



Guidance for learners and  
parents:

GCSEs and AS/A Levels in  
England Summer 2021

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## What is this document for, and what will it tell me?

Following the impact of the Covid-19 pandemic, the UK government has decided that the Summer 2021 examination series will not go ahead as planned. Instead, teachers will determine your grades, based upon a range of evidence verified by the college.

These results will then be reviewed by the exam boards who designed each course, before awarding the final grades which reflect your performance on content you have been taught, and allow you to confidently progress to the next stage of your education or into employment.

This document provides an overview of the most important information that you and your parents or guardians need to know about how grades will be awarded this summer. This includes a timeline of what is happening and when; how teachers and colleges will determine your grades; and when you will receive your results.

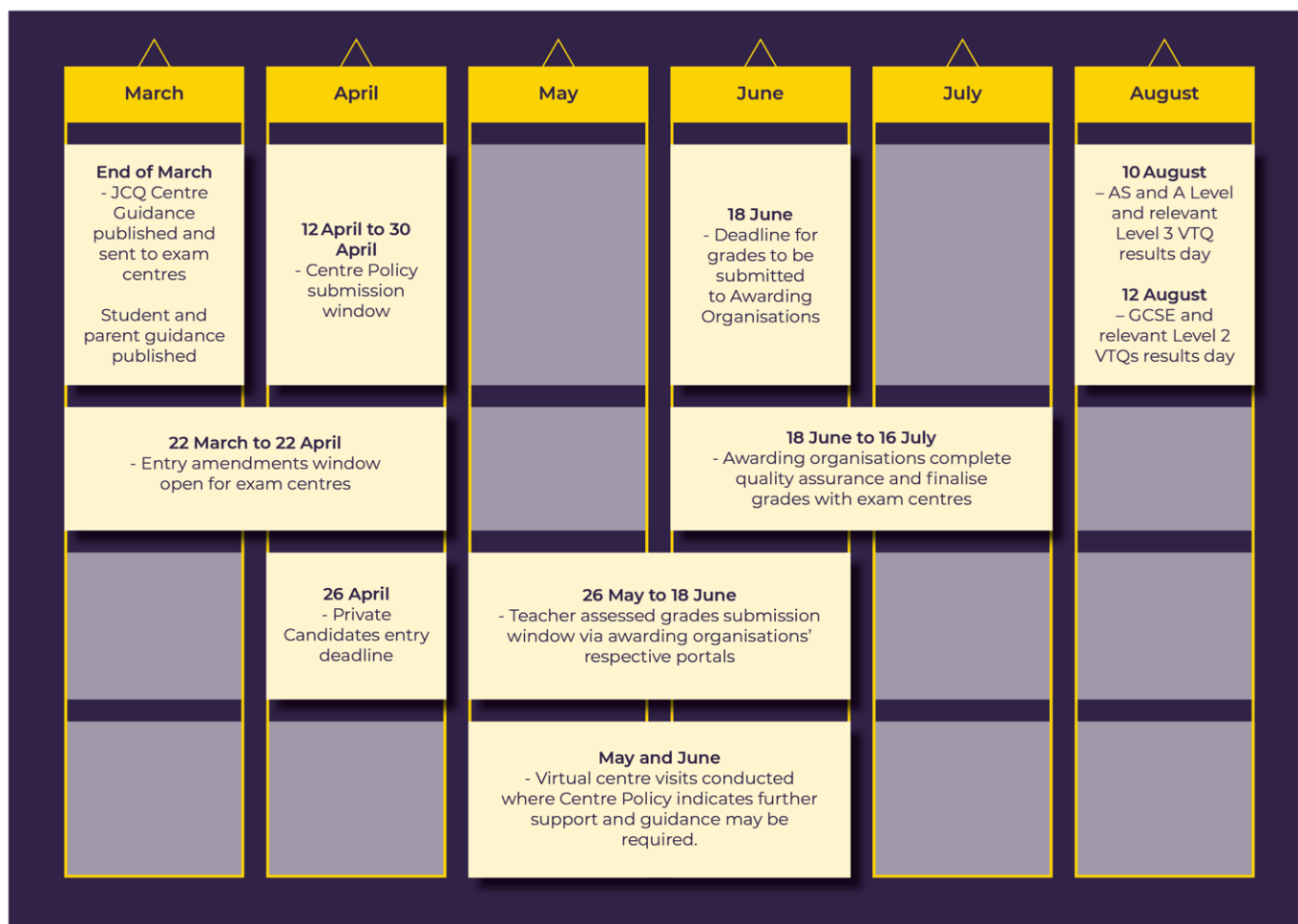
JCQ and the exam boards have been working together actively to support teachers and colleges to determine your grades this summer. The college will be setting their own approach for teachers to follow which will be developed in line with guidance from the exam boards, Ofqual and the Department for Education.

You can find more information in the full guidance document, published on the JCQ website [here](#).

The college policy on awarding teacher assessed grades can be found [here](#).

## What is happening, and when?

The overall process for awarding in 2021 is illustrated below:



## How will I be assessed?

Teachers will initially determine your grades, which will then be reviewed by the college. The professional judgement of teachers will only be based on what you have been taught and your teachers will use a range of evidence from across the course of study to make their decision. Teachers can assess you based on:

- Records of your performance on the content you have been taught over the entire course of your studies.
- Non-exam assessment, often referred to as coursework or internal assessments, even if you have not fully completed it.

- Work you have produced in tasks set by the college that reflects the specification, format and marking of exam boards. This could include substantial classwork, homework, internal tests or mock exams.
- Colleges also have the option to set tests for you in order to gather further evidence. Teachers can develop these tests or use assessment materials provided by the exam boards. Importantly, these tests are not formal exams, nor are they designed to play the role of exams.

Your teachers do not need to assess you on every aspect of each subject. They just need a range of evidence that shows your performance on the aspects you have been taught.

In most cases, the range of evidence that your teachers use to inform your grade will be consistent across your class or cohort for each qualification. However, the college may decide that a different range of evidence may be more appropriate to fairly inform your grade, if, for example, you have missed significantly more teaching than others in your class.

### **Keeping you in the know**

Your teachers will tell you which pieces of work will be used as evidence to inform your overall grade. You will have the opportunity to raise any concerns about the evidence being used, for example, if the evidence was affected by personal circumstances, such as illness. Your teacher will make the final judgement about what evidence is to be included - this is not a negotiation. Your teachers will not be able to tell you the grade they have submitted to the exam board.

### **How is the evidence used?**

No single piece of evidence will necessarily be more important than another, as teachers will be assessing you based on a range of evidence that can give an overall picture of your performance. Ofqual has issued separate guidance to colleges and teachers about the submission of teacher assessed grades, including the evidence that can be used.

### **Determining grades**

Once all the evidence is selected and assessments are complete, teachers will decide on an overall grade. They will do this objectively – so, if you are performing consistently at a grade B standard in a subject at A Level, you should be awarded a grade B. Exam boards will provide further advice and guidance to show the standard of work expected for particular grades, including additional grade descriptors, to supplement those previously published by Ofqual. It is important to say that much like with exams in normal years, the grades issued by teachers and colleges will not take account of your potential. They will be a snapshot of the standard you are performing at based on a wide range of evidence. It should be no easier or harder for you to achieve a grade this year based on your performance than in previous years.

## **What happens after my teacher determines my grade in a subject?**

This section gives details of the roles and responsibilities within our centre:

Once a teacher has determined your grade, it will be reviewed by other teachers in the college, so grades are determined consistently with the college's policy. Exam boards will check these policies to make sure they meet their requirements.

### **Reasonable adjustments, access arrangements and special consideration**

If you have special educational needs, and/or are disabled, and require reasonable adjustments, the college should have ensured that these were in place when evidence was gathered. Where appropriate reasonable adjustments were not in place when you took an assessment that is being used as evidence, your teacher should take that into account when determining your grade. The college could also consider whether other evidence could be used instead. Special consideration requests will not apply in the usual way this summer because you will not be taking exams. If you think that your performance in an assessment has been affected by illness or personal circumstances, you should talk to the college about this as soon as possible. It is important that you raise any such instances before the college submits your grade. If you have any questions about how your personal circumstances will be taken into account or want to raise anything with the college, now is the best time to speak to them. You should not wait until after you get your results.

**Private Candidates** – see separate guidance [here](#).

## **When will I receive my grades and what happens next?**

- AS and A Level learners will receive their results on Tuesday 10 August 2021.
- GCSE learners will receive their results on Thursday 12 August 2021.

The details on when and where you collect your results will be up to the college, and they will contact you with these plans in due course. Their plans will take into account any Covid and social distancing measures which are still in place in August.

## Appeals process

Although everyone will be working hard to make sure you are issued with the correct grades on results day, there will also be an appeals system as a safety net to fix any genuine errors that were not identified earlier on. If you believe an error has been made in determining your grade, you will have a right to appeal. There are two stages to the appeals process:

### Stage 1: centre review

If you don't think you have been issued with the correct grade, you can appeal to the college, who will review whether they:

- made an administrative error, e.g. they submitted an incorrect grade; they used an incorrect assessment mark when determining your grade.
- did not apply a procedure correctly, e.g. they did not follow the Centre Policy, did not undertake internal quality assurance, did not take account of access arrangements or mitigating circumstances, such as illness. To help you decide whether to appeal, you can request that the college shares with you the following information on results day if not before:
  - the Centre Policy
  - the sources of evidence used to determine your grade along with any grades/marks associated with them
  - details of any special circumstances that have been taken into account in determining your grade, e.g. access arrangements, mitigating circumstances such as illness

### Stage 2: appeal to the exam board

If you still don't think you have the correct grade after the centre review is complete, you can ask the college to appeal to the exam board, who will review whether

- the college made an unreasonable exercise of academic judgement<sup>1</sup> in the choice of evidence from which they determined your grade and/or in the determination of your grade from that evidence.
- the college did not apply a procedure correctly, e.g. they did not follow their Centre Policy, did not undertake internal quality assurance, did not take account of access arrangements or mitigating circumstances, such as illness.
- the exam board made an administrative error, e.g. they changed your grade during the processing of grades.

At both stages of the process you will need to submit your appeal to the college and give them your written consent to conduct the appeal or submit it to the exam board on your behalf. It's important to remember that **your grade can go down, up or stay the same** through either stage of the process.

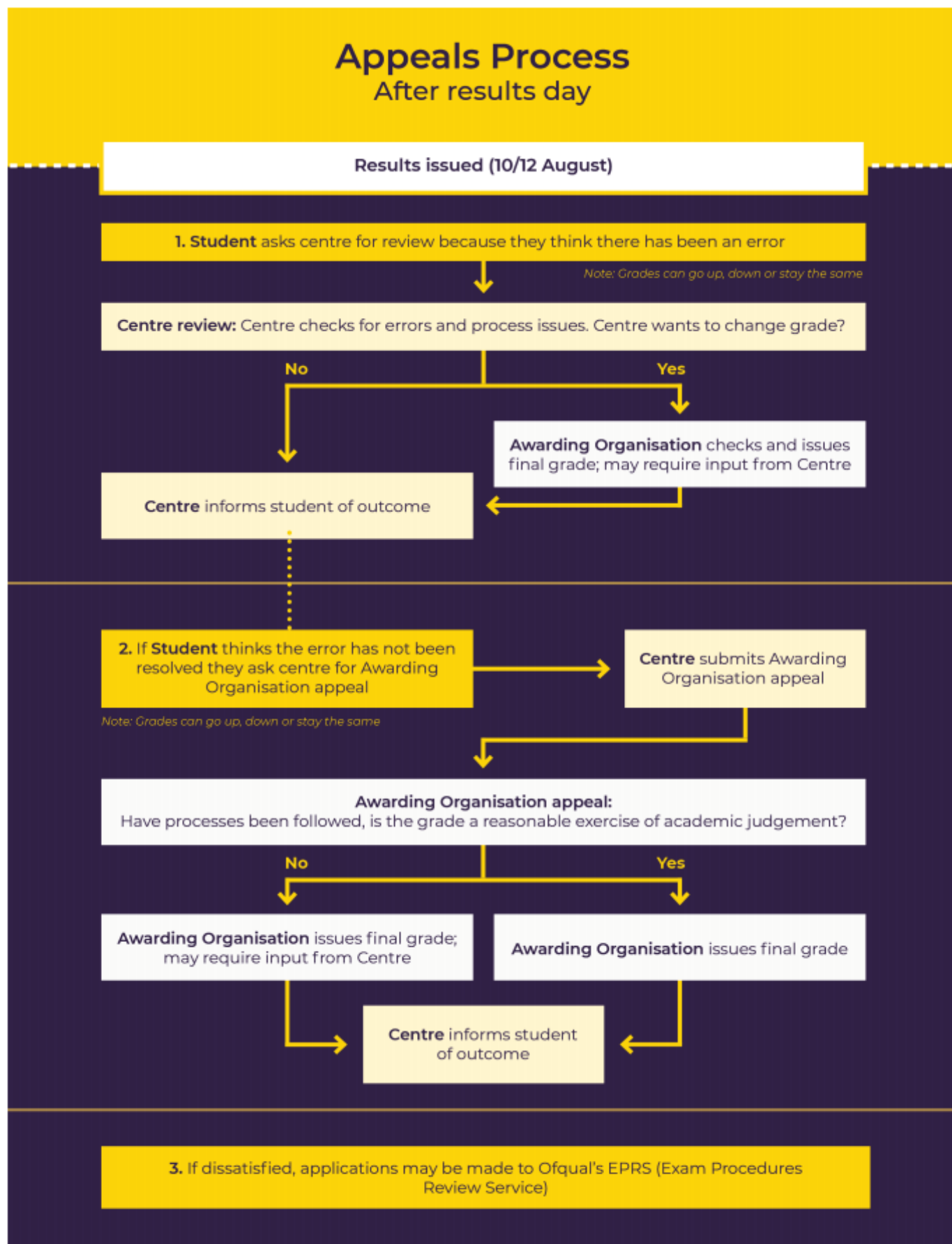
1. *A reasonable judgement is one that is supported by evidence. An exercise of judgement will not be unreasonable simply because a learner considers that an alternative grade should have been awarded, even if the learner puts forward supporting evidence. There may be a difference of opinion without there being an unreasonable exercise of judgement. The reviewer will not remark individual assessments to make fine judgements but will take a holistic approach based on the overall evidence.*

If you have a place at university that is dependent on your appeal, you should tell the university you are hoping to go to so they can decide how to handle your offer. You should also tell the college so they can ask the exam board to prioritise your appeal. The timelines for priority and non-priority appeals will be as follows:

- **10 August to 7 September:** priority appeals window
  - **10 August to 16 August:** learner requests centre review
  - **10 August to 20 August:** centre conducts centre review
  - **11 August to 23 August:** centre submits appeal to exam board
- **10 August to end October:** majority of non-priority appeals take place
  - **10 August to 3 September:** learner requests centre review
  - **10 August to 10 September:** centre conducts centre review
  - **11 August to 17 September:** centre submits appeal to exam board

Finally, if you believe the exam board has made a procedural error in handling your appeal, you can apply to Ofqual's Exam Procedures Review Service to review the process undertaken by the exam board.

The overall process for appeals in 2021 is illustrated below:



## Communicating grades

In line with the guidance, LEARNERS AND PARENT/CARERS ARE NOT ALLOWED TO KNOW THE GRADES THEY HAVE BEEN AWARDED BY THEIR TEACHERS. We will provide learners with a report following the final standardised assessment that will recap in one document all of the information below. (A template of this report can be found in Annex C&D)

Learners will be able to use this report when they receive their grade in the summer to confirm that the grades they have been awarded by the exam board are in line with the evidence we have. If this is not the case, then they will be able to appeal their grade.

## What DATA will LDE UTC use and how will it be collected. (Procedures)

LDE UTC has robust policies and procedures that ensure our learners receive high quality learning experiences achieved through consistent approaches with teaching and learning, marking feedback and assessment. This coupled with our wrap around pastoral care ensuring learners are equipped to have the right attitude to learning. As a result of these consistent approaches, we are able to collect a huge amount of data about our learners that will enable all teachers to make a holistic judgement of each learner's performance.

In line with the governments guidance all colleges must be able to show evidence of how the grades have been awarded. For example, if a learner has been awarded a GCSE grade of a 7 in their subject, the teacher will have to show the piece/s of work completed by the learner that shows it was indeed a 7.

LDE UTC's evidence will comprised of:

- Attendance
- Behaviour and Exclusions
- Milestone assessments (progress, mocks and ATL)
- Formative and summative assessments
- External assessments
- Teachers final standardised assessments

Set out below we list the areas of evidence collected and detail:

### Attendance

During normal college opening times and lockdown 3 all teachers recorded learner's attendance via our normal procedures using our MIS – Sims software.

During lockdown1 teachers recorded learner's attendance to online lessons via the college attendance spreadsheet. We could not use sims as we were unable to record learners attending lessons remotely but not on site at this time but we wanted to be able to measure attendance to live remote lessons. All learners were X coded on sims.

### Behaviour and exclusions

At all times, teachers have recorded behaviour points directly onto sims in line with the college behaviour policy. Internal and external exclusions are recorded directly onto sims.

### Milestone Assessments

Milestone assessments are pre-planned to cover the whole duration of the one or two year course. In line with the DfE guidance, these milestone assessments were reduced from four per year to two per year. Following our marking and assessment policy, these milestone assessment grades are formulated using:

- the formative and summative assessment data which is marked by teachers and moderated across the faculty
- mock exams which are marked by teachers, moderated across the faculty and one per year is externally moderated by colleges and UTCs that teach the same course whom we've formed a good partnership with over the years.
  - 20/04/20 – 01/05/20 – cancelled due to government lockdown 1
  - 25/01/21 – 05/02/21 - cancelled due to government lockdown 3
- Attitude to learning (ATL) which is created based on twelve criteria. (Please see the Assessment, Recording and Reporting Policy for more information).

### Formative and summative assessments

Formative and summative assessments are pre-planned to cover the whole duration of the one or two year course. These assessments in the academic year 2019-20 took place alternately every fortnight and in line with DfE guidance these assessments were reduced to take place alternatively over a fortnight with one formative and one summative per half term in the current (2020-21) academic year.

- Formative assessment: Teachers plan a formative assessment task, deliver to the learners and then assess using our orange formative assessment feedback stickers. Learners respond (DIRT – dedicated improvement and reflection time) in green pen.



- Summative assessment: Teachers prepare a summative assessment task that learners complete. Teachers mark all summative assessments and share the grades with learners. Every other summative assessment, in line with the milestone assessments, are teacher marked and faculty moderated.

Formative and summative assessments will be evidenced to the exam boards through the learner's workbooks, digital media files, physical portfolios/products and teachers records.

Please see below for the dates of when formative and summative assessment have taken place.

Formative assessments		Summative assessments	
Autumn 1	16/09/19 – 20/09/19 30/09/19 – 04/10/19 25/11/19 – 29/11/19	Autumn 1	14/10/19 – 18/10/19 11/10/19 – 15/11/19
Spring 1	31/01/20 – 17/01/20 27/01/20 – 31/01/20 16/03/20 – 20/03/20	Spring 1	10/02/20 – 14/02/20 02/03/20 – 06/03/20
Summer 1 Lockdown 1	11/05/20 – 15/05/20 08/06/20 – 12/06/20 22/06/20 – 26/06/20	Summer 1 Lockdown 1	30/03/20 – 03/04/20 06/07/20 – 10/07/20
Autumn 2	21/09/20 – 20/10/20 22/11/20 – 04/12/20	Autumn 2	19/09/20 – 12/11/21 14/12/20 – 08/01/21
Lockdown 3 Spring 2	11/01/21 – 22/01/21 19/04/21 – 23/04/21	Spring 2 Lockdown 3	01/02/21 – 12/02/21

### External assessments

Some subjects are required to take externally assessed units over the duration of the course. Some of these may include public exams, NEAs (Non-examined assessments), external moderation of coursework. All of these external assessments have been taken in line with JCQ requirements and the exam boards have externally marked, moderated and awarded the grade.

### T Teachers final standardised assessments (TFSAs)

All learners will receive two teachers final standardised assessments. The first teachers final standardised assessment will take place w/b 15<sup>th</sup> March 2021 for years 11, 12L2 and 13. The second teachers final standardised assessment will take place w/b 29<sup>th</sup> April 2021. (N.B. Years 10 and 12L3 exams will now take w/b 24<sup>th</sup> May 2021.)

These teachers final standardised assessments will:

- Consists of topics from the syllabus that have been delivered to our learners either remotely or face to face.
- Include NEAs where appropriate
- Have content for the first set of assessments which is produced by teachers
- Have content for the second set of assessments which is produced by the exam boards
- Be sat under JCQ exam controlled conditions with external invigilators onsite.
- Be marked by the subject teacher
- Be internally moderated within the subject faculty.
- Have one of the faculty moderated assessments externally moderated.
- Be kept as evidence for the exam board. This evidence may include digital media files, physical portfolios/products and moderated marked work.

We have been informing learners throughout the term that there will be assessments in March once we return to college and that these will form part of our evidence for final grades. These are not mock exams, but a standardised assessment that enables the learners to demonstrate their understanding of the content that they have been taught.

We want to give our learners more than one chance to demonstrate what they have learnt. Staff have been asked to ensure that only the content covered to date will be included in the standardised assessments and they will give learners guidance in order to make these March assessments more approachable and to share a revision topic list prior to the assessments, spending time reviewing and revising learning in class.

Although these assessments will form part of our evidence for grades, we would stress that there will be other evidence used and that barring unforeseen circumstances there will be a further assessment taking place around late April / early May when learners will be able to improve on what they achieve in March.



A good result in the March assessment should therefore provide evidence and some confidence to learners, but it is also a chance to take on board feedback and then provide evidence of an improved performance in the second assessment which we will be able to use when calculating our teacher assessments. Hence, learners who felt that they did not completely do themselves justice in March will have a chance to improve.

Although engagement in remote lessons has been excellent, we feel this approach is necessary given the different circumstances that learners have had to work under since March last year.

Please note, assessment papers will not be returned to learners as these will be kept as evidence in the same way that any external exam paper is not returned to them. Staff will however give feedback to the class as a whole and inform learners where they are in comparison to their target grade, e.g. "if you perform like this in the second assessment, you are on track to achieve your target grade'. Learners will be given the equivalent to an 'examiners report' where they will see common misconceptions, model answers etc to aid them further in preparing for their second assessment period.

Changes to grades will only be made if exam boards find that the grade is not a reasonable exercise of academic judgement, rather than as a result of marginal differences of opinion, and only following discussion between the exam board and the centre. (Consultation Decisions GCSE and A Level page 14)

### **Learner appeals on Teacher Assessed Grades (TAGs)**

The exam board will consider whether the evidence of the learner's performance indicates that the grade represents a reasonable exercise of academic judgement. (Consultation Decisions GCSE and A Level page 16). This is why we wish to give our learners as much information as possible with regards to the evidence we have for our TAGs (see Annex C&D).

### **Teacher Assessed Grades (TAGs) Evidence folders**

The evidence should relate to the specification content and should reflect, as far as possible, the sorts of questions and tasks that learners would usually do for the qualification.

We will make learners aware of the sources of evidence that will form the basis of the grades submitted and, as far as possible, the sources of evidence should be consistent across a class or cohort of learners.

The range and amount of evidence could vary between subjects. Teachers will need to be flexible where some learners have missed particular assessments, through no fault of their own, and may substitute other evidence if available.

Where learners' work was completed before the [new guidance](#) was published (24/03/2021), and is no longer available, appropriate records may be included as evidence instead (e.g. report data). Any work produced by learners after this guidance will be kept by the college to be used as part of the evidence to support the grade.

### **Links with other policies**

This policy is linked to our:

- [Assessment, recording and reporting policy](#)
- [Behaviour for learning policy](#)
- [Exclusions policy](#)
- [Feedback and marking policy](#)
- [SEN policy](#)

## ANNEX A First sitting Teachers Final Standardised Assessment (TFSA) schedule

Teachers final standardised assessment schedule – 15th March – 30th March						
Year 13 and any learners taking GCSE resits			Year 11 and Year 12			
Mon 15	A Maths Pure	L3 Business	Mon 22	GCSE English Language	GCSE Maths	
		L3 Built Environment	Tue 23	GCSE Biology	GCSE Spanish, Arabic and Italian Listening & Reading	
		L3 Digital Media U1			GCSE History	
Tue 16	L3 Engineering - U1	A Product design	Wed 24	GCSE English Literature	GCSE Chemistry	
	A Economics	A Chemistry	Thu 25	No assessments – careers day		
	A Biology	GCSE English Retake	Fri 26	GCSE Physics	GCSE Computer Science	
	A Computer Science		Mon 29	GCSE Design Technology	GCSE Spanish, Arabic and Italian Writing	
Wed 17	A Physics	L3 Engineering - U2		L2 Built Environment		
	A Psychology			L2 Engineering Design		
Thu 18	A Maths Applied	L3 Engineering - U4		L2 Engineering Mechatronics		
	L3Mathematical Studies		Tue 30	GCSE Geography	Yr. 12 L3 Engineering U1	
Fri 19	GCSE Maths Retake	L3 Engineering - U3		L2 Business	Yr. 12 L2 Engineering U2	
	L3 Digital Media U2	L3 Digital Media U6			Yr. 12 L3 Architecture	

## ANNEX B Second sitting TFSA schedule

Teachers final standardised assessment schedule – 29 <sup>th</sup> April – 14 <sup>th</sup> May					
Year 13, <b>any learners taking GCSE</b> & Year 12 Architects			Year 11 and Year 12 Engineers		
Thu 29	A Maths Pure	L3 Business	Fri 7	GCSE English Language	GCSE Maths
		L3 Built Environment	Mon 10	GCSE Biology	GCSE Spanish, Arabic and Italian Listening & Reading
Fri 30	L3 Engineering - U1	A Product design	Tue 11	GCSE English Literature	GCSE History
	A Economics	A Chemistry			GCSE Chemistry
	A Biology	<b>GCSE English Retake</b>	Wed 12	GCSE Physics	GCSE Computer Science
	A Computer Science				
Mon 3	Public Bank Holiday		Thu 13	GCSE Design Technology	GCSE Spanish, Arabic and Italian Writing
Tue 4	A Physics	L3 Engineering - U2		L2 Built Environment	
	A Psychology			L2 Engineering Design	
Wed 5	A Maths Applied	L3 Engineering - U4		L2 Engineering Mechatronics	
	L3 Mathematical Studies		Fri 14	GCSE Geography	<i>Yr. 12 L3 Engineering U1</i>
Thur 6	<b>GCSE Maths Retake</b>	L3 Engineering - U3	L2 Business		<i>Yr. 12 L2 Engineering U2</i>
		<i>Yr. 12 L3 Architecture</i>			

## ANNEX C Teacher Evidence Overview Report – (blank template):

Name of learner  
Year

Candidate number:  
Date of birth

All the data below will be used as evidence towards your overall TAGs

Milestone assessments (MA1, 2, 4 reported to parents) and MA3 internal review of learning during lockdown										Summative assessments				
		2019 - 2020				2020 - 2021				Term average				
Date taken		9 <sup>th</sup> – 18 <sup>th</sup> Dec		11 <sup>th</sup> -22 <sup>nd</sup> May		19 <sup>th</sup> -23 <sup>rd</sup> Oct		26 <sup>th</sup> Jan – 12 <sup>th</sup> Feb		Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2
Date marked		7 <sup>th</sup> – 17 <sup>th</sup> Jan		1 <sup>st</sup> – 12 <sup>th</sup> June		9 <sup>th</sup> – 13 <sup>th</sup> Nov		22 <sup>nd</sup> -26 <sup>th</sup> Feb						
Date moderated		17 <sup>th</sup> Jan		19 <sup>th</sup> June		16 <sup>th</sup> - 20 <sup>th</sup> Nov		1 <sup>st</sup> – 5 <sup>th</sup> Mar						
Date published		5 <sup>th</sup> Feb		23 <sup>rd</sup> June		Internal		19 <sup>th</sup> Mar						
		MA1		MA2		MA3		MA4						
Subject	Target	PRG	ATL	ATL 1	ATL 2	PRG	ATL	PRG	ATL					
1														
2														
3														
4														
5														
6														
7														

Standardised assessments – covering taught materials only and NEAs Questions and mark schemes set externally by exam boards, marked internally, moderated internally.							
		Assessment 1			Assessment 2		
Subject	Target	%	Grade	PRG	%	Grade	PRG
1							
2							
3							
4							
5							
6							
7							

External assessments already taken place				
Subject	Exam board	Date	Unit	Result
1				
2				
3				
4				

Attendance					
2019 - 2020		2021 - 2021			2019 - 2021
4 Sept – 20 Mar Onsite	23 Mar – 17 Jul Lockdown 1	07 Sept – 18 Dec Onsite	01 Jan – 5 Mar Lockdown 3	08 Mar – 14 May Onsite	Average

Behaviour points						Number of days of exclusion					
2019 - 2020		2020 - 2021		Total		2019 - 2020		2020 - 2021		Total	
Positive	Negative	Positive	Negative	Positive	Negative	Internal	External	Internal	External	Internal	External

#### Colour Key

ATL	What does this mean for you?
E	Your ATL is excellent
G	Your ATL is good.
I	You need to improve your ATL.
S	You need to urgently improve your ATL

Attendance	What does this mean for you?
> 98%	You have excellent attendance. You are likely to achieve or exceed your targets.
95 – 97 %	You have good attendance. You are likely to achieve your targets.
92 – 94 %	You need to improve your attendance. You may not meet your targets.
< 92 %	You need to urgently improve your attendance. You are not likely to meet your targets as you have not been able to access the subject content.

Progress	What is your teaching projecting you to achieve?
Well above	You could achieve 2 or more grades higher than your target grade.
Above	You could achieve one grade higher than your target grade.
On	You are likely to achieve your target grade.
Below	You are unlikely to achieve your target grade.
Well below	You are unlikely to achieve your target grade by 2 or more grades.

## ANNEX D Teacher Evidence Overview Report – (exemplar):

Name of learner Katherine Johnson  
Year 13

Candidate number: 10101010  
Date of birth: 26<sup>th</sup> August 1918

All the data below will be used as evidence towards your overall TAGs .

Milestone assessments (MA1, 2, 4 reported to parents) and MA3 internal review of learning during lockdown										Summative assessments				
		2019 - 2020				2020 - 2021				Term average				
Date taken		9 <sup>th</sup> – 18 <sup>th</sup> Dec		11 <sup>th</sup> -22 <sup>nd</sup> May		19 <sup>th</sup> -23 <sup>rd</sup> Oct		26 <sup>th</sup> Jan – 12 <sup>th</sup> Feb		Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2
Date marked		7 <sup>th</sup> – 17 <sup>th</sup> Jan		1 <sup>st</sup> – 12 <sup>th</sup> June		9 <sup>th</sup> – 13 <sup>th</sup> Nov		22 <sup>nd</sup> -26 <sup>th</sup> Feb						
Date moderated		17 <sup>th</sup> Jan		19 <sup>th</sup> June		16 <sup>th</sup> - 20 <sup>th</sup> Nov		1 <sup>st</sup> – 5 <sup>th</sup> Mar						
Date published		5 <sup>th</sup> Feb		23 <sup>rd</sup> June		Internal		19 <sup>th</sup> Mar						
		MA1		MA2		MA3		MA4						
Subject	Target	PRG	ATL	ATL 1	ATL 2	PRG	ATL	PRG	ATL					
Mathematics	A*													
Business Studies	Dist													
Engineering Design	DistDist													

Standardised assessments – covering taught materials only and NEAs Questions and mark schemes set externally by exam boards, marked internally, moderated internally.							
		Assessment 1			Assessment 2		
Subject	Target	%	Grade	PRG	%	Grade	PRG
Mathematics	A*	72	A		80	A*	
Business Studies	Dist	40	Pass		70	Distinction	
Engineering U1	DistDist	70	Distinction		73	Distinction	
Engineering U2		62	Merit		70	Distinction	
Engineering U3		65	Merit		71	Distinction	
Engineering U4		60	Merit		70	Distinction	
Engineering U10		NEA	Distinction		NEA	Distinction	

External assessments already taken place				
Subject	Exam board	Date	Unit	Result
Business Studies	Pearson Edexcel	June 2020	3	Distinction
Engineering Design	OCR	June 2020	6	Distinction
Engineering Design	OCR	June 2020	14	Merit

Attendance					
2019 - 2020		2020 - 2021			Average
4 Sept – 20 Mar Onsite	23 Mar – 17 Jul Lockdown 1	07 Sept – 18 Dec Onsite	01 Jan – 5 Mar Lockdown 3	08 Mar – 14 May Onsite	
97%	96%	98%	99%	96%	98%

Behaviour points						Number of days of exclusion					
2019 - 2020		2020 - 2021		Total		2019 - 2020		2020 - 2021		Total	
Positive	Negative	Positive	Negative	Positive	Negative	Internal	External	Internal	External	Internal	External
95	3	82	0	177	3	0	0	0	0	0	0

#### Colour Key

ATL	What does this mean for you?
E	Your ATL is excellent
G	Your ATL is good.
I	You need to improve your ATL.
S	You need to urgently improve your ATL

Attendance	What does this mean for you?
> 98%	You have excellent attendance. You are likely to achieve or exceed your targets.
95 – 97 %	You have good attendance. You are likely to achieve your targets.
92 – 94 %	You need to improve your attendance. You may not meet your targets.
< 92 %	You need to urgently improve your attendance. You are not likely to meet your targets as you have not been able to access the subject content.

Progress	What is your teaching projecting you to achieve?
Well above	You could achieve 2 or more grades higher than your target grade.
Above	You could achieve one grade higher than your target grade.
On	You are likely to achieve your target grade.
Below	You are unlikely to achieve your target grade.
Well below	You are unlikely to achieve your target grade by 2 or more grades.



## ANNEX E Examples of formative and summative assessment feedback:

**DATE:** **Name:** [Redacted] **7 Grade 7 (TG 6)**

**S [Strength]**  
• Identifying what went well.

**I [Improvement]**  
• Identify areas learner can improve

**T [Target]**  
• Pose a high level question to challenge thinking

**Literacy Target**  
• Use the extended writing criteria

**Can you consider if "pumping" could also apply to the daughter's feelings at her new found freedom?**

**Keep experimenting with a sophisticated and nuanced vocabulary.**

Improved paragraph:

The poet also presents the mother anxiety about her daughter leaving home. This is shown in the phrase 'pumping, pumping for your life'. Firstly, the word 'pumping' displays the idea of a heart beat but the fast pace of it could represent anxiety and fear. This could have been done by the poet to show that the mother is apprehensive about being away from her daughter. Moreover, the vivid verb 'pumping' is repeated which could mirror the heartbeat of both the mother and daughter. Perhaps, you could say that there is an ambiguity about this phrase as it could be about both, the mother and daughter. The daughter may have had a fast heartbeat to represent her feelings of excitement and adrenaline about leaving home. Meanwhile, the mother's rapid heartbeat is because she is tense about the same thought. Furthermore, the fast pace of the beating heart could represent the daughter's feelings as when riding a bicycle, your heartbeat could increase rapidly. The poet may have used this extended metaphor of a bicycle to display the idea of life being like a journey- the daughter leaving home means that another chapter of that journey has begun. As well as there being an deliberate ambiguity about who the phrase refers to, there is also a vagueness about the emotions. This is because the image of riding a bicycle and 'riding with long strides' could display the idea that the daughter is becoming more confident and independent, thus making the mother proud, but also distressed as she is not needed as much anymore. The poet may have wanted to celebrate the new beginnings of the daughter leaving home but also convey the mixed emotions that one feels when their children are growing up and to teach parents that such conflicting feelings are universal.

**DATE:** 02 Dec 2020

**Strength**  
Identifying what went well.

**Improvement**  
Identify areas learner can improve

**Target**  
Pose a high level question to challenge thinking

**Literacy Target**  
Use the extended writing criteria

**Your Comments**

Put your comments here. E.g. How did you improve it/what your next steps on this. To improve I will need to talk about what software's I'm good at and try to rearrange it all on less pages.

**DATE:** **Name:**

**S [Strength]**  
• Identifying what went well.

**I [Improvement]**  
• Identify areas learner can improve

**T [Target]**  
• Pose a high level question to challenge thinking

**Literacy Target**  
• Use the extended writing criteria

**DATE:** **Name:**

**S [Strength]**  
• Identifying what went well.

**I [Improvement]**  
• Identify areas learner can improve

**T [Target]**  
• Pose a high level question to challenge thinking

**Literacy Target**  
• Use the extended writing criteria

**DATE:** **Name:** [Redacted]

**S [Strength]**  
• Identifying what went well.

**I [Improvement]**  
• Identify areas learner can improve

**T [Target]**  
• Pose a high level question to challenge thinking

**Literacy Target**  
• Use the extended writing criteria

**Written clearly and succinctly.**

**Include research evidence.**

**Use researcher names.**

**Broaden discussion to make the essay flow better.**

16

16 colour: Red

Paragraph 2 – one limitation of this explanation is that, despite many studies being conducted the actual heritability rate for AN is unclear. Although research has suggested a link between genetics and AN there are many inconsistencies in the estimate for heritability, for example on average a large range of 28% to 74% was concluded. Furthermore, researcher Wade conducted a study interviewing, 2,000 female MZ and DZ twins, using the DSM criteria and concluded a heritability rate of 58%. Many of these studies also violate the equal environments assumption by assuming MZ and DZ twins are raised in the same house, although research suggests MZ twins are treated more similarly than DZ twins.

**Much better – continue to do this and you will do well!**