual student.

As a school, we are more than happy that the CAGs and student rankings submitted to the exam boards as part of the 2020 examination process are a fair and accurate reflection of student outcomes, and are clearly based on evidence collected by class teachers during the course.