

## **GCSE maths at HRC – our predicted Grade and ranking Process.**

During this unprecedented year, we calculated the GCSE maths grades for our learners. We were required to provide separate reporting by centre - Broxbourne and Ware - and to integrate our Adult Part-Time learners in with our Full-Time learners. In total we were predicting and ranking for over 600 candidates. A very large and demanding task. These grades are now available and we have provided this guide to offer clarity and transparency on our predicting/ranking process.

### **For each learner we provided:**

1. Predicted Grade. We indicated the GCSE grade we feel each learner would have achieved had the year progressed normally. To predict if the learner would have got a GCSE grade X, U, 1, 2, 3, 4, 5, 6, 7, 8 or 9.
2. Ranking. We placed all learners within each grade boundary in rank order. 1 as most likely to get the grade down to (e.g) 117 being least likely.

This information was provided via our Exams team to the Awarding Body and was then to be subject to standardisation before results were determined and released. We are now aware that this standardisation did not/will not occur.

### **Our process.**

#### **1. Predicted grade.**

- Throughout the year, Tutors BRAG rate learners on the GCSE programme. This is ongoing, natural and recorded on promonitor for learners to see on proportal.
- At the start of the year there is less objective evidence to inform the BRAG rating and it tends to rely on attendance, attitude, motivation, formative assessment. More an indicator of overall approach.
- As the year progresses, those factors are still considered but the BRAG becomes focused on predicted outcome and by March should be a trusted indicator of success.

BRAG ratings in general are defined as:

**Blue** = likely to improve GCSE grade by 2 or more from entry grade. To 5+ on GCSE. 4+ on GCSE2.

**Green** = likely to improve GCSE grade by 1 from entry grade. To 4+ on GCSE. 3+ on GCSE2.

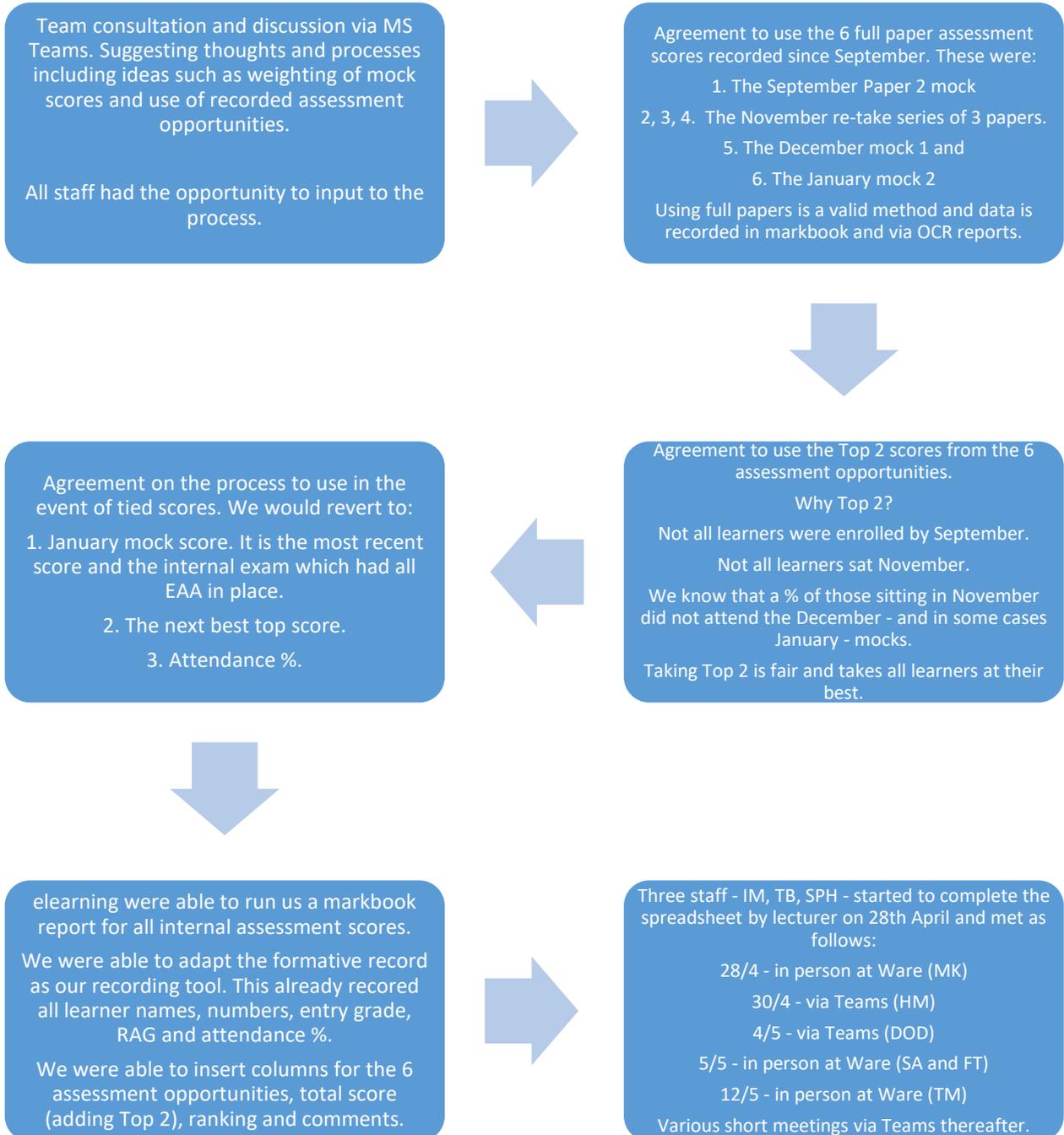
**Amber** = unlikely to improve GCSE grade. Stay at 3 on GCSE. 2 on GCSE2.

**Red** = unfortunately going backwards in GCSE grade. Drop to 2 or less on GCSE. 1 or less on GCSE2.

***When being asked for a predicted grade we (subject to Quality Assurance) used the BRAG rating. Almost pre-empting this process, a BRAG report was downloaded on 20/3/20 and used as the basis for the predicted grade.***

## 2. Ranking.

We were faced with the task of placing over 600 GCSE learners into a rank order. With 8 teachers, across two campuses and both full-time and part-time provision, I decided we had to remove subjectivity as much as we can. Each teacher I feel would be able to rank their individual learners, but to find a way to rank all learners across the centre had to be a more objective process. We went with the following:



### ***Steps and challenges.***

We checked the sheet row by row as we were populating it and checked it again row by row once complete.

Teachers are trusted all year to use the BRAG system effectively and they know the learners best. However we contacted teachers via MS Teams – hence recorded – where we had what appeared irregular results. Either predicted too high or too low based on assessment scores. We had to predict and rank with integrity and transparency with our reported data subject to potential moderation. Where we had queries over predictions and scores, we spoke to teachers and they offered evidence to support or amend a decision, we then added a comment to the learner row on our tracking tool.

With 2 months to go from lockdown till the first exam, we are aware learners can improve – up to 20% was widely considered to be possible. If a score of 145 is needed for a grade 4, we felt that 120 was acceptable to use as a score from 3 papers to predict a grade 4. So from the top 2 scores, 80 was our ballpark guide for a grade 4, 60 for a 3, 40 for a 2.

Where we had learners with a GCSE grade 2 in a GCSE or mixed class we asked all staff to confirm the predicted grade. Staff could assume all learners had a grade 3 in such a class and therefore the BRAG might not be accurate. We checked all of these via MS Teams.

We cross referenced January Mock 2 against the Exam attendance report for Mock 2 to check that all those recorded as 0 on markbook were absent. It transpired that 16 were not. Investigation elsewhere on markbook found 7 scores. For the other 9, staff went into campus and found the evidence. Photos were taken of this evidence and markbook updated.

Integrating adults was a challenge as they had not had the same 6 assessment opportunities FT learners had. We fed back via consultation that for us, we could rank our 2 centres together but would prefer to rank adults separately. Other centres we know felt similarly. Adults did have 2 mock scores, but from different papers. Ultimately with adults taught by a different Tutor and no way of standardising, we used their 2 mock scores to create an overall score, hence rank.

We had learners who scored highly in November, close enough to be re-marked. Now, some were predicted a 3, some a 4. But all (unfortunately) had hardly attended since the Nov exam. Therefore they had all made no progress or offered more evidence toward a grade 4. Their score was high but they had no evidence of progress from a grade 3 due to no assessments sat and no attendance. So we amended their predicted grades to a 3. A tough but consistent decision.

Some learners were predicted a grade, and had only one assessment score which indicated they potentially should be at the top of that grade. But with only one score they were lowly ranked. We did not allow for this – by potentially doubling the one score – and left the scores as they were if no evidence could be found to explain absences.

Guidance said we should include X and U grades. We do not feel we can say that a candidate will not turn up – unless they are noted as moved away or excluded on promonitor. As a result we did have 4 X grades after investigation.

On completion of the process, we found we had 2 learners at Ware moving to a grade 4+ from an entry grade <3. At Broxbourne there were 38. A disproportionately high number. On investigation, 19 were adults who may have studied a long time ago. 7 were on no entry grade with home schooling a factor. There were 12 FT learners. We investigated each to be sure. As a result, we did move 2 down to a 3 due to no evidence of progress since November.

### ***Input process.***

Pasted into the provided sheet alphabetically by surname.

One staff member read name, grade, rank.

Another staff member checked v Master sheet with comments.

Another staff member checked v Exam version.

This process was recorded.

Did flag 4 clashed grade 3's ranking which was then resolved.

### ***The high grade outcome.***

Ware. 37/127 predicted a 4+. 29%.

Broxbourne. 124/488 predicted a 4+. 25.4%

(Reported as separate centres)

Overall. 161/615 predicted a 4+. 26.1% compared to 21.5% (which was just above national average) in 2019.

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