

Assessment Record (optional template):

FOR AS/A LEVELS AND GCSES FOR SUMMER 2021



Assessment Record for determining teacher assessed grades in Summer 2021

Background

Every centre must produce an Assessment Record for each subject cohort, that 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. Any necessary variations for individual students must also be recorded.

It is anticipated that you may choose to adopt this template in full. Or you may choose to make amendments – adding or deleting material – to reflect your own practices. In any case, this template is provided for information and does not constitute legal advice.

The template is written with a minimal amount of content in [brackets] that can be deleted, and material in CAPITAL LETTERS that should be added, if the content is retained.

Your Assessment Records must 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*

Assessment Record for determining teacher assessed grades in Summer 2021
Woodlands School
Mathematics
GCSE Mathematics

Assessment Evidence Form

[To be completed by the Head of Department for each subject, for each level (e.g. GCSE Maths, AS Maths and A Level Maths would require separate grids)]

Please detail the assessments used for the subject cohort (i.e. assessment resource, mock examination, controlled assessment, homework etc.). The 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 additional form below.

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.

	Type of Assessment	Unit __				Unit __				Unit __				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: PPE 1 November 2020	Past paper: Secure mock 4 (all 3 papers)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	H
Assessment 2: PPE 2 April 2021	Past paper: Secure mock 5 paper 3	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	H
Assessment 3: PPE 3 May 2021	Past paper: Secure mock 6 (All papers)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	H
Combination of the above:														H
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</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>Pupils have been assessed on the content which has been taught over the course of KS4 up until the point of assessment. The assessments were conducted under strict exam conditions, in line with JCQ guidelines and ensured that all pupils were given a fair and consistent opportunity across the cohort. Access arrangements were in place for all pupils who are entitled to them.</p>														

The marking of all papers has been verified by at least one other subject specialist and agreed by the HOD. Additional checks have been carried out by additional members of staff, where marking has been carried out by NQTs.

Subject Title: Maths

Subject Code 1MA1

Head of Department: Rajen Meeheelall Signature:

Date: 07.06.21

R O'Connor.

Subject teacher: Robert O'Connor Signature:

Date: 07.06.21

