

GUIDANCE

Summer 2020 grades for GCSE, AS and A level, Extended Project Qualification and Advanced Extension Award in maths

Information for Heads of Centre, Heads of Department/subject leads and teachers on the submission of centre assessment grades

Updated 22 May 2020

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Note: this is an updated version of the document first published on 3 April 2020. Substantive changes are indicated by an update box, with the date of the update shown below it.

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Introduction

This information is relevant to all exam centres in England using the following qualifications regulated by Ofqual and offered by AQA, OCR, Pearson, WJEC Eduqas, ASDAN and City & Guilds.

- GCSEs (including short course GCSEs)
- AS and A levels
- Extended Project Qualifications (EPQ)
- Advanced Extension Awards (AEA) in maths

This information also applies to exam centres in Wales and Northern Ireland who offer relevant Ofqual-regulated qualifications¹ offered by AQA, OCR, Pearson, WJEC Eduqas, ASDAN and City & Guilds. Information on other Ofqual-regulated qualifications, including vocational and technical qualifications, will be provided separately.

This information is provided in the context of the most up-to-date advice for educational settings provided by the Department for Education (DfE) and Public Health England.² If that advice changes, Heads of Centre should consider this information in the light of any updated guidance.

This is the second version of this document, which was first published on 3 April 2020. This version takes into account changes we have made following consultation on our approach to issuing results this summer.

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On 18 March 2020, the Secretary of State announced³ that the summer 2020 exam series would be cancelled in order to help fight the spread of the coronavirus (Covid-19) and that students due to sit the exams would be awarded a grade based on an assessment of the grade they would have been most likely to achieve had exams gone ahead. On 23 March, in a written statement to Parliament,⁴ the Secretary of State explained the Government's intention that results would be issued to this year's cohort based on a range of evidence and data, including performance on

¹ GCSEs graded 9 to 1, standalone AS, linear A levels, and legacy A level re-sits. CCEA Regulation will issue guidance for centres in Northern Ireland taking CCEA qualifications.

² <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>

³ <https://www.gov.uk/government/news/schools-colleges-and-early-years-settings-to-close>

⁴ <https://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Lords/2020-03-23/HLWS170/>

mock exams and non-exam assessment. Since then, we have been working with exam boards to enable the award of grades for GCSE, AS, A level, EPQ and AEA this summer, to facilitate progression of students to sixth form, college, higher education, training, apprenticeships or employment.

Exam boards will ask exam centres to generate, for each subject, centre assessment grades (see page 5) for their students, and then to rank order the students within each of those grades. Given the current challenging circumstances, Ofqual and the DfE believe that providing these 2 key pieces of information will enable exam boards to issue the fairest possible results. As far as was practical in the current circumstances, we have consulted with teachers and education leaders across the sector as we developed this approach.

Since publishing the first version of this document, on 3 April 2020, we have also consulted publicly on several aspects of the approach. [A summary of the responses and our decisions are published separately.](#)

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Exam boards have adapted their IT systems to collect these grades and the rank order in a way that is as straightforward as possible for Heads of Centre and their staff. The deadline for submitting this information is Friday 12 June 2020.

This document provides information for Heads of Centre, heads of department/subject leads and teachers about how to generate these grades and the evidence that should be considered and has been updated in the light of feedback from the consultation on our approach to summer 2020 grading. Exam boards will provide detailed instructions for centres and questions should generally be directed to exam boards in the first instance.

The centre assessment grades submitted to exam boards must 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. Heads of Centre should emphasise the need for judgements to be objective and fair (see the section 'The importance of objectivity').

In the interests of fairness to students, judgements made by centres across the country should be consistent. However, it is not feasible in the current circumstances for exam boards to standardise the judgements of all teachers across all subject areas before grades are submitted. So that the final grades awarded are as fair as possible, exam boards will standardise the judgements for each subject across different centres once they have been submitted, using a statistical methodology developed in conjunction with Ofqual.

DfE has confirmed that it will not hold schools/colleges to account on the basis of exams and assessment data from summer 2020, and that the data should not be used by others, such as Ofsted, local authorities, academy trusts, and so on to hold schools/colleges or teachers to account. DfE will not be publishing, or sharing, institution-level school/college accountability measures, such as Progress 8 and Level 3 Value Added, using the summer 2020 data.

What information will be needed?

For every GCSE, AS and A level subject, exam boards will require each school, college or other exam centre to submit the following information:

- a centre assessment grade for each student – the judgement submitted to the exam board by the Head of Centre about the grade that each student is most likely to have achieved if they had sat their exams. This professional judgement is derived from evidence held within the centre and which has been reviewed by subject teachers and relevant heads of department/subject leads
- the rank order of students within each grade – for example, for all those students with a grade of 5 in GCSE maths, or a grade B in A level biology, a rank order where 1 is the most secure/highest attaining student, and so on

This will also apply to the Advanced Extension Award (AEA) in maths and the Extended Project Qualification (EPQ).

Students must not be entered for more than one specification in the same subject.

For GCSE English language spoken language and A level biology, chemistry, physics and geology practical work, exam boards will also collect the grades for the separate endorsements. If they have been completed, the grades should be submitted. If not, then centre assessment grades for the endorsement, as described in this document, should be generated and submitted. Exam boards will contact centres with further instructions about how to submit this data.

There will be no requirement to submit statements of curriculum requirements being met in subjects such as GCSE geography fieldwork.

Centre assessment grades

These should be a holistic professional judgement, balancing the different sources of evidence. Teachers and heads of department/subject leads will have a good understanding of their students' performance and how they compare to other students within the department/subject this year, and in previous years. We want heads of department/subject leads and teachers to consider each student's

performance over the course of study and make a realistic judgement of the grade each student would have been most likely to get if they had taken their exam(s) in a subject and completed any non-exam assessment this summer. This could include U (ungraded).

In coming to this holistic judgement, centres should assume that it is no easier or harder for a student to achieve a particular grade this year, compared to previous years.

For GCSE combined science, the centre assessment grade should use the 17-point grade scale from 9-9 to 1-1.

Teachers should draw on existing records and available evidence (as far as possible in the context of current public health advice). It is important that the judgements are objective, and they should only take account of evidence about student performance. This will include the following, where it is 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 has not been fully completed. You should not ask students to complete their NEA work and you do not need to submit marks for any completed NEA. But you will need to bear in mind that many students achieve a higher grade on their NEA than in their exams, so you should not base your judgment on NEA alone. You should balance it with your judgement about their likely performance in the written paper(s), where appropriate. In case students decide that they want to enter in a subsequent exam series, you should retain any NEA work completed to date
- for re-sitting students, any information about previous grades achieved or NEA marks that would, under normal circumstances, have been carried forward
- for A level students who took AS in 2019, their AS results in that subject
- 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 must reflect the tier of entry (9 to 3 for higher tier; 5 to 1 for foundation, as well as U)
- previous results in your centre in this subject – these will vary according to a number of factors, including prior attainment of the students, but our data⁵

⁵ See for example <https://analytics.ofqual.gov.uk/apps/GCSE/CentreVariability/>

shows that for most centres any year-on-year variation in results for a given subject is normally quite small

- the performance of this year's students compared to those in previous years
- any other relevant information

Where disabled students have an agreed reasonable adjustment (for example a reader or scribe), or other students have an agreed access arrangement, the judgement should take account of likely achievement with the reasonable adjustment/access arrangement in place.

Special consideration requests, in the event that a student is unable to take an assessment or suffers a traumatic event that might affect their performance, will not apply this summer because students will not be taking their exams. Instead judgements should reflect 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, centres should bear that in mind when making their judgements.

Given the timing of the announcement, we recognise that centres will have incomplete evidence, and that the range and amount of evidence will vary between different subjects. Judgements should be made on the evidence that is available.

There is no requirement to set additional mock exams or homework tasks for the purposes of determining a centre assessment grade and no student should be disadvantaged if they are unable to complete any work set after schools were closed. Where additional work has been completed after schools and colleges were closed on 20 March, Heads of Centre should exercise caution where that evidence suggests a change in performance. In many cases this is likely to reflect the circumstances and context in which the work is done.

There will be no requirement to send any supporting evidence, such as student work, to the exam boards, but centres should retain records of this, in case exam boards have any queries about the data.

Please note that these centre assessment grades are not the same as:

- age related grades (usually defined as the grade a student would receive if they took the GCSE, AS or A level now)
- working at grades (the grade a student is currently working at)
- target grades (often set a little higher than likely to be achieved, to motivate students)
- predicted grades provided to UCAS in support of university applications

A rank order of students within each grade, for each subject

The statistical standardisation process will require a more granular scale than grades alone. For this reason, centres will be asked to provide a rank order of students within each grade for each subject. For example, if you have 15 students for GCSE maths for whom you have given a centre assessment grade of 5, you should then rank them from 1 to 15, where 1 is the most secure/highest attaining, 2 is the next most secure and so on.

How to make sure the rank order of students is as accurate as possible

Once centre assessment grades have been submitted, exam boards will carry out a statistical process to standardise the grades between different centres in a subject. For this to be as fair as possible, it is important that the rank order of students in each subject is as accurate as possible.

Where there is more than one subject teacher, they will need to agree one rank order for all students within the centre who are taking that subject. To do this, teachers within a subject department will need to discuss the rank order and come to a shared view of the standard being applied within their centre. We recognise that this will be challenging for some centres and in some subjects, and in the current circumstances. However, the rank order is important for the statistical standardisation process.

In doing this, teachers should draw on examples of student work, including non-exam assessment where available. If 2 or more students are almost indistinguishable in terms of their subject performance (and are therefore judged likely to get the same grade) then it may be very difficult to put them into a rank order. However, exam boards will need a single rank order for all students. Tied ranks (that is, giving 2 students position 1) will not be allowed and will mean the submission is rejected by the exam board and returned to the centre for amendment. This could mean that results are delayed.

Where a centre has a large entry for a subject, with many different teachers, we recognise that this will be challenging. There are a number of ways in which this could be done, including for example, for each teacher initially to grade and rank order their students; discuss and compare the qualities of students at the top and bottom of the rank order within each grade to ensure that a consistent standard is being applied; adjust the grades accordingly; and then integrate the rank orders by discussing individual students beginning at the top of the rank order and working down.

Where a centre uses more than one specification for a subject, they should go through the process of ranking all students within each grade, for the whole cohort, and then submit the rank order according to the guidance produced by each exam board.

The importance of objectivity

In these unprecedented circumstances, schools and colleges are best placed to judge the likely performance of their students if teaching and learning, and exams, had continued as planned. Centres know their students well, and will have regularly assessed their performance throughout the course of study.

We are conscious that these arrangements have had to be put in place very quickly due to the coronavirus (COVID-19) pandemic, so it has not been possible to provide national training to school and college staff to standardise these judgements.

We are providing the following additional information on objectivity in grading and ranking to help schools and colleges play their role in ensuring this year's grading is as fair as possible. This is based on existing research and analysis about how centre-based assessments can be carried out as objectively as possible.

Objectivity in grading and ranking decisions

Each centre assessment grade should be a holistic professional judgement, balancing different sources of evidence and data. It is important that the centre's grading and ranking judgements are objective; they should only take account of existing records and available evidence of a student's knowledge, skills and abilities in relation to the subject. This evidence should inform teachers' professional judgements about each student's likely performance at the time of the exam. Other factors should not affect this judgement, including characteristics protected under equalities legislation such as a student's sex, race, religion/belief, disability status, gender reassignment or sexual orientation.⁶ Similarly, judgements should not be affected by a student's behaviour (both good and poor), character, appearance or social background, or the performance of their siblings.

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⁶ Protected characteristics also include age, marital / civil partnership status, pregnancy and maternity status. More information can be found on the Equality and Human Rights Commission website [here](#).

Unconscious effects on objectivity

To avoid unconscious bias, centres are urged to reflect on and question whether they may have any preconceptions about each student's performance and whether their perception of the evidence might be affected by any irrelevant factors.

Centres should be aware of:

- confirmation bias, for example noticing only evidence about a student that fits with pre-existing views about them
- masking or halo effects, for example a particular view about an aspect of a student hides, or overly accentuates, their actual knowledge, skills and abilities
- recency effects, for example giving undue weight to the most recent interaction with a student or the most recent piece of work done by a student
- primacy effects, for example giving undue weight to 'first impressions' of a student
- selective perceptions, for example giving undue weight to a student's performance on a particular part of the content of the specification rather than considering performance across all the material
- contrast effects, for example over-estimating a student's likely performance having first considered a large number of students who are all at a much lower standard

Information from previous data

The effects described above may not be consistent between either centres or individuals. To understand more about possible effects in a particular centre, a centre could look back at previous years' data, for example, over the past 2 to 5 years, where this is available. Considering data in this way is unlikely to identify all possible effects and may prove inconclusive. Contextual information is likely to be important in considering what weight to give any such data. For example, significant personnel changes might mean that effects in previous years may not be assumed to carry forward, or may reduce the benefits of aggregating data between different years.

A centre could use such data to identify whether there may be any indications of systematic under- or over-prediction for different groups of students, for example, those with particular protected characteristics. For example, a centre may find that it has routinely under-estimated predicted A level maths grades to UCAS compared to grades actually achieved for students with particular characteristics; or routinely over-estimated target English GCSE grades compared to grades actually achieved for students with particular characteristics. The centre could use any such findings as

it checks whether its proposed centre assessment grades for this summer might have been influenced by preconceptions or irrelevant factors.

In doing any such analysis, centres should be aware of and take into account contextual factors. Awareness of the limitations of data and the context in which it was generated may help consider which data is relevant, which is not, and what conclusions may and may not be supported.

Reviewing judgements

Having considered possible unconscious effects on objectivity and any information from available data from previous years, centres are asked to use this information to reflect carefully on their grading and ranking judgements. Dialogue between heads of department/subject leads, teachers and the Heads of Centre can support such reflection and review.

Where any possible unconscious effects, or previous systemic under- or over-prediction for particular groups, have been identified, careful consideration would be needed to ensure, for example, that this was not over-compensated for.

Nonetheless, analysing information, reflection and dialogue as outlined above could help a centre to assure itself that it has effectively fulfilled its duties to promote equality and avoid discrimination as set out under the Equality Act 2010, and to assure itself that it has maximised objectivity and fairness in the judgements that it has made.

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Statistical standardisation

Exam boards, using a model developed with Ofqual, will use a statistical model to standardise grades across centres in each subject. This model will combine a range of evidence including:

- expected grade distributions at national level
- results in previous years at individual centre level
- the prior attainment profile of students at centre level

This statistical standardisation process will not change the rank order of students in a subject within your centre. Nor will it assume that the distribution of grades in each subject and/or each centre should be the same. If, when compared to the evidence above, your judgements in a subject are more generous than would be expected, then the final grades for some or all of your students will be adjusted down. On the other hand, if it appears that your judgements in a subject are more severe, then the final grades for some or all of your students will be adjusted up. We will do this to

align the judgements across centres, so that, as far as possible, your students are not unfairly advantaged or disadvantaged this summer.

This means that the centre assessment grades you submit and the final grade that students receive could be different. It also means that adjustments to centre assessment grades might be different in different subjects.

Which students should be included?

Centres should submit centre assessment grades for all students who were due to sit exams and for whom they are confident that they can make a judgement, and for all year groups, including those in year 10 and below. Where centres have entered students from more than one year group for a subject (for example, year 11 and year 12 students taking GCSE maths or English language, or year 12 and year 13 students taking A level maths), these should be combined into a single rank order for each grade.

The Head of Centre will need to submit to the exam board for such students a centre assessment grade and include them in the centre's overall rank order for each subject.

The DfE has made it clear that no performance tables will be published based on 2020 results. This means that DfE will not include calculated grades from summer 2020, or results from any exams in autumn 2020, in performance tables for future years. In particular, results awarded this summer or autumn for students in year 10 or below will not be included in performance tables in 2021. The same will apply to students in year 12 or below who are awarded A level results this summer.

[We published an update on 5 May](#) following early decisions on these aspects of the public consultation that was open from 15- 29 April 2020.⁷ This sets out our rationale in more detail. We made early decisions on these two points because exam boards were allowing centres to amend their entries between 4 and 15 May and so centres needed some clarity on these aspects before the deadline for entry amendments.

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/883094/Update_on_summer_2020_for_students_in_year_10_and_below_and_for_private_candidates_05MAY2020.pdf

Private candidates and students who have worked with other centres

Heads of Centre can provide centre assessment grades for private candidates and include them in their centre's rank order. If the Head of Centre where a private candidate was registered to take their exams is confident they, or their staff, have seen sufficient evidence of the student's work to form a judgement they can submit a centre assessment grade for the student, and include them in the centre's rank order.

Communicating with private candidates

The Head of Centre should tell any private candidates who had registered to take exams at the centre whether they will provide for them a centre assessment grade and include them in their centre's rank order. The Head of Centre should seek advice from the exam board where cases are not straightforward.

Exam board guidance for centres

[Exam boards have set out further guidance for centres](#) where the Head of Centre is willing to provide a centre assessment grade for a private candidate but wishes to consider additional sources of evidence before doing so. The guidance explains how the centre should do this. This includes the process that centres would need to follow to make judgements about the student's evidence of attainment, so that a centre assessment grade, and rank order position, can be submitted to the exam board.

Private candidates working with a new centre

The exam boards' guidance provides for a private candidate to transfer to another centre so that the new centre may work with the candidate to determine for them a centre assessment grade and include them in their rank order.

Exam boards will decide whether to approve a centre to work with students that they have not previously taught. This will support the exam board to manage any potential risks of such an arrangement. Where a private candidate arranges to work with a new centre that had been approved by the exam board to do so, the student will need to provide the new centre with evidence of their work towards the qualification. The centre would then validate that evidence, for example with some on-line meetings between the student and subject tutors. The centre might also require the student to complete additional work under supervised conditions.

While this approach will provide an additional opportunity for some private candidates to receive grades this summer, we recognise this could be an onerous

process that might not be suitable for all. The centre will also likely charge a fee to work with the student in this way.

We explained in our consultation that we consider it will not be possible for calculated grades to be issued to private candidates where a centre cannot submit for them a centre assessment grade and rank order information. Although we wish to see as many students as possible progress to further study or employment, it is vital all grades are determined using a robust and consistent process so that everyone can have confidence in them.

Heads of centre must be as confident in the centre assessment grades and rank order for private candidates as they are for their other students

Reflecting the expectations set out in our consultation about how we ensure the grading process is as fair as it can be this summer, Heads of Centre must have the same level of confidence in the grade and rank order position they submit for private candidates as they do for their other students.

Evidence from specialist teachers

The exam boards' guidance also reflects our existing expectation that a centre can seek further information from teachers and other education professionals who have been supporting a student's learning to allow them to make secure judgements about centre assessment grades and a student's position in the rank order. This might include, for example, seeking information from teachers in another school, college, or hospital setting, or from qualified teachers of deaf or visually impaired learners, EAL learners or virtual school team(s) working with looked after children studying at the centre. However, this evidence should only be considered in circumstances where some or all of the student's normal teaching time has been undertaken in another setting. While discussions with teachers and other professionals should take place where needed before the centre assessment grade and rank order information are decided by the centre, those final judgements should be kept confidential within the centre.

Transferring a student's entry to another centre with which the student has previously studied

Where a student has studied previously with a centre but has not entered for examinations with that centre, it may be more appropriate for the previous recognised exam centre to submit to the exam board the centre assessment grade and rank order information. This will be in cases where another centre holds more evidence of the student's likely achievement had the exams gone ahead, and so is

better placed to take responsibility for submitting a centre assessment grade and rank order for the student. The exam boards will allow the entry to be transferred from one centre to another in these cases where both centres agree the approach.

Further information for private candidates

Given the particular challenges facing private candidates this summer, we have also asked organisations representing higher and further education to consider the steps that providers could take when making admissions decisions this summer for any private candidates who do not receive a grade. They have told us that they believe that institutions will consider a range of other evidence and information for these students to allow them to progress wherever possible.

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How (and when) to submit this information to your exam board

Exam boards have adapted their IT systems to collect this data in a way that is as straightforward as possible for centres. Centres will be able to start submitting data on Monday 1 June 2020 and the deadline for submitting centre assessment grades and rank order information (as well as grades for A level science practical endorsements and GCSE English spoken language endorsement) is Friday 12 June 2020. Exam boards will provide more detailed instructions. Please contact your exam board with specific queries.

Sharing data with students, parents and carers

Students, parents and carers will want to know that the process of generating centre assessment grades is rigorous, objective and fair. [We have published a message for students and parents/carers that Heads of Centre may wish to circulate.](#)

Centres must not, under any circumstances, share the centre assessment grades nor the rank order of students, or the endorsement grades for GCSE English language and A level biology, chemistry, geology and physics, with students, or their

parents/carers or any other individuals outside the centre, before final results have been issued.⁸

This is to protect the integrity of teachers' judgements, and to avoid teachers, heads of department/subject leads, senior leaders or Heads of Centre being put under pressure by students and parents to submit a grade that is not supported by the evidence. Since the final grades for some or all students in a centre could be different from those submitted, it also helps to manage students' expectations.

Data subjects (students) are able to request their personal data under Article 15 of the General Data Protection Regulation. In the event that centres receive requests for personal information used to award grades this year, prior to results being issued, the Information Commissioner's Office has confirmed that exemption under Schedule 2, paragraph 25 of the Data Protection Act 2018 will apply. More information on this exemption and what this means can be found on its website at: <https://ico.org.uk/global/data-protection-and-coronavirus-information-hub/exam-script-exemption/>

Once centre assessment grades have been submitted to exam boards, the process to produce the final grades will start. More information will be made available to centres, students, parents and carers at the time final results are issued, to facilitate any appeals against the process.

Arrangements for appeals

Under the circumstances of no exams taking place this summer, the normal arrangements for reviews of marking and appeals will not apply. We have considered very carefully the arrangements to be put in place to allow appeals. There is more detail in our separate decisions document '[Decisions on exceptional arrangements for exam assessment and grading in 2020](#)'.

We have decided that we should adopt our proposal that we should not provide an opportunity for students to challenge their centre assessment grade or their position in the centre's rank order through an appeal. A student will be able to ask their centre to check whether they made an error when submitting a centre assessment grade and including them in the centre's rank order. They will be able to raise a complaint to their centre if they have evidence of bias or that they were discriminated against; they could also pass such evidence on to the exam board who could investigate for potential malpractice.

⁸ Exceptions may be made in circumstances where a private candidate is transferring their entry from one centre to another.

We have decided that we should adopt our proposal that we should provide for a centre to appeal to an exam board on the grounds that the exam board used the wrong data when calculating grades, and/or incorrectly communicated the grades calculated.

Having considered all the options available to us in the circumstances of awarding grades in summer 2020 we have decided not to provide for appeals in respect of the operation or outcome of the statistical standardisation model. However, we are investigating whether it might be possible and appropriate to allow for appeals where there is reliable evidence of a significant demographic difference between the centre's cohort and the historical data used for statistical standardisation.

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Internal sign-off within the centre

Department sign-off

Each set of centre assessment grades for a subject must be signed off by at least 2 teachers in that subject, one of whom should be the head of department/subject lead (or where if there is only one teacher or only one is available, by the Head of Centre). Where a staff member might have a personal interest in a candidate (for example as a relative), Heads of Centre should make sure that additional controls are put in place, as appropriate.

Head of Centre sign-off

The Head of Centre will be required to confirm that the centre assessment grades and the rank order of students are a true representation of student performance. If the Head of Centre is unavailable to do this, it may be delegated to a Deputy. In reviewing these centre assessment grades, the Head of Centre should consider how the distribution of centre assessment grades compares with grades achieved by the centre in previous years.

The Head of Centre will be required to submit the following declaration when the data is submitted.

I confirm that these centre assessment grades, and the rank order of students have been checked for accuracy, reviewed by a second member of staff (where possible) and are accurate and represent the objective and professional judgements made by my staff, that entries were appropriate for each candidate and that each candidate has no more than one entry per subject. Having reviewed the relevant processes and data, I am confident that they honestly and fairly represent the grades that these

students would have been most likely to achieve if they had sat their exams as planned, and that they have not been disclosed to either the candidate or their parent/guardian. I understand that exam boards will conduct a statistical standardisation exercise, using a model developed with Ofqual, and that, if the profile of grades submitted is substantially different from what might be expected based on my centre's historical results and the prior attainment of this year's students, the grades for my centre will be adjusted to bring them into line with national standards.

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Exam boards may investigate any attempts to undermine this system which might be regarded as malpractice.

Further advice and information

If you need further information, particularly about the process to submit centre assessment grades, please contact your exam board. We have also published updated [guidance for teachers, students, parents and carers](#).

Exam board contact details

Exam board	Phone	Email
AQA	0800 197 7162	eos@aqa.org.uk
ASDAN	0117 941 1126	info@asdan.org.uk
City & Guilds	0300 303 5352 (option 2, option 3)	technicals.quality@cityandguilds.com
OCR	01223 553998	general.qualifications@ocr.org.uk
Pearson	0344 463 2535 (exams officers) 0345 618 0440 (parents and students)	support.pearson.com/uk/s/qualification-contactus
WEJC Eduqas	029 2026 5000	info@wjec.co.uk



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