



# Using TheEverLearner.com Data to Generate Centre-Assessed Grades

A step-by-step guide for PE teachers in conflict-affected regions

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## Table of contents

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A message from James Simms	2
Understanding CAGs, and what your exam board calls them	4
What evidence do you need?	5
Your TEL data: What you have and where to find it	6
Step-by-step: Generating a CAG using TEL data	10
Dealing with incomplete data	11
Exam-board-specific notes	12
Frequently Asked Questions	13
Need more help?	15

## A message from James Simms

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*Dear colleague,*

*If you are reading this guide, the chances are that your school, your students and your community are facing disruption that no teacher should have to deal with. I want you to know: I see you, and this guide exists because your students still deserve every chance to achieve.*

*In 2020, when COVID-19 cancelled examinations worldwide, millions of students received Centre-Assessed Grades (CAGs) – grades determined by their teachers, supported by evidence, and accepted by universities and employers across the globe. That process worked. It was fair. It was credible. And it is now the established precedent for exactly the situation you find yourself in.*

*This guide will show you how to use data from TheEverLearner.com (TEL) to build a strong, defensible evidence base for your students' grades, whether your exam board calls it a CAG, a TAG, a portfolio submission, or a Non-Exam Contingency Measure.*

*You do not need to be a data expert. You do not need to have used every feature of TEL. If your students have engaged with the platform at any level, you already have evidence you can use.*

*As part of our response to this crisis, we are offering free access to TEL for all teachers and students in conflict-affected schools, and free Gold-tier upgrades for existing customers. Please do not hesitate to reach out if you need support.*

*Your students are counting on you. This guide is here to make sure you feel confident and equipped to deliver for them.*

***James Simms***

Founder, The EverLearner Ltd

# Understanding CAGs, and what your exam board calls them

## What is a Centre-Assessed Grade?

A Centre Assessed Grade (CAG) is a grade awarded by your school (the “centre”) on behalf of a student. It represents your professional judgement of the grade that the student would most likely have achieved had they sat their formal examinations. The grade is overseen by the relevant awarding body (exam board) and must be supported by documented evidence.

Different exam boards use different names for this process, but the core principle is the same: a teacher’s professional judgement, supported by a clear evidence trail.

## Terminology by exam board

Exam board	Term used	Status (Middle East, 2026)
OxfordAQA (International)	TAG — Teacher Assessed Grade	Confirmed — in effect now
IB (International Baccalaureate)	NECM — Non-Exam Contingency Measure	Confirmed — UAE exams cancelled
Pearson Edexcel (International)	Portfolio / Evidence-Based Grading	Announcement expected April 2026
Cambridge International	Special Consideration Assessed grades* <small>*Language borrowed from Cambridge publications regarding Covid-19</small>	Exams still planned; evidence preparation recommended
AQA / OCR / Edexcel (UK domestic)	CAG — Centre Assessed Grade	Precedent set in 2020 and 2021

Throughout this guide, we use “CAG” as the umbrella term for all of these processes. Whatever your exam board calls it, the evidence requirements and the principles are fundamentally the same.

## The COVID-19 precedent: Why CAGs work

In 2020 and 2021, formal examinations were cancelled across the United Kingdom and in many international centres due to the COVID-19 pandemic. In England alone, Ofqual (the Office of Qualifications and Examinations Regulation, the government body that oversees exam standards) approved Centre Assessed Grades for millions of students across all GCSE, AS, and A-level subjects.

Universities accepted these grades for admissions. Employers accepted them for recruitment. The process was not perfect (no system is), but it was widely recognised as fair, evidence-based, and credible. The key lesson from 2020: when teachers document their evidence carefully and apply professional judgement honestly, the system works.

Key principle: A CAG is not a guess. It is a professional judgement, backed by documented evidence, reviewed through quality assurance, and submitted with a Head of Centre declaration.

## What exam boards expect

- A holistic professional judgement of the student's most likely grade
- Students ranked within each grade boundary (where within the grade does each student sit?)
- Evidence from multiple sources gathered across the course of study
- A clear audit trail for quality assurance
- A Head of Centre declaration confirming objectivity and fairness
- Documentation of reasoning, especially where grades differ from historical patterns

## What evidence do you need?

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### Valid evidence types

Exam boards accept a range of evidence types. The strongest submissions draw on multiple categories:

- Mock exam and in-class assessment scores
- Performance data across multiple assessment objectives (A01, A02, A03)
- Class test and quiz results gathered over the duration of the course
- Coursework or controlled assessment marks
- National or cohort benchmarking comparisons
- Records of engagement, verbal responses, and participation

### Why multiple data points matter

A single test score tells a limited story. A student might have had an exceptional day or a terrible one. Exam boards are looking for a pattern of evidence that builds a credible picture of what a student can consistently do. The more data points you can present, drawn from different assessment types and different points in the course, the more defensible your grade judgement becomes.

### Why progress over time matters

A student who scored 45% in October but 72% in March is in a very different position from a student who scored 72% in October but 45% in March. Both have the same average, but the trajectory tells a completely different story. Showing progress (or consistent performance) over the duration of the course is one of the most powerful things you can include in a CAG evidence pack.

## Evidence checklist

Use this checklist to ensure your evidence pack is as strong as possible before submission:

- Assessed exam-mode scores from timed conditions (TEL Tier 4)
- Checkpoint averages across multiple attempts (TEL Tier 3)
- Core Assessment (CA) scores across the academic year (TEL CAMs)
- National Mock Exam (CA10) result, if available
- Test mode scores showing knowledge retention over time (TEL Tier 2)
- Tutorial completion percentage demonstrating course coverage (TEL Tier 1)
- PE Data Centre benchmarking comparison
- Teacher professional judgement notes (verbal performance, participation, practical ability)
- Any additional in-class assessments, coursework, or controlled assessment marks
- Rank order of students within each grade boundary

## Your TEL data: What you have and where to find it

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### The four-tier TEL platform

TheEverLearner.com is built around a four-tier structure. Each tier serves a different purpose in the learning journey, and each produces data that can support a CAG evidence pack. Understanding which tier produces which data is the foundation of this guide.

Tier	Name	Primary purpose
Tier 1	Tutorials + Practice mode	Learning and knowledge acquisition
Tier 2	Test mode	Retrieval practice and knowledge retention
Tier 3	Checkpoint mode	Summative-style assessment and diagnostics
Tier 4	Exam mode (ExamSimulator)	Exam simulation, assessed performance, and diagnostics

### Tier 1: Tutorials and practice mode

Video tutorials taught by James Simms cover all specification content. Practice mode quizzing consolidates knowledge immediately after or between tutorials.

### Data tracked per student:

- Percentage of video tutorials watched
- Percentage of course tutorials completed
- Time spent in practice mode per lesson and per course
- Total time (tutorial + practice) per lesson and per course

**CAG relevance:** Tutorial completion and practice time demonstrate sustained engagement and learning effort. A student who has completed 95% of tutorials presents a far more credible performance profile. Exam boards accept engagement records as supplementary evidence.

**Best-practice benchmarks:** Students should complete a minimum of 60% of course tutorials per academic year (90–120% for two-year courses). Approximately 15 minutes per lesson in practice mode.

## Tier 2: Test mode

Retrieval practice quizzing using three recommended formats:

1. Flipped-learning mastery quiz (6–12 questions; 80% mastery standard; multiple attempts)
2. Post-lesson interleaved quiz (new content mixed with older topics; spacing and interleaving effects)
3. Weekly whole-course quiz (20 questions across all learning to date; single attempt)

### Data tracked per student:

- Time spent in test mode per lesson and per course
- Live test score (last 12 questions) per lesson
- Live test score (last 12 questions) per course

**CAG relevance:** Live test scores across multiple lessons provide a longitudinal performance record. Weekly whole-course quiz scores demonstrate consistent retrieval across all content areas — exactly the sustained, broad performance profile that supports a grade judgement.

## Tier 3: Checkpoint mode

Checkpoints are summative-style assessments — interleaved, time-aware, and “wrapped like an exam.” TEL recommends that every course checkpoint be completed at least twice.

### Data tracked per student:

- Checkpoint score per attempt
- Time spent per attempt
- Checkpoint average per checkpoint (including all repetitions)
- Checkpoint average per course (including all repetitions)

**CAG relevance:** Multiple checkpoint attempts showing improvement are among the most compelling evidence of student development. The interleaved nature mirrors real exam conditions, making these scores highly credible as summative evidence.

#### Tier 4: Exam mode (ExamSimulator)

TEL's full exam simulation environment. All questions and mark schemes are written by James Simms and the entire team at TEL based on extensive past-paper analysis across all major exam boards.

##### Key features:

- Exams can be set as online assessed (timed), online practice (untimed), or offline printable
- Questions filtered by command skill ('Describe', 'Explain', 'Evaluate', 'Justify', etc.), assessment objective (A01/A02/A03), marks, or search term
- PE Data Centre integration for question dynamics review
- Teachers can allocate extra time to individual students
- Auto-indicative marking highlights potentially correct answers and links to the mark scheme
- Auto-mark tallying and diagnostic reporting on every completed exam

##### Data tracked per student:

- Number of exam questions answered per lesson and per course
- Average exam score per lesson (all exam questions)
- Average exam score per lesson (assessed exam questions only)
- Average exam score per course (all exam questions)
- Average exam score per course (assessed exam questions only)

**CAG relevance:** Assessed exam-mode scores in timed conditions, covering A01/A02/A03, directly mirror formal exam performance. The diagnostic reports provide a per-student summary of strengths and weaknesses by topic and command skill: a ready-made evidence document for your CAG evidence pack.

#### Centralised Assessment Models (CAMs)

CAMs are pre-designed assessment sequences for each qualification (AQA GCSE PE, A-level PE, BTEC Sport, Cambridge Nationals, and others). Each CAM includes 7-10 interleaved Core Assessments (CAs) plus a National Mock Exam (CA10).

- Each CA targets specific content areas and specific command skills
- Interleaving ensures performance cannot be attributed to a single topic's strength
- Extended writing (six-mark questions) features in the majority of CAs
- Available via ExamSimulator (Gold-tier access)

CAMs are the most structured evidence body available on TEL. Multiple CAs across the year, interleaved and assessed in exam conditions, give a comprehensive longitudinal picture. CA10 (National Mock Exam), a full-length mirror of the actual exam sat nationally, is the single most powerful individual evidence point.

## PE Data Centre

TEL's national benchmarking resource provides:

- Performance data by content area and assessment objective
- Historic grade boundary data
- National cohort performance on Core Assessments (anonymised)
- Comparative data between equivalent exam boards

Benchmarking your students' TEL scores against national data provides external validation of your teacher judgement. This is particularly powerful in IB NECM and Pearson portfolio submissions.

## Full data-to-evidence mapping

TEL data source	Evidence category	How to use for CAG
Tutorial completion %	Engagement / Course coverage	Demonstrates breadth of study and commitment.
Practice-mode time	Learning effort	Contextualises assessment scores with learning investment.
Test-mode scores (per lesson/course)	Longitudinal knowledge retention	Shows retrieval performance across all topics over time.
Checkpoint scores (per attempt + average)	Summative assessment evidence	Multiple checkpoints = progress; interleaving = reliable breadth
Exam-mode scores (assessed, per lesson/course)	Direct assessment evidence	Closest equivalent to formal exam performance
ExamSimulator diagnostic reports	Per-student performance profile	Ready-made evidence document by topic and AO
Core Assessment (CA1-CA10) scores	Course-mapped assessment series	Multi-point evidence body; interleaved; mirrors exam progression
National Mock Exam (CA10)	Full-length mock exam result	Strongest single evidence point; national comparison available

TEL data source	Evidence category	How to use for CAG
PE Data Centre benchmarks	National contextualisation	Validates teacher judgement against objective national data.

## Step-by-step: Generating a CAG using TEL data

Follow these eight steps to move from raw TEL data to a submitted, defensible Centre Assessed Grade.

### 1 Compile your TEL data

For each student, gather: Core Assessment scores (CA1–CA10), checkpoint averages, exam-mode scores (assessed only), tutorial completion percentage, and test-mode scores. Export or screenshot these from your TEL dashboard. If you have run the National Mock Exam (CA10), ensure this is included as a priority.

### 2 Calculate a performance indicator

Use your exam-mode average (assessed questions, timed conditions) and checkpoint averages as your primary performance indicators. Test-mode scores and tutorial completion data serve as supplementary context. If you have CA scores, these form the backbone of your evidence: calculate the mean across all completed CAs.

### 3 Contextualise against national benchmarks

Use the PE Data Centre to compare your students' scores against national cohort data. This sense-checks your judgement: if a student's TEL scores sit consistently above the national average for Grade 6 students, that supports a Grade 6 or above. If their scores sit below, ask yourself whether other evidence (verbal performance, practical ability) justifies a higher grade.

### 4 Apply teacher professional judgement

No data set captures everything. Adjust your working grade using your knowledge of the student: verbal responses in lessons, practical performance, effort and engagement, and any factors that may have affected their data (illness, personal circumstances, late entry to the course). Document your reasoning.

### 5 Assign a grade and rank within grade

Using your exam board's grade boundaries (available via the PE Data Centre or your board's published materials), assign each student a grade. Then rank all students within the same grade (for example, if you have five students at Grade 7, rank them 1st to 5th within that boundary). This rank order is a requirement for most boards.

## 6 Document your reasoning

For each student, write a brief note explaining: which data points support the grade, why you have chosen this grade over the one above or below, and any adjustments you made based on professional judgement. Keep it concise (two to three sentences per student is sufficient).

## 7 Compile an evidence pack

For each student, assemble: CA/exam scores, ExamSimulator diagnostic report, checkpoint averages, PE Data Centre benchmark comparison, and your teacher notes. This pack is your audit trail: it must be available for quality-assurance review by your Head of Centre and, potentially, by your exam board.

## 8 Submit to your exam board

Contact your exam board for the current submission format, deadline, and any specific requirements. Submission processes vary by board and may be updated at short notice during this period. Do not wait for a final announcement if you can begin preparing evidence now.

# Dealing with incomplete data

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Not every student will have a complete data set. Some may have joined TEL partway through the course; others may not have completed every Core Assessment or checkpoint. This section addresses how to handle those situations responsibly.

## If only some CAs or checkpoints have been completed

Use the data you have. Three or four strong CA scores, especially if they cover different content areas and command skills, still provide a credible evidence base. Focus on the breadth of what has been covered: if the completed CAs span multiple topics and include both A01 (knowledge recall) and A02/A03 (application and analysis), the evidence is stronger than it might appear at first glance.

## Extrapolating responsibly from partial data

Where data is limited, triangulate. Compare what you do have from TEL (exam-mode scores, checkpoint averages, test-mode scores) with any other evidence available to you: in-class assessments, homework marks, verbal performance, practical grades, and your direct observation of the student over the course. The principle is consistency: if multiple evidence sources point to the same grade range, your judgement is well-founded.

## The role of teacher knowledge

You know your students. You have watched them learn, struggle, improve, and respond to challenge over months or years. That knowledge is valid evidence. Exam boards explicitly recognise teacher professional judgement as a core component of the CAG process: it is not a “last resort” but an integral part of the system. Where TEL data is thin, your professional knowledge of the student becomes the primary evidence, supported by whatever data is available.

## Conservative vs. generous: The professional standard

Aim for accuracy, not generosity or conservatism. Your job is to identify the grade the student would most likely have achieved. Inflating grades undermines the credibility of the entire process and puts students at risk of being placed in courses they are not prepared for. Equally, being overly conservative denies students the grades they have earned. Use your evidence, apply your judgement, and be honest.

Remember: exam boards expect honest, evidence-based professional judgements. A well-documented Grade 5 with clear supporting data is far stronger than an undocumented Grade 7.

## Exam-board-specific notes

The following summarises the current situation for each major exam board operating in the Middle East as of April 2026. Please check with your exam board for the most up-to-date guidance, as the situation may change at short notice.

### IB (International Baccalaureate)

UAE IB Diploma Programme (DP) and Career-related Programme (CP) May 2026 exams have been officially cancelled, affecting approximately 3,300 students across 55 IB World Schools. Qatar has also seen cancellations. Students will be awarded results under the IB’s Non-Exam Contingency Measure (NECM), based on externally assessed coursework and teacher-predicted grades.

**How TEL helps:** Your TEL exam-mode scores and ExamSimulator diagnostic reports serve directly as predicted grade evidence. CA scores across the year provide the longitudinal data the IB requires. PE Data Centre benchmarking strengthens your predicted grades with national context.

### OxfordAQA (International)

IGCSE and A-Level exams in the UAE have been cancelled and replaced with Teacher Assessed Grades (TAGs). Teachers must submit grades supported by a portfolio of evidence.

**How TEL helps:** TEL data maps directly to TAG evidence requirements. Exam-mode assessed scores, checkpoint averages, and CA scores form your primary evidence. Diagnostic reports give you the per-student breakdown that TAG portfolios require.

## Pearson Edexcel (International)

As of late March 2026, exams are expected to proceed, but contingency processes are in place. An official announcement on potential cancellations is expected early to mid-April 2026. The most likely scenario is a portfolio or evidence-based grading process.

**How TEL helps:** TEL's four-tier data structure provides ideal portfolio content. Begin compiling your evidence now. If the portfolio process is confirmed, you will be ready to submit immediately.

## Cambridge International

Coursework submission deadlines have been extended (announced 10 March 2026). Exams are scheduled for late April through June 2026 and are currently still expected, but the situation remains highly uncertain.

**How TEL helps:** Prepare your TEL evidence now as a contingency. If exams proceed, this preparation is valuable revision support. If exams are cancelled, you will already have your evidence pack assembled.

## Other boards

- CBSE: Remaining Class 10 exams cancelled across UAE, Saudi Arabia, Qatar, Oman, Bahrain and Kuwait.
- FBISE: SSC exams postponed in the UAE, Kuwait and other affected nations.

For all boards: Contact your exam board directly for current submission deadlines, formats and any specific requirements. These may be updated at short notice.

## Frequently Asked Questions

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### “Can I use TEL data alone, or do I need other evidence?”

TEL data can form the core of your evidence pack, and in many cases, it will be your strongest source. However, exam boards expect you to draw on all available evidence. If you have additional in-class assessments, coursework marks or records of practical performance, include them. TEL data combined with your professional judgement and any supplementary evidence creates the most defensible submission.

### **“What if my students only joined TEL recently?”**

Use whatever TEL data you have, even if it covers only a few weeks. Recent exam-mode scores and checkpoint results still provide valid assessment evidence. Supplement with any other data from earlier in the course (paper-based tests, homework marks, teacher observations) to build a fuller picture.

### **“What if I haven’t run the National Mock Exam yet?”**

The National Mock Exam (CA10) is the single strongest evidence point, but it is not essential. If you have not yet run it and there is time to do so, we strongly recommend it (even now, under remote-learning conditions). If it is not possible, your other CA scores, exam-mode data and checkpoint averages still provide a solid evidence base.

### **“How do I handle students who performed inconsistently across tiers?”**

Inconsistency is normal. A student may perform strongly in test mode (knowledge recall) but less well in exam mode (application under timed conditions), or vice versa. Use the tier most closely aligned with the exam format as your primary indicator (Tier 4 and Tier 3), and use other tiers to contextualise. Document your reasoning for the grade you award.

### **“What’s the difference between a CAG and a predicted grade?”**

A predicted grade is forward-looking: it estimates what a student might achieve in a future exam. A CAG is retrospective: it represents the grade the student would most likely have achieved had the exam taken place. A CAG is typically supported by more rigorous evidence and a formal quality assurance process. In practice, for the IB NECM process, the two concepts are closely related.

### **“My exam board hasn’t officially cancelled. Should I still prepare evidence?”**

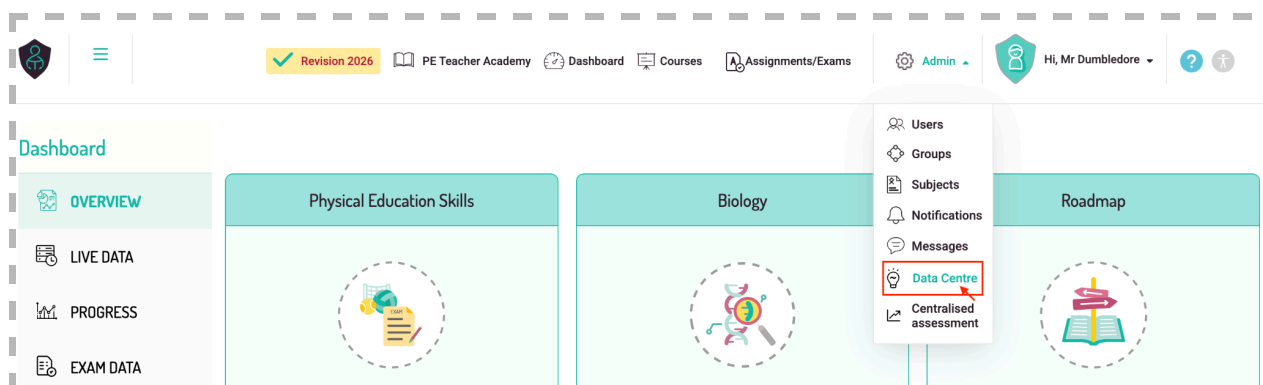
Yes. Absolutely. The exam window begins as early as late April 2026, and several boards have not yet made final announcements. Preparing your evidence now costs nothing but time, and if cancellations are confirmed, you will be ready. If exams proceed, the data you have gathered is valuable revision material.

### **“Is this process fair to my students compared to those who sat exams?”**

This is a question many teachers understandably ask. The 2020 and 2021 experience showed that well-documented CAGs are accepted as equivalent to exam-based grades by universities, employers and regulatory bodies. Your students’ grades will carry the same weight. The key is ensuring your evidence is thorough and your judgements are honest.

## “How do I access the PE Data Centre?”

The PE Data Centre is available to all TEL subscribers. Access it through your TEL dashboard. If you are on a free access arrangement during this period, your account will include PE Data Centre access. If you have difficulty, contact TEL support.



## Need more help?

You are not alone in this process. The EverLearner team is here to support you.

### Contact TEL Support

For further help, please email us at [support@theeverlearner.com](mailto:support@theeverlearner.com).

### Request free access or Gold upgrade

If your school is affected by the current conflict and you do not yet have access to TEL, or if you are an existing customer who would like to activate your free Gold upgrade, please:

- [Click here to request free access](#) – For those PE departments who are not customers of The EverLearner and would like free access until the end of the exam period
- [Click here to request free upgrade to Gold](#) – For those PE departments who are customers of The EverLearner and would like to use additional features until the end of the exam period.

### Connect with the TEL teacher community

You are part of a community of over 1,200 PE teachers using TEL across the UK and internationally. Sharing experiences, strategies and support with fellow professionals can make this process feel less daunting. We encourage you to connect with other TEL teachers and to share this guide with colleagues who may benefit. [Click here to see our Customer Map](#).

Your students are counting on you – and you already have the tools and the data to deliver for them. This is what great teaching looks like: meeting your students where they are, with the best evidence you can assemble, and advocating for their futures.

*This guide was produced by The EverLearner Ltd in April 2026 as a practical companion to the TEL free access offer for conflict-affected schools. It does not constitute formal exam-board guidance. Always check with your exam board for the most current submission requirements.*