

## iPrimary and iLowerSecondary support for grading

On the 18<sup>th</sup> of March the Secretary of state announced that the 2020 exam series in England would be cancelled to help fight the spread of Coronavirus (COVID-19). Exam boards will be contacting schools, colleges and other exam centres asking them to submit:

- a centre assessment grade for every student in each of their subjects (the grade they would most likely to have achieved if they had sat their exams and completed any non-exam assessment)
- the rank order of students within each grade for each subject (for example, for all those students with a centre assessment grade of P2 in iPrimary English, a rank order where 1 is the most secure/highest attaining student, and so on)

The same approach is being taken for iPrimary and iLowerSecondary.

### Holistic approach to grades

You will need to grade your students using all the evidence available to you to determine what grade they would have most likely achieved had they sat the examination in the summer. To reach this decision you and all the teaching staff will want to consider a wide range of information where it is available. This may be through mock examinations results, non - examined assessments (such as the internal progress tests) and other general records or evidence of performance across the course of study. It is only through reviewing all evidence available that you will be able to form a holistic view of likely candidate performance based on professional judgement.

- Keep in mind there are lots of different ways a student could make up the marks needed to achieve a grade, a student who performs very well in a particular topic, or area of the curriculum and poorly within another area, may achieve the same grade as a student who has an average performance across both areas.

- We are unable to show student examples of a specific grade due to the number of ways a grade can be achieved. However, each year we release indicative grade boundaries for each paper and NEA that give an indication of a student's performance on that part of the qualification.
- Please ensure that in all of the following, you are using information from the June 2019 series to help inform your grading
  - Past papers are available on individual subject pages for [iP here](#) and for [iLS here](#)
  - Mark schemes are available on individual subject pages for [iP here](#) and for [iLS here](#)
  - Indicative grade boundaries ([iP here](#) and [iLS here](#)) are available on our qualification subject pages.

## Choosing a grade

Centre Assessment grades are available for iPrimary and iLowerSecondary. These are the grades your student would be most likely to have achieved if they had set their exams in the May/June 2020 series.

1. Make sure you have all the evidence you need. Judgements should balance different sources of evidence such as:
  - work completed in class (such as worksheets, extended writing, completion of activities)
  - bookwork (workbooks and student books linked to the curriculum)
  - iPLS internal progress tests
  - school led tracking linked to the iPLS curriculum
  - the results of any assignments or mock exams
  - any other records of student performance over the course of study.

**Remember:** There is no requirement to consider work undertaken after the closure of schools and colleges on 20th March and you should be cautious in considering work produced after closure that shows a change in performance that could be explained by the context in which the work was undertaken.

2. Agree between all teachers on each subjects a holistic approach across the whole qualification rather than awarding a grade for each paper and/or each piece of evidence.
3. Refer to the subject specification and past experience/achievement. Use your knowledge of previous year grades and student performance to form the basis of allocating grades to other students. Remember to cover the full grade range when doing this.
4. Carry out internal standardisation if there are several sets or classes within each cohort and if there is more than one teacher teaching the subjects or classes. This is good practice and ensures that you are all in agreement with the grades and the approach.
5. You will assign a grade from P3-P1 for iPrimary and S4-S1 for iLowerSecondary. Centre Assessment Grades could also include a 'U' (ungraded).
6. The grades, rank orderings and endorsements are confidential and must not be given to students or parents/guardians.
7. This process should be applied to all students who have an entry in the qualification. It can also include private students if there is enough evidence of the level of performance to offer a centre assessed grade.
8. **Special considerations:** please note that, in line with the JCQ guidance, exam boards will not be applying any adjustments for special considerations or access arrangements. Schools and colleges should submit a centre assessment grade that takes these into account when considering what a student would have achieved had the adjustment been applied.

### **Grading your students**

1. Once you have agreed the process, you and/or subject teachers will need to rank students within each grade for each individual subject.
2. When you have the centre assessment grades, the students then need to be ranked in order of performance within the grade they are assigned. For example, within P3, student 1 is the most secure, student 2 is the second most secure and so on.
3. We would suggest you tackle rank ordering one grade at a time. For example, identify your S1 students and then split these students into three broad groups within the grade – so most secure (high), secure (medium) and borderline (low) – you may wish to then assign the rank order, starting from 1 (most secure) . You will then need to use your knowledge of the student, their progress and ability to fine tune the list.

4. During this process, it is enormously useful and reassuring to work with your colleagues to agree the grades and the rank order. This ensures that everyone is involved in the process and that you are able to use the same process across different sets, classes and year groups. And sometimes it is just good to have someone to talk through things with. You can also contact your [subject expert via email or live chat](#) to request the support you need.
5. There should be a single rank order for each subject and qualification, even if students are from different classes.

### Verification

1. Once you have agreed the grade and the rank ordering, the head of department (or head of phase, as appropriate) needs to review and verify the ranking across each subject area within your centre with members of their staff
2. The head of centre should then review and verify each subject and approve the centre assessment grades for each subject.
3. The head of centre may want to do additional checks of the centre assessment grades to ensure they fall within the school's normal grade range/attainment. They may also want to check previous grade distributions at national level for the qualifications.

These are just suggested ideas and there is no requirement to carry out both or either of these checks. Until we receive confirmation of the standardisation approach, we are trying to offer best practice examples that should ensure the approach has been carried out in the right manner.

### Support

We understand it is an uncertain time for you and your students at the moment. Our overriding aim this summer, as with any exam series, is to make sure that every learner receives a grade or award that reflects their knowledge and understanding of the subject they have studied.

We are eager to make sure that you have all the necessary information and support that you need during this time

- there is a large range of support available via the subject pages on our website for [iP here](#) and for [iLS here](#)
- we will be providing guidance on rank ordering your students shortly
- you can contact us via our [Ask the Expert Service](#).