FOUNDATION FOR GROWTH

WOOTTON PARK

'Ipsum quod faciendum est diutius'

Subject Assessment Evidence Record Health and Social Care

FOR GCSES FOR SUMMER 2021

DRAFT

Assessment Record for determining teacher assessed grades in Summer 2021

Background

Every centre must produce an Assessment Record for each subject cohort, which includes the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Here at Wootton Park School our Records will be made up of 3 sections.

Section 1: The Subject Assessment Evidence Record (this document), completed by the Curriculum Lead and shared with the area team, with learners and with parents.

Section 2: The Learner Assessment Record, completed by the class teacher, including a Learner Declaration, the individual learners' Evidence Record, the Grade Descriptors, a rationale for the allocated grade and the a Teacher's Declaration. The first half of which is to be shared with learners before the final grade decision making begins.

Section 3: Variations for Individual Learners Record, centrally collated and kept up to date, these records will be made available to Curriculum Leads and teachers to ensure they are differentiating for learning loss appropriately.

This is an adaptation of the Assessment Record template produced by JCQ and reflects the school's intent to deliver fair, consistent, free from bias and transparent teacher assessment.

These Assessment Records take account of the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*

DRAFT

Assessment Record for determining teacher assessed grades in Summer 2021
Wootton Park School
[ADD DEPARTMENT NAME HERE]
[ADD SUBJECT TITLE & SUBJECT CODE HERE (eg GCSE Maths)]

Assessment Evidence Form

This document is intended to detail the assessments used for the subject cohort (i.e. assessment resource, mock examination, controlled assessment, homework etc.). The Subject Assessment Evidence Form should include the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control under which assessments were completed (i.e. exam-type conditions would provide a high degree of control), and any other evidence that explains the determination of the final teacher assessed grades.

Note: Ideally, the evidence used will be consistent across the class or cohort but that may not always be the case if a student has missed some teaching, or one or more assessments, for valid reasons. Any necessary variations for individual students should be recorded using the Variations for Individual Learners and Learner Assessment Record.

Indicate which assessment objectives were covered in each piece of assessment evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control.

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	Type of Assessment	Unit 1-block out not relevant LOs				Unit 2				Unit 3				Level of Control H, M, L
		A1	A2	B1	B2	A1	A2	B1	B2	AO1	AO2	AO3	AO4	
Evidence 1: *Component 1 (30%) Internal Assessment set by Pearson*	*Human Lifespan Development* - *Written Report* - *Has been externally standardised*	Y	Y	Y	Y									*L- as set by Pearson*
Evidence 2: *Component 2 Learning Aim B (15%) Internal Assessment set by Pearson*	Demonstrating the Care Values - Teacher observation record - Written report - Has been externally standardised					N	N	Y	Y					*L- as set by Pearson*
Evidence 3: *Component 2 Learning Aim A (15%) Internal Assessment set by Pearson*	Services within Health and Social Care - Written Report - Will be externally standardised					Y	Y	N	N					*L- as set by Pearson*
Evidence 4: *Component 3 January Mock Exam*	Health and Wellbeing - Mock exam paper in exam conditions - Has been externally standardised									Y	Y	N	N	H-exam conditions
Evidence 5: Component 3	Health and Wellbeing - Mock exam paper									N	N	Y	Y	H-exam conditions

	assessment using section B													

If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-
N/A-All objectives addressed

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: -

Evidence one for Unit 1 was completed in the usual way following Pearsons internal assessment policy. This has been verified by the IV allocated for the course (Laura Parker at Moulton college) and this term is in the process of being verified by a standards verifier allocated to the school from Pearson's. Therefore, this is very rigorous evidence to use.

Evidence two and three have been completed using the usual internal assessment guidance with some additional time allowance given to prevent learners from being disadvantaged by the remote learning. This allowed them more time within school to complete the assessment. Learners have had to 'demonstrate' care values and so this was adapted using images, videos and scripts. This has been verified again by the IV and observation records from their teacher are taken as part of the evidence.

Evidence 5 has been used to allow learners one more opportunity to demonstrate the exam skills and knowledge needed for all learning objectives in component 3 giving further evidence for A03 and A04.

As this is an NEA course the learners would always complete 60% using internal assessments which provides a very likely overall outcome for each learner. The mock and exam style assessment (evidence 5) will provide an excellent piece of evidence with high levels of control for the final 40% of the course which is the examined component.

Classwork has not been used as evidence as all of the learner work is assessed through formal internal assessments.

Subject Title: BTEC Tech Award in Health and Social Care **Subject Code:** Qualification number: **603/0395/5**

Curriculum Lead/Lead Teacher and Subject Teacher : R.Lowdell **Signature:** **Date : 19/04/2021**