



Essential Information regarding

Teacher Assessed Grades

Summer 2021

GCSE Art & Design	Type of Assessment	Unit 1 course work portfolio sketchbook 1AD0				Level of Control H, M, L
		AO1	AO2	AO3	AO4	
Assessment 1: course work portfolio	Year 10-11 sketchbook	Y	Y	Y	Y	M/L
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:</p> <p>In some cases, students have very limited evidence of each but all assessment objective are used.</p>						
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</p> <p>With GCSE Art and Design the assessed coursework starts at the very start of year 10. With the exam element being eliminated early on students have focused on one sustained course work project that cover all of the assessment objective.</p>						

GCSE Biology	Type of Assessment	Paper 1 content (AO 1-3)	Paper 2 content (AO 1-3)	Level of Control H, M, L
Assessment 1: Mock Exam – Nov 2020 Full biology paper	Controlled Exam <i>Paper 1 May 2019</i>	Y		H
Assessment 2: Mock Exam – April 2021 Full biology paper	Controlled Exam May 2020	Y		H
Assessment 3: Paper 2 class assessments May 2021	In class assessment		Y	M
Assessment 4 Tracking data from the last three years based on standardized end of topic tests	Prior tracking years 2017 - 2020	y	Y	M
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:</p> <ul style="list-style-type: none"> • The science cohort is taught by multiple teachers therefore classes are taught various parts of the curriculum during different terms of the academic year. This not only enables subject specialism teaching for a majority of classes but also to ensure practical resources are available for all teaching staff. • During remote learning, subject content that relied heavy on practical aspects to aid students understanding were rescheduled resulting in certain topics being omitted. Some of the key concepts will be taught over this term with class assessments used to demonstrate understanding. • Due to two long periods of remote learning over the past two years, students have gaps in subject knowledge as the full range of the curriculum was not able to be taught. Period 6 sessions have been used as additional time to bridge some of the gaps. 				
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</p> <ul style="list-style-type: none"> • Assessments 1 & 2 Mock exams (<i>high level of control</i>) will be used as our primary source of evidence. <ul style="list-style-type: none"> - This covers only paper 1 material as students have covered this content with face-to-face learning. Students will re-sit a paper 1 rather than paper 2 in mock 2 as they have already revised and prepared for this exam for mock 1. Students have already experienced sitting this paper during their first mock and have a QLA of their results so have full understanding of what areas they individually need to work on enabling targeted revision ready for mock 2. - These mock exams were completed in controlled conditions therefore having accurate data of students' knowledge and understanding reflecting a typical final exam. - Able to use full official exam papers as all content have been covered so will be consistent across the whole cohort. - Official mark schemes can be used for marking and moderation. - Official grade boundaries can be used to ensure reliable consistent data. 				

- **Assessment 3: In class topic assessments (*medium level of control*)**
 - This data demonstrates student's individual progression in each topic taught through the academic year.
 - These assessments are not completed under a full controlled environment, they are completed independently mocking exam conditions.

- **Assessment 4: Recap tests (*medium level of control*)**
 - This data demonstrates students understanding from subject content covered during year 10 of their curriculum.
 - Assessments were consistent across the cohort and therefore comparable for analysis and tracking.
 - Assessments consisted of past official exam questions with official mark schemes and therefore reliable grading can be awarded.

- **Assessment 3: Paper 2 in class assessments (*medium level of control*)**
 - Assessments are consistent across the cohort so are comparable for analysis and tracking.
 - Consists of an official exam question with an official mark scheme therefore reliable data can be generated across the cohort.
 - Covers key content of the paper 2 curriculum in which students have not experienced a controlled exam in.
 - Enables evidence of the wider range of the KS4 science curriculum.

- **Assessment 4: Prior Tracking Data (*medium level control*)**
 - Provides evidence of previous topics covered that demonstrates progression over time.

GCSE Business Studies	Type of Assessment	Units 1-4				Units 5-6				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: Mock Examination November 2020	Examination 2019 Series Paper 1 - externally moderated (5/15 candidates)	Y	Y	Y	Y					H
Assessment 2: Mock Examination April 2021	Examination (2020 series Paper 1)	Y	Y	Y	Y					H
Assessment 3: In-class assessment using exam board additional assessment materials	In class assessment in exam conditions – to provide assessment of units 5 and 6					Y	Y	Y	Y	H
Assessment 4: In-class assessments (September 2020 – March 2021)	6 separate end of topic In-class assessments using exam style questions. Marked in strict accordance with exam mark schemes.	Y	Y	Y	Y	Y	Y	Y	Y	M
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why: N/A										
Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:										
<ul style="list-style-type: none"> • The four sources of evidence listed provide coverage of all the assessment objectives and all of the 6 units of the course. • Assessment 1 (October Mocks) – Paper 1 was marked by the subject teacher with external independent moderation by an AQA examiner. The moderation report is available detailing the accuracy of teacher marking. The same standards have been applied across all the assessments listed. • Assessment 2 – Further assessment of Units 1-4 and all AO4 • Assessment 3 – as there were no exam assessments of the contents of Units 5 and 6, the subject teacher has selected assessments tasks from those provided by the exam board as additional assessment materials. These assessments cover all AO's, completed in test conditions and marked in accordance with mark scheme. • Assessment 4 – These were In-class end of topic assessments using exam style questions provided by Tutor2U (as there have only 2019 and 2020 exam series for this spec, which were saved to be used for mocks). They were completed independently in test conditions. Assessments were marked using the mark scheme published by AQA. These assessments show students' progress through the year and formed the basis of tracking point grades. 										

GCSE Chemistry	Type of Assessment	Paper 1 content (AO 1-3)	Paper 2 content (AO 1-3)	Level of Control H, M, L
Assessment 1: <i>Mock Exam – Nov 2020 Full chemistry paper</i>	<i>Controlled Exam Paper 1 May 2019</i>	Y		H
Assessment 2: <i>Mock Exam – April 2021 Full chemistry paper</i>	Controlled Exam Paper 1 May 2020	Y		H
Assessment 3: Paper 2 class assessments May 2021	In class assessment		Y	M
Assessment 4: Tracking data from the last three years based on standardized end of topic tests	Prior tracking years 2017 - 2020	Y	Y	M

If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:

- The science cohort is taught by multiple teachers therefore classes are taught various parts of the curriculum during different terms of the academic year. This not only enables subject specialism teaching for a majority of classes but also to ensure practical resources are available for all teaching staff.
- During remote learning, subject content that relied heavy on practical aspects to aid students understanding were rescheduled resulting in certain topics being omitted. Some of the key concepts will be taught over this term with class assessments used to demonstrate understanding.
- Due to two long periods of remote learning over the past two years, students have gaps in subject knowledge as the full range of the curriculum was not able to be taught. Period 6 sessions have been used as additional time to bridge some of the gaps.

Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:

- **Assessments 1 & 2 Mock exams (high level of control)** will be used as our primary source of evidence.
 - This covers only paper 1 material as students have covered this content with face-to-face learning. Students will re-sit a paper 1 rather than paper 2 in mock 2 as they have already revised and prepared for this exam for mock 1. Students have already experienced sitting this paper during their first mock and have a QLA of their results so have full understanding of what areas they individually need to work on enabling targeted revision ready for mock 2.
 - These mock exams were completed in controlled conditions therefore having accurate data of students' knowledge and understanding reflecting a typical final exam.
 - Able to use full official exam papers as all content have been covered so will be consistent across the whole cohort.

- Official mark schemes can be used for marking and moderation.
- Official grade boundaries can be used to ensure reliable consistent data.

- **Assessment 3: Paper 2 in class assessments (*medium level of control*)**
 - Assessments are consistent across the cohort so are comparable for analysis and tracking.
 - Consists of an official exam question with an official mark scheme therefore reliable data can be generated across the cohort.
 - Covers key content of the paper 2 curriculum in which students have not experienced a controlled exam in.
 - Enables evidence of the wider range of the KS4 science curriculum.

- **Assessment 4: Prior Tracking Data (medium level control)**
 - Provides evidence of previous topics covered that demonstrates progression over time.

BTEC Tech Award Child Development	Supporting evidence	Banked or alternative evidence	Comments
Assessment 1: Component 1 Children's Growth and Development	CAG from last year	Banked	<p>Fully completed Learning Aim A which has descriptive and explanatory evidence of growth and development from birth to 5 years (A.2P1 A.2P2)</p> <p>Comparisons and the assessment of the impact have been made for an individual across three life stages (A.2M1 A 2D1)</p> <p>Learning Aim B explain at least three factors that may have an effect on growth and development of a child from birth to five years old. Two physical factors, and a minimum of one each from socioeconomic and environmental factors. (B.2P3 B.2P4)</p> <p>compare the relevant factors that may affect growth and development, two physical factors and a minimum of one from socioeconomic and environmental factors. (B.2M2)</p> <p>Assess the relevant factors that may have affected the growth and development of a child from birth to five years, including at least two from each category. Draw comparisons regarding greatest to least effect of each factor (B.2D2)</p>
Assessment 2: Component 2 Learning Through Play	CAG from last year	Banked	<p>Fully completed Learning Aim A fully describe each stage of play, giving examples of at least one activity per stage of play that could promote learning. Explain the role of the adult during play, making reference to specific activities across all stages of play (A.2P1 A.2P2)</p> <p>Consider the importance of the adult's role in play, making links to specific activities. Describe how play can be organised for example adult led, adult initiated and child-initiated play and provide at least one example of each. Make links between the structure of the play activities, the benefits of the play activity to the child's learning and the adults role in supporting learning (A.2M1)</p> <p>Consider in detail each stage of play, Discuss how play can be organised and what children can learn. Assess how each approach to play could potentially advantage or disadvantage a child's learning during the stages of play. Draw conclusions on the most effective ways to organise play activities to promote children's learning in all stages of play (A.2D1)</p> <p>Learning Aim B</p> <p>Describe ways that play activities can promote learning across the five areas of development. A minimum of one play activity for each area of development that could be used to promote learning (B.2P3 B.2P4)</p> <p>Discuss how each play activity may promote learning across the five areas of development (B.2M2)</p>

			Assess how the play activities selected in B.2M2 promote learning across the five areas of development. Make a judgement on the extent to which activities promote learning across all areas of a child's development (B.2D2)
Assessment 3: Component 3 Supporting Children to Play, Learn and Develop (All content taught)	Mock exam papers x 3 and completion of Sample Assessment materials. Grades awarded for work by teacher	Alternative	Learners will demonstrate knowledge and understanding of individual circumstances that may affect a child's learning and development. Ability to identify risks and hazards in play environment. Can make considered and relevant links between suggested activity and different areas of development. Can make suggestions on ways to adapt the activity to include children with different individual circumstances to promote inclusion and learning and development. L2P Learners demonstrate a high level of knowledge and understanding of the individual circumstances that may affect a child's learning and development. Will demonstrate a high ability to recognise potential risks and hazards in the play environment and identify areas where positive risk taking is appropriate in order to help promote a child's learning and development. Make focused suggestions for extending or adapting activities for children with individual circumstances, considering how the adaptations made will support the child to progress across different areas of development.L2 Distinction.
Holistic Q-Tag	<p>Rationale:</p> <p>For a L2 PASS being awarded Throughout the learner's work that is available, there is evidence of the pass criteria being met. There is very little or no evidence that the higher-level criteria have been attempted. No comparisons are made, and the work does not assess, analyse or justify to a satisfactory level, the judgements made.</p> <p>For a L2 MERIT being awarded Throughout the learner's work that is available, there is evidence of the merit criteria being met. There is evidence that higher-level criteria have been attempted in places. Some assessment/explanation has been made</p> <p>For a L2 DISTINCTION being awarded Throughout the learner's work that is available, there is evidence of the distinction criteria being met. There is evidence that the higher-level criteria has been met. Comparisons are made, and the work does show assessment/analysis to a satisfactory level, with relevant judgements being made</p>		

GCSE Citizenship	Type of Assessment	Content			Level of Control H, M, L
		AO1	AO2	AO3	
Assessment 1: Mock 1	<i>Mock 1 (November 2020, paper two)</i>	Y	Y	Y	H
Assessment 2: Mock 2	Mock 2 April 2021 (Paper one)	Y	N	N	H
Assessment 3: Mock 3	Mock 3 April 2021 (Paper three)	Y	Y	Y	H
Assessment 4: In- class assessment	Exam question (May 2021, paper one)	Y	N	N	H
Assessment 5: In-class assessment	Exam question (May 2021, paper three)	Y	Y	Y	H
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:					
N/A					
Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:					
<ul style="list-style-type: none"> • The mock exams include all three papers that the group would have faced if the eternal exams took place. • All of the assessment points are based on past papers using the relevant mark schemes. 					

GCSE Combined Science	Type of Assessment	Paper 1 content - (AO 1-3)	Paper 2 content - (AO 1-3)	Level of Control H, M, L
Assessment 1: Mock Exam – Nov 2020 Full papers for biology, physics and chemistry	<i>Controlled Exam Paper 1 May 2019</i>	Y		H
Assessment 2: Mock Exam – April 2021 Full papers for biology, physics and chemistry	Controlled Exam Paper 1 May 2020	Y		H
Assessment 3 Paper 2 class assessments May 2021	In class assessment		Y	M
Assessment 4: Tracking data from the last three years based on standardized end of topic tests	Prior tracking years 2017-2020	Y	Y	M
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:</p> <ul style="list-style-type: none"> The science cohort is taught by multiple teachers therefore classes are taught various parts of the curriculum during different terms of the academic year. This not only enables subject specialism teaching for a majority of classes but also to ensure practical resources are available for all teaching staff. During remote learning, subject content that relied heavy on practical aspects to aid students understanding were rescheduled resulting in certain topics being omitted. Some of the key concepts will be taught over this term with class assessments used to demonstrate understanding. Due to two long periods of remote learning over the past two years, students have gaps in subject knowledge as the full range of the curriculum was not able to be taught. Period 6 sessions have been used as additional time to bridge some of the gaps. 				
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</p> <ul style="list-style-type: none"> Assessments 1 & 2 Mock exams (high level of control) will be used as our primary source of evidence. <ul style="list-style-type: none"> This covers only paper 1 material as students have covered this content with face-to-face learning. Students will re-sit a paper 1 rather than paper 2 in mock 2 as they have already revised and prepared for this exam for mock 1. Students have already experienced sitting this paper during their first mock and have a QLA of their results so have full understanding of what areas they individually need to work on enabling targeted revision ready for mock 2. 				

- These mock exams were completed in controlled conditions therefore having accurate data of students' knowledge and understanding reflecting a typical final exam.
- Able to use full official exam papers as all content have been covered so will be consistent across the whole cohort.
- Official mark schemes can be used for marking and moderation.
- Official grade boundaries can be used to ensure reliable consistent data.
-
- **Assessment 3: Paper 2 in class assessments (*medium level of control*)**
 - Assessments are consistent across the cohort so are comparable for analysis and tracking.
 - Consists of an official exam question with an official mark scheme therefore reliable data can be generated across the cohort.
 - Covers key content of the paper 2 curriculum in which students have not experienced a controlled exam in.
 - Enables evidence of the wider range of the KS4 science curriculum.
- **Assessment 4: Prior Tracking Data (*medium level control*)**
 - Provides evidence of previous topics covered that demonstrates progression over time.

Year 11 Computer Science	Type of Assessment	Unit J276			Level of Control H, M, L
		AO1	AO2	AO3	
		Y	Y		H
Assessment 1: Mock paper Dec 2020	Examination	Y	Y		H
Assessment 2: Mock papers April 2021 Post lockdown	Examination	Y	Y	Y	H
Assessment 3: Algorithms Daily Sept 2020 – to date	Practical problem solving and solutions	Y	Y	Y	M
Assessment 4: End of Topic Tests	Examination	Y	Y	Y	H
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why: -					
N/A					
Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:					
-					
<ul style="list-style-type: none"> • In year 10 for this cohort started mainly on coding and the start of component 3 the programming project. This supports the knowledge and understanding of designing, building and testing of a given problem from a scenario. • Individual smaller algorithms have been used to build and assess the students' knowledge of different solutions and programming theory. • Mocks have been included as formal indication of student knowledge at that time. Nov 2020 Mock was very close to the return from lockdown where student access to lessons varied substantially, this mock gave an indication of areas to focus on for future exams. • Dec 2020 mini mock supports the units in detail. • April Mocks Captures student's knowledge of the all the learning objectives but relies on the knowledge the students were able to obtain mostly whilst on lock down. • End of topic tests in controlled exam condition 					

Cambridge Nationals Creative iMedia	Type of Assessment	Unit R081	Unit R082				Unit R089				Level of Control H, M, L
Exams											
Assessment 1: R081 Mock examination taken in November 2020	Examination in hall	Y	N				N				H
Assessment 2: R081 Mock examination taken in April 2021	Examination in hall	Y	N				N				H
Controlled Assessments			LO1	LO2	LO3	LO4	LO1	LO2	LO3	LO4	
Assessment 3: NEA Controlled Assessment R082	Controlled assessment in exam conditions teacher led		Y	Y	Y	Y					H
Assessment 4: NEA Controlled Assessment R089	Controlled Assessment in Exam conditions teacher led						Y	Y	N	N	H
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:- R091 has been omitted as students did not have any time to access and work on the controlled assessment element due to lock down. The teaching of the subject knowledge content was completed during lockdown through Microsoft Teams online. Original guidance from Exam boards in September was to submit for 3 out of 4 assessment units. Due to 35 hours of lessons lost in Lockdown one, students were unable to gain access to specialist equipment to complete units started. On top of creating the required third unit of content. LO3 and LO4 of R089 is also omitted due to students not able to access specialist equipment to complete the practical half of the unit.</p>											
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:- The three units identified will give a fair and accurate reflection on the ability of each student and covers the breadth and depth of the course content that was delivered. All will have completed 2 exam sessions for unit R081 which will show their exam ability and have been in attendance for school during delivery of the content. R082 and R089 are both controlled assessment NEA units which students have been working on in class. Due to attendance issues in lessons and access difficulties at home students are at different stages of completed work for each of the LO's in both units of NEA work. As per the guidance from JCQ and OCR the evidence used will vary across the course of study based on individual students based on the work completed during lessons. i.e some students who attended all lessons and worked faster will have evidence for all LO's. Those with attendance issues will have evidence for some of the LO's. No student will be penalised for evidence not created in LO's. Only judgements of ability will be based on evidence created for LO's that have been produced.</p>											

GCSE Drama	Type of Assessment	Component 1				Component 2				Component 3				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: Written Exam	Component 1 Written Exam November 2020 (Mock written paper)			Y	Y									H
Assessment 2: Written Exam	Component 1 Written Exam April 2021 (Mock written paper)			Y	Y									H
Assessment 3: Devising Performance	Component 2 Practical performance (video and mark sheet)					Y	Y		Y					H
Assessment 4: Devising Coursework	Component 2 Three pieces of coursework (coursework and mark sheet)					Y	Y		Y					M
Assessment 5: Text in Practice Mock exam	Text in Practice mock February 2020 (mark sheet)										Y			H
Assessment 6: Class work	Class work in books including essay answers	Y		Y	Y	Y		Y	Y					M
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:</p> <p>An assessment objective has not been omitted, however we are not completing Component 3 Text in Practice. We will instead use evidence from practical work completed alongside Component 2 Devising as evidence of AO2 (Apply theatrical skills to realise artistic intentions in live performance)</p> <p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</p> <p>Evidence used provides a well-rounded account of students' progress and current level. Provides evidence of each AO. All evidence can be marked and moderated alongside comprehensive exam board guidance. All evidence relied upon would have been submitted to the exam board prior to COVID 19.</p>														

Vocational Award in Engineering	Type of Assessment	Unit 1 Analysis and design task_NEA 1 (9791)				Unit 2 Making lamp task NEA 2 (9792)				Unit 3 Examination External examination in 2020 (9793)				Level of Control H, M, L
		AC1	AC2	AC3		AC1	AC2	AC3	AC4	AO1				
Assessment 1: <i>examination taken in year 10 march 2020</i>	<i>Examination grades banked in 2020 25% of final mark</i>									Y				H
Assessment 2: <i>Unit 1 NEA</i>	<i>Analysis project worth 25% of final mark</i>	Y	Y	Y										H
Assessment 3: <i>Unit 2 NEA</i>	<i>Making project worth 50% of final mark</i>					Y	Y	Y	Y					H
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</p> <p>Unit 1 has been reduced by the examination board no requirement to describe how engineering products function. Unit 2 has been reduced by the examination board from 9 key skills to 6 skills and no evaluation of skills or final product. Final product does not need to be assembled.</p>														
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:-</p> <p>Assessments chosen from exam board requirements and discussions with examination board advisor.</p>														

GCSE English Language	Type of Assessment	Paper 1						Paper 2						Level of Control H, M, L	
		AO1	AO2	AO3	AO4	AO5	AO6	AO1	AO2	AO3	AO4	AO5	AO6		
Assessment 1: <i>Mock examination taken on 26 April 2021</i>	<i>Mock examination</i>	Y	Y		Y	Y	Y								H
Assessment 2: <i>Mock examination taken on 3 November 2021</i>	<i>Mock examination</i>							Y	Y	Y			Y	Y	H
Assessment 3: <i>An average of historic tracking data from TP1-3</i>	<i>Tracking data (based on assessments and class work)</i>	Y	Y		Y	Y	Y	Y	Y	Y			Y	Y	L
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:</p> <p>All relevant AOs have been assessed in each examination. The mocks have been complete papers.</p> <p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</p> <p>These examinations represent the whole of the course and took place under high control in exam conditions – in the exam hall, with external invigilators. The mock in April has been marked blind with strict departmental standardisation, seeds within the marking process and moderation.</p> <p>Tracking data has been entered historically into SISRA throughout Y11 and represents the teacher’s assessment for student attainment at the end of Y11, based on class work, homework and in class assessments.</p>															

GCSE English Literature	Type of Assessment	19 th century text				Shakespeare				Modern text				Unseen Poetry				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: <i>Mock examination taken on 29 April 2021</i>	<i>Mock examination</i>	Y	Y	Y														H
Assessment 2: <i>Mock examination taken on 4 May 2021</i>	<i>Mock examination</i>													Y	Y			H
Assessment 3: <i>Mock examination taken on 20 May 2021</i>	<i>Mock examination – in class with teacher invigilating</i>									Y	Y	Y	Y					H
Assessment 4: <i>Mock examination taken on 5 November 2021</i>	<i>Mock examination</i>					Y	Y	Y	Y									H
Assessment 5: <i>An average of historic tracking data from TP1-3</i>	<i>Tracking data (based on assessments and class work)</i>	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			L
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:																		
AOs have been assessed, as per the specification, in each examination.																		

The taught poetry unit was omitted in September 2020 when reductions to the English Literature syllabus content were announced. Students have studied this unit during lockdown but have not been assessed on this content.

Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:

These examinations represent the whole of the course (excepting the anthology poetry unit which was omitted when the reductions to the English Literature syllabus content was announced) and took place under high control in exam conditions. The mock exams were conducted in the exam hall with external invigilators with the exception of the modern text mock which was in classrooms under teacher supervision. The mocks in April and May have been marked blind with strict departmental standardisation, seeds within the marking process and moderation.

Tracking data has been entered historically into SISRA throughout Y11 and represents the teacher's assessment for student attainment at the end of Y11, based on class work, homework and in class assessments.

		3.6 – Food Provenance	
Assessment 6: GEM task 3	Class GEM task – AQA Assessment materials – Food Provenance	1.1 -2.2	H
		3.5 – Factors Affecting Food Choice	
Assessment 7: GEM task 4	Class GEM task - AQA Assessment Materials – Food Choice	1.1 – 2.0	H
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:			
<p>All subject content has been included – nutrition, science, food safety, choice, provenance, preparation skills. There are obviously sections within each element that have not been included but this is normal as not all content can be thoroughly examined. For example – microorganisms during food processing is not included in the exam neither is food processing.</p>			
Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:			
<p>2018 exam boundaries have been used as advised by Louise Davies and Joe Mann – 2 lead practitioners of Food Preparation, on liaising with other schools within a networking group they are also using these grade boundaries. Ratio of marks awarded – normally the exam and NEA's are equally weighted at 50% + 50%. Practical work – derived from AQA specification – NEA2 AO3 (practical work) = 30 marks = 30% Mock exams and GEM task – 70% (50% normally come from the exam, but the extra 20% is coming from the GEM tasks and compensating for the lack of theory work completed in NEA2). Total – 100%</p> <p>NEA 1 – cancelled this year via exam board. NEA 2 – abandoned theory element due to a significant number of students missing and erratic attendance, not enough time to cover this and the content needed for an examination, however sections C and D of NEA2 were completed along with of the practical elements for sections B and D, this allowed for the full specification of topics to be covered.</p>			

GCSE French	Type of Assessment	AO1 - Listening	AO3 - Reading	AO4 - Writing	Level of Control H, M, L
Assessment 1: April mock exam – paper 1	Examination with invigilators in exam rooms	Y			H
Assessment 2: April mock exam – paper 2	Examination with invigilators in exam rooms			Y	H
Assessment 3: April mock exam – paper 3	Examination with invigilators in exam rooms		Y		H
Assessment 4: In-class assessments	Assessments – in exam conditions in classroom with teacher			Y	H
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:</p> <p>Unit 2 – Speaking – is a NEA for this year. This unit is to be teacher-assessed in May, forms a separate accreditation and is separate from the overall GCSE grade.</p>					
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</p> <p>High control, a balance across the skills. We also have direct comparisons with previous cohorts and full exam board support via mark schemes and grade boundaries. When these assessments were taken, there was consistent teaching in the lead-up, with very little disruption due to Covid. In-faculty moderation has taken place.</p>					

GCSE Geography	Type of Assessment	The Challenge of Natural Hazards: Full unit assessed				The Living World: Full unit assessed				Physical Landscapes of the UK: Rivers and Coasts				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: Nov mock	<i>Year 11 November Mock exam 2019 Paper 1</i>	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	H
		Urban Issues and Challenges				The Challenge of resource Management								
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4					
Assessment 2: April mock	Year 11 April Mock exam 2020 paper 2	Y	Y	Y	Y	Y	Y	Y	Y					H
		Issue Evaluation				Living with the physical environment								
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4					
Assessment 3: April mock	Year 11 April mock exam 2020 paper 3	N/A	Y	Y										H
Assessment 4: Quizzes	Form quizzes	Y				Y								M
Assessment 5: <i>In-class assessment</i>	Additional in class assessment May 2021						Y	Y	Y			N/A		M
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:														
All assessment objectives have been assessed														
Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:														
Mock exam 1 was a full paper 1 (2019) and was marked in accordance with exam board guidance, using the associated grade boundaries. There was a very high level of control it therefore strongly reflects the GCSE														
Mock exam 2 paper 2: reflects the content that had been taught for that unit in accordance with government guidelines, it reflects the GCSE Geography exam to a high degree and covers all AOs. There was a high level of control														
Mock exam 3 paper 3: fully reflects the experience that students would have if lockdown had not occurred.														
The above mocks closely resemble the "real exams" and therefore will give strong evidence of attainment														
In class assessments will also be utilised to show the ongoing and consistent effort of our students.														

BTEC Tech Award Health and Social Care	Supporting evidence	Banked or alternative evidence	Comments
Assessment 1: Component 1 Human Lifespan and Development	CAG from last year	Banked	Fully completed Learning Aim A which has descriptive and explanatory evidence of growth and development during life stages and factors that affect it (A.2P1 A.2P2) Comparisons and the assessment of the impact have been made for an individual across three life stages (A.2M1 A.2D1) Learning Aim B (B.2P3 B.2P4 B.2M2 B.2D2)
Assessment 2: Component 2 Health and Social Care Services and Values	CAG from last year	Banked	Fully completed Learning Aim A
Assessment 3: Component 3 Health and Wellbeing (All content taught)	Mock exam papers and completion of Sample Assessment materials. Grades awarded for work by teacher	Alternative	Learners explain how different factors have a positive or negative impact on health and wellbeing, including the impact of a specific life event on wellbeing. They demonstrate the ability to interpret lifestyle and physiological data to explain factors that could potentially affect an individual's current and future physical health. Learners can design a health and wellbeing improvement plan that describes recommendations, with associated and specific targets and sources of support that are linked to the targets. They can provide some justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They identify obstacles that might arise and make suggestions for how these may be overcome.

GCSE History	Type of Assessment	Unit 1 Crime and Punishment synoptic unit				Unit 2 Henry 8 th and his Ministers				Unit 3 USSR/USA				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: <i>Mock examination</i>	<i>April Mock- unit 1</i>	Y	Y	Y	N									H
Assessment 2: <i>Mock examination</i>	November mock- unit 2					Y	Y	N	N					H
Assessment 3: <i>USA/USSR</i>	USA/USSR- in class assessments- unit 3									Y	N	Y	Y	H/M
Assessment 4: <i>Quizzes</i>	Forms quizzes- units 1 & 3	Y								Y				L
Assessment 5: <i>Exam questions</i>	Exam questions answered in class or for homework- units 1, 2, unit 3 11C and 11D only	Y	Y	Y	N	Y	Y	N	N	Y	Y	Y	Y	M & L
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why: N/A														
Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:														
<p>Crime and Punishment- mock in April- this unit was taught out of lockdown and had not been formally assessed since year 9, it constitutes 30% of the total GCSE exam and as it covers 1000 years of history and a depth unit it is a rigorous piece of assessment. November 2020 paper selected as mock as it has rigour and is accredited by Board.</p> <p>Henry 8th- examined in November, makes up 20% of total GCSE exam, not taught in lockdown so “fair” to use as a data point. 2019 paper was used, therefore accredited questions with approved mark scheme.</p> <p>USSR/USA – taught in lockdown so harder to assess “fairly”, 3 exam questions being set on 1 topic within the unit, was a compulsory unit when Edexcel reduced the syllabus after lockdown 1 so important that we do some assessment of this unit. November 2020 paper questions selected, again accredited questions.</p> <p>2x Mocks selected as they are completed in exam conditions so have rigour and are consistent across the cohort. Can be blind marked and moderated for consistency and accuracy.</p>														

Commented [RD1]:

Commented [RD2]:

In class assessments selected so more of the syllabus (USA /USSR) can be assessed formally, will be completed in exam conditions, same questions for whole cohort so consistent, can also be moderated etc.

Forms quizzes selected to specifically test knowledge (AO1) same quizzes completed by cohort so consistent.

Exam questions completed at home/school selected to give a more holistic assessment of the student over the 3-year period. Enables those students who have worked hard and completed high quality work throughout their history career (including over the 2 lockdowns) to be accredited for this. Reduces any imbalance of grades as it considers a longer period.

GCSE Maths	Type of Assessment	Unit - Whole Course	Level of Control H, M, L
Assessment 1: Mock Examination taken April 2021	Examination – paper 1 & 2	All students sat the same 2 Foundation papers, with questions from the locked November 2020 papers, so as to enable ranking (for internal use). The questions were those that had been taught to all classes.	H
Assessment 2: Mock Examination taken April 2021	Examination – paper 3, tiered	Mock Exam at Higher or Foundation as appropriate Higher students sat non-cross over questions from the locked November 2020 paper and Foundation students had questions from November 2019. As this mock was also for the resit class, we had to ensure the questions were not those they had sat in November 2020.	H
Assessment 3: In-class assessments	In-class assessments & classwork	Y	M/L
Assessment 4: Previous Exam Performance from November 2020. Resit Class Only	Examination	Y The resit class (5 students) sat their maths exam in November 2020. The paper they sat will include all the questions taken on this locked paper by Year 11 in Assessment 2 above. Having the students' scripts back, we will add the year 12s to the Question Level Analysis completed, so as to see the ranking, all be it out of sync in time, and to assess progress made since in those areas that caused them to miss the grade 4 pass.	H
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why: In all mocks prior to April 2021, students sat complete GCSE papers on all topics. For this reason, we anticipate seeing progress from the start of Year 10, as more of the topics will have been taught. For the April Mock only, those topics taught to all the Foundation/Higher were included. All Assessment Objectives have been met and assessed.</p>			
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision: The mock exams, completed in exam conditions and invigilated, provide rigorous evidence. They have been marked according to the exam board mark scheme and graded using the actual grade boundaries. All the questions on topics covered that are on the paper have been included, only removing not met. If a student is straddling a grade, further evidence may be sought to clarify their final TAG. This extra evidence could come from in-class assessments.</p>			

GCSE Media	Type of Assessment	Paper 1			Paper 2			NEA			Level of Control H, M, L
		AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	
Assessment 1: <i>Mock examination taken on 5 May 2021</i>	<i>Mock examination</i>				Y	Y					H
Assessment 2: <i>Mock examination taken on 9 Nov 2021</i>	<i>Mock examination</i>	Y	Y								H
Assessment 3: <i>NEA</i>	<i>Non-examined assessment</i>									Y	H
Assessment 4: <i>An average of historic tracking data from TP1-3</i>	<i>Tracking data (based on assessments and class work)</i>	Y	Y		Y	Y				Y	L
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:</p> <p>All AOs have been assessed in each examination as per the specification</p>											
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</p> <p>These examinations represent the whole of the course and took place under high control in exam conditions. The NEA has been completed as expected in a normal academic year, and represents an important part of the course.</p> <p>Tracking data has been entered historically into SISRA throughout Y11 and represents the teacher's assessment for student attainment at the end of Y11, based on class work, homework and in class assessments.</p>											

GCSE Music	Type of Assessment	Component 1 Performing				Component 2 Composition				Component 3 Appraising				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: <i>[Performance Exam – from either May 2021, Oct 2020 or Nov 2019]</i>	Solo Performance (NEA)	Y												H
Assessment 2: <i>[Composition and accompanying notes]</i>	Free Composition (NEA)						Y							M
Assessment 3: <i>[Mock examination taken on 7th May 2021]</i>	Examination											Y	Y	H
Assessment 4: <i>[2020-21 academic year]</i>	In Class Listening and Appraising Assessments											Y	Y	M

If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-

No assessment objective has been omitted however the composition element for many will be incomplete. The exam board acknowledges that many students across the country will not complete this area due to not having access to specialist software at home during the two working from home periods. As per exam board advice, after joining the Eduqas Grading Arrangements Q&A meeting, all students will be completing supporting notes which outlines what their intended plan was for their composition and this can be used in evidence in this area.

N.b. Please note that the Assessment Objectives have not been omitted. Those coloured in grey above are not part of that component.

	AO1	AO2	AO3	AO4	Total
Component 1	30%	-	-	-	30%
Component 2	-	30%	-	-	30%
Component 3	-	-	20%	20%	40%
Overall weighting	30%	30%	20%	20%	100%

Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:-

The reason for all of this evidence is because this is what the evidence would be in a 'normal' examination year.

- Students will be submitting a range of solo performances which will be marked and moderated as per the exam board guidance.

- Students will be submitting a free composition, with accompany notes for any unfinished work, which will be marked and moderated as per the exam board guidance.
- We have chosen a range of listening assessments and the May mock exam from Year 11 so that all students have ample evidence of their level of work in this area. All of these questions are marked using the exam board mark schemes.
- The overall marks and grades for all three areas will then be taken to determine the overall final grade.

GCSE Physics	Type of Assessment	Paper 1 content (AO 1-3)	Paper 2 content (AO 1-3)	Level of Control H, M, L
Assessment 1: Mock Exam – Nov 2020 Full physics paper	Controlled Exam Paper 1 May 2019	Y		H
Assessment 2: Mock Exam – April 2021 Full physics paper	Controlled Exam Paper 1 May 2020	Y		H
Assessment 3: Paper 2 class assessments May 2021	In class assessment		Y	M
Assessment 4: Tracking data from the last three years based on standardized end of topic tests	Prior tracking years 2017 - 2020	y	Y	M
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:</p> <ul style="list-style-type: none"> • The science cohort is taught by multiple teachers therefore classes are taught various parts of the curriculum during different terms of the academic year. This not only enables subject specialism teaching for a majority of classes but also to ensure practical resources are available for all teaching staff. • During remote learning, subject content that relied heavy on practical aspects to aid students understanding were rescheduled resulting in certain topics being omitted. Some of the key concepts will be taught over this term with class assessments used to demonstrate understanding. • Due to two long periods of remote learning over the past two years, students have gaps in subject knowledge as the full range of the curriculum was not able to be taught. Period 6 sessions have been used as additional time to bridge some of the gaps. 				
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</p> <ul style="list-style-type: none"> • Assessments 1 & 2 Mock exams (high level of control) will be used as our primary source of evidence. <ul style="list-style-type: none"> - This covers only paper 1 material as students have covered this content with face-to-face learning. Students will re-sit a paper 1 rather than paper 2 in mock 2 as they have already revised and prepared for this exam for mock 1. Students have already experienced sitting this paper during their first mock and have a QLA of their results so have full understanding of what areas they individually need to work on enabling targeted revision ready for mock 2. - These mock exams were completed in controlled conditions therefore having accurate data of students' knowledge and understanding reflecting a typical final exam. - Able to use full official exam papers as all content have been covered so will be consistent across the whole cohort. - Official mark schemes can be used for marking and moderation. - Official grade boundaries can be used to ensure reliable consistent data. 				

- **Assessment 3: Paper 2 in class assessments (*medium level of control*)**

- Assessments are consistent across the cohort so are comparable for analysis and tracking.
- Consists of an official exam question with an official mark scheme therefore reliable data can be generated across the cohort.
- Covers key content of the paper 2 curriculum in which students have not experienced a controlled exam in.
- Enables evidence of the wider range of the KS4 science curriculum.

- **Assessment 4: Prior Tracking Data (*medium level control*)**

- Provides evidence of previous topics covered that demonstrates progression over time.

GCSE RE Short Course	Type of Assessment	Unit		Level of Control H, M, L
		AO1	AO2	
Assessment 1: In-class assessment	Class work and in-class assessment. (November)	Y	Y	M
Assessment 2: Mock exam	Year 11 mock exam (April)	Y	Y	H
Assessment 3: Term 5 assessment	AQA Christianity assessment (April)	Y	Y	H
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</p> <p>N/A</p>				
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</p> <ul style="list-style-type: none"> • In assessment one, we use the exam questions that have been produced in year 11, showing the foundation of their A01 and A02 skills. • Due to the lack of evidence we had last year, we decided to have a mock exam in year 11 that could be one of the main features of our evidence (assessment two). More weighting put on this exam as the major part of evidence collection. • Assessment three is the Christianity exam paper that has been produced for 2021 results collection. This covers one of the more religious aspects of the course (compared to the themes paper which was set at the mock). 				

GCSE Spanish	Type of Assessment	AO1 - Listening	AO3 - Reading	AO4 - Writing	Level of Control H, M, L
Assessment 1: April mock exam – paper 1	Examination with invigilators in exam rooms	Y			H
Assessment 2: April mock exam – paper 2	Examination with invigilators in exam rooms			Y	H
Assessment 3: April mock exam – paper 3	Examination with invigilators in exam rooms		Y		H
Assessment 4: In-class assessments	Assessments – in exam conditions in classroom with teacher			Y	H
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:</p> <p>Unit 2 – Speaking – is a NEA for this year. This unit is to be teacher-assessed in May, forms a separate accreditation and is separate from the overall GCSE grade.</p>					
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</p> <p>High control, consistency across the faculty, a balance across the skills. We also have direct comparisons with previous cohorts and full exam board support via mark schemes and grade boundaries. When these assessments were taken, there was consistent teaching in the lead-up, with very little disruption due to Covid. In-faculty moderation has taken place.</p>					

Cambridge National Sports Science	Type of Assessment	RO42- Principles of training				RO45 Sports Nutrition				R046 Technology in Sport				R041- Reducing the risk of sports injuries	Level of Control H, M, L
		IO1	IO2	IO3	IO4	IO1	IO2	IO3	IO4	IO1	IO2	IO3	IO4		
Class		IO1	IO2	IO3	IO4	IO1	IO2	IO3	IO4	IO1	IO2	IO3	IO4	Mock mark sheet	
	<i>Internally moderated coursework</i>	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N		M
JDU 11b/sw1	In class course work	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	M
ZLE 11d/sw2	In class course work	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	M
KBO/JMO 11d/sw1	In class course work	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	M

If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:

RO42- Principles of Training LO4 had been omitted as it is a practical based learning objective and this was due to be taut when students were in lockdown (05/11/2020) and restrictions that apply since schools have re-opened have not allowed for this to be completed safely.

RO45- missing units (LO2/3/4) are different form each class but this is due to teachers following a slightly different order in which they teach the lessons and the time lost with students not have access to a computer and/or attending over lockdowns

R041- These are the grades the Teachers believed from class work an in-class tests that students would have achieved if they sat the R046 exam that was cancelled in June of 2020

Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:

The evidence we will be using is the students course work, almost all coursework has been completed in all three classes. Where there are gaps (see table above) this is work that was unable to be completed due to lock down restrictions. Out of the 18 Learning objectives 16 have been covered and will be used as evidence. This is a fair representation of the work the students have completed over the past 3 years on the course.

All course work has internally moderated in the department in PE gained time so all work up to TP3 has been moderated. If any grades are to be improved from the tracking point 3 their individual work will be moderated in staff meetings.

