

**Centre Details**

Centre Number:	37363
Centre Name:	Ryburn Valley High school
Head of Centre Name:	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->

**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 Technical Award in Music Practice Level 2

**Common sources of alternative evidence**

**Identify relevant area 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)
<b>Component 1</b>	Learning Aim A and B - Partially completed and assessed prior to lockdown 1						yes		Yes - each learning Aim assessed where appropriate		This has been completed as home learning and in class	No		M.Grimes 12th May 2021
<b>Component 2</b>	Learning Aim B completed by some students	Completed Learning Aim A - externally SV'd					yes		Yes - each learning Aim assessed where appropriate		This has been completed as home learning and in class	Yes		M.Grimes 12th May 2021
<b>Component 3</b>	not delivered													

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

I have made a holistic assessment based on a unit partially completed in year 10 (Component 1) prior to the first lockdown. This unit was almost complete but students didn't have a chance to re-submit or respond to any formative assessment following the BTEC process. Some sections are incomplete due to IT issues over lockdown 1 and on return to school. For the majority of students the most consistent component has been Component 2 which after being moderated and internally verified has also been SV'd externally. Using an internal tracker and my experience of delivering BTEC units I have made a decision based on the evidence students have presented.

**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)**

The SPI for this group is currently 0.2 that is lower than in previous years with previous results (the 3 years before lockdown 1) achieving an SPI of 1.23, 1.27 and 2.09. As a largely practical subject we have had to operate in one classroom with our only resource being laptops. I would have thought that had we been working in our normal manner results would have been significantly better than the current predictions. In addition previous groups that achieved high SPI had a lower indicator when comparing KS2 prior achievement (18/19 KS2 - 4.92 SPI 1.29 and 17/18 KS2 - 4.92 SPI 1.27) The current cohort has a KS2 indicator higher than both those groups at 5.09. I suspect that the deficit in the current groups achievement is largely due to the impact of COVID and the inconsistency of facilities. The students who have continued to perform at a high level are those who have had private music lessons at home via zoom etc and/or better access to music specific IT facilities.

Year	KS2 Prior Achievement	SPI	Residual
20/21	5.09	0.2	0.86
19/20	4.92	0.52	1.21
18/19	4.92	1.29	2.08
17/18	4.92	1.27	1.44
16/17			1.71