

Centre Details	
Centre Number:	37363
Centre Name:	Ryburn Valley High School
Head of Centre Name:	Mrs Kath Parker
Head of Centre email:	k.parker@rvhschool.co.uk

We recommend this template is completed by the Head of Department and/or Lead Internal Verifier and teacher/assessor for each qualification group.

Learner(s) where a variation from the Evidence Record has been required, or where Access Arrangements or Special Consideration should be taken into account.

Evidence Record - all sections must be completed

Complete the evidence record for each qualification by group/cohort and choose the appropriate evidence applied to the majority of the group for the taught content.

On columns A to M, add the units information and a brief description under the appropriate evidence.

If there are exceptions/variations evidence within the group, you must use the single learner or multiple learner form to record the information.

On column N, add the date the teacher/assessor collated the evidence.

1 Briefly describe the holistic approach to determining the quality of evidence.

Explain the quality of evidence and details of your approach to internal quality assurance.

2 Provide an overview of your grade profiles for 2021. Provide a rationale for your results e.g. by comparing to previous years data and if significant differences this year, why that is.

Consider the profile of results at your centre in previous years (pre Covid years) and undertake a high-level check to ensure that you have applied a consistent judgement in your assessment of the 2021 cohort compared to previous years in which assessments took place. If there are significant differences to previous years consider why this might be and the evidence that you have to support this. If you do not have evidence to support this you should review the assigned grades.

Please read our Awarding Results 2021 guidance (pages 22-26) for further details of how to use data. (<https://qualifications.pearson.com/content/dam/pdf/teaching-and-learning-hub/Awarding-results-2021/Awarding-results-2021->

Variations for single or multiple learner(s) - all sections must be completed

Complete one form when variation of evidence apply within your group(s).

Single learner - this form should be completed if you have one learner in the group where different variations of evidence have been used in determining QTAGs. The form can be duplicated and renamed with the learner registration number.

Multiple learners - this form should be completed if multiple learners (but not the majority) in a group have different variations of evidence in determining QTAGs.

All relevant evidence and records should be available for inspection as required and should be retained securely in case of appeals, until 6 months after the date of the issue of the result, or the conclusion of any appeal in relation to that result, whichever is later.

BTEC Assessment Record for Qualification Teacher Assessed Grades (Q-TAG) decisions

Programme Title BTEC National Level 3 Applied Science (extended certificate)

Common sources of alternative evidence

Identify relevant areas of evidence from across all content/units taught. Locate evidence 'type' and add a brief description including the unit or component number and title as well as the learning aim if appropriate. Evaluate the quality of the evidence.

Skill/knowledge/ discipline/area of evidence	Partially completed internal assessments	Completed internal and/or external assessment	Mock examinations (based on past papers, or centre devised tests)	Informal assessments	Evidence from specialist teachers and other educational professionals such as special education needs coordinators (SENCO) who have worked with the learner where appropriate.	Project work	Recordings (e.g. of practical performance)	Evidence from work experience (where relevant to the qualification)	Tracker of achievement and attainment over the course (this cannot be used in isolation, as by itself it would not be sufficient evidence)	Witness testimonies or teacher observation records when used in conjunction with other forms of evidence	Classwork or homework assignments or assessments	Centre Assessment Grades from June 2020 (CAGs)	Other	Evidence collected by (name / date)		
Unit 1 - Principles and Applications of Science 1			Mock data from 2019-2020 tracker	Teacher planners, departmental trackers	All units are delivered by specialist science teachers, who regularly assess, track and monitor pupil progress.			Not possible due to Covid-19 restrictions	Y		Classwork and homework regularly self- or teacher assessed. Regular mini-assessments take place in preparation for external exams data tracked on dept tracker and teacher planners.					
Unit 2 - Practical Scientific Procedures and Techniques	Evidence saved on Google Classroom	CAG summer 2020	N/A			Evidence saved on Google Classroom	Observation records completed for practical tasks completed in assignments 2A, 2B, 2C		Y	Observation records completed for practical tasks completed in assignments 2A, 2B, 2C			Y - see exams officer for official results			
Unit 3 - Science Investigation Skills		External assessment Jan 2021	Mock data from Nov/Dec 2020	Teacher planners, departmental trackers					Y						External exam sat and assessed Jan 2021	
Unit 14 - Applications of Organic Chemistry	Evidence saved on Google Classroom	Units internally assessed and moderated but remain incomplete due to lockdown	N/A			Evidence saved on Google Classroom	Practicals completed - evidenced in email thread to technicians and teacher planners		Y							

1. Briefly describe the holistic approach to determining the quality of evidence. (see 'How to complete' tab for further details)

From the outset of teaching the current Y13 cohort, we have used the Pearson resources for things such as assignment briefs, practical observation records, internal verification (both for assignment briefs and assessed work). We have followed all of the usual protocols to ensure that pupils are working independently on assignment tasks (relevant to units 2 and 14). Pupils have been set deadlines and have worked to these to their best of their ability - however due to lockdown the assignments remain incomplete as there was a lack of lesson time. However, as ALL of the criteria up to distinction are issued at the start of each assignment, pupils have had the opportunity to demonstrate throughout their work so far that they can meet the criteria for the distinction grade in these assignments. We have continued to assess work with our usual close scrutiny and unofficially moderated each other's assessed work across the three sciences. For the externally assessed units (1 and 3) - Unit 3 exam was assessed as 'normal' in Jan 2021, and the externally assessed grades were issued in March 2021. We were very pleased to see these matched with our predicted grades and mock assessment data for this unit. The Unit 1 exam was originally due to be taken in June 2020, then postponed until June 2021, when it has been cancelled again. For this data we have used internal mock grades and mini assessments used throughout the teaching of the content. These exams were carried out with the usual rigour, so questions were unseen, pupils were sitting separately in the classroom, working in silence, and no additional revision resources were allowed at all. Again, this mock data confirms our predicted grades. The 2021 Pearson grade calculator has been used to confirm final grades.

2. Provide an overview of your grade profiles for 2021. Provide a rationale for your results e.g. by comparing to previous years data and if significant differences this year, why that is. (see 'How to complete' tab for further details)

In comparison to last years' results (which was the first years' results for this subject at RVHS), there is a slight increase in overall success. This matches our predictions from the outset, as we knew we had to make some changes to the teaching of the Unit 2 assignments, which incurred an increase in outcomes, plus this cohort had higher targets to begin with. This was reflected in the increase in distinction grades for the externally assessed Unit 3 exam. There are no big surprises in our grading profiles, as pupils have continued to work hard and produce work as evidence of their abilities.

Variations for a learner within the group

Learner name:

BTEC Registration number:

Section 1: COVID Related Disruption – Learner Context

Did the learner face additional disruption to their teaching and learning as a result of COVID 19, in comparison to their class peers?
Was there any other specific disadvantage considered for this learner when compared with others in the year group?

If 'yes' please provide details of how the disadvantage has been considered (including 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 QTAG.)

Section 2: Access Arrangements/Reasonable Adjustments

Is the learner entitled to Access Arrangements/Reasonable Adjustments?

Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the learner's grade?

If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:

Section 3: Mitigating circumstances (Special Consideration)

Has the learner made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?

Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence.

Reason for mitigating circumstances:

Variations for multiple learners within the group

BTEC Registration Number	Learner name	Variations
MG99026	Fern Dawson	extra time in assessed work
MG99028	Joshua Moore	extra time in assessed work

Section 1: COVID Related Disruption – Learner Context

Did the learner face additional disruption to their teaching and learning as a result of COVID 19, in comparison to their class peers?
Was there any other specific disadvantage considered for this learner when compared with others in the year group?

If 'yes' please provide details of how the disadvantage has been considered (including 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 QTAG.)

No - all pupils were equally disadvantaged by periods of self-isolation and remote learning.

Section 2: Access Arrangements/Reasonable Adjustments

Is the learner entitled to Access Arrangements/Reasonable Adjustments?

Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the learner's grade?

If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:

Yes - Fern and Josh both used extra time in internal and external assessments as allocated by SENDCO.

Section 3: Mitigating circumstances (Special Consideration)

Has the learner made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?

Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence.

Reason for mitigating circumstances:

N/A