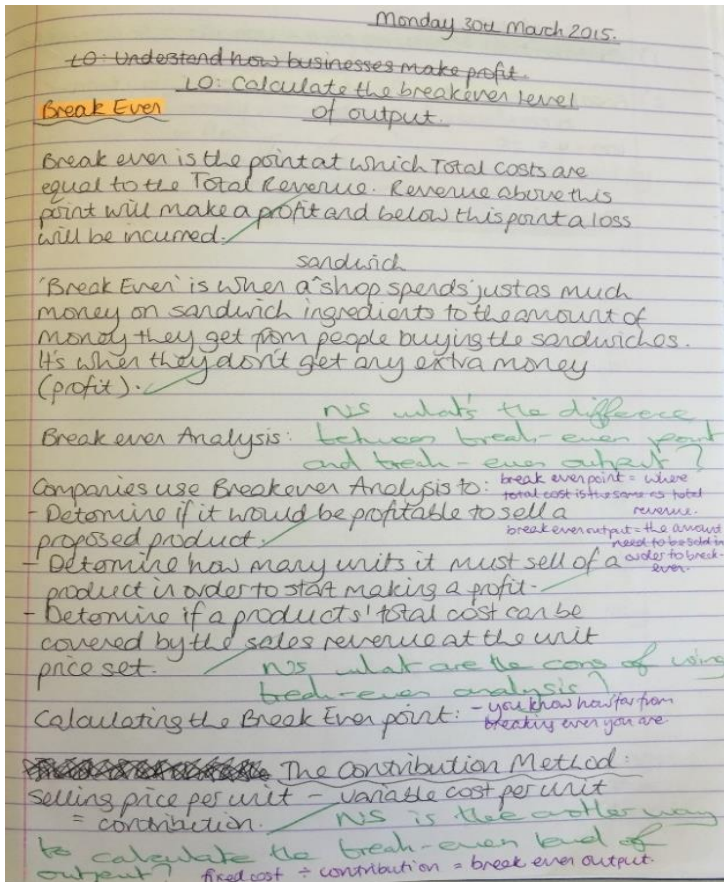


SOCIAL AND APPLIED LEARNING KS4 BTEC

(Business, Health & Social Care)

How do we assess?



Teaching and learning phase: Teachers will give verbal and written feedback to students as part of an 'ongoing dialogue'.

Summative assessment phase (approximately after 4/5 weeks of teaching and learning): Students engage with the feedback at the summative assessment stage where they are provided with the opportunity to respond to teacher comments and set targets for improvement. This is ongoing and links to each completed unit.

How do we know students engage with feedback?

Through the regular use of MRI (My Response Is) pen. This supports progressive learning.

Progress data: Teachers will award a holistic grade that represents a student's current performance against teacher set targets.

How is feedback monitored?

We constantly scrutinise students' work through: lesson observations, learning walks, shared practice and work sampling (a robust and rigorous process which we do

regularly to ensure consistency across classes). As well as rigorous internal and external moderation processes.

These follow strict policies and procedures which ensure that our feedback is in line with national standards.

What does assessment look like to a student?

We believe in giving quality, targeted feedback which is in line with national

| ASSESSMENT RECORD SHEET | | | |
|---|--|---|--|
| Programme | BTEC First Award in Business | Learner name | Madeline Allcock |
| Assignment title | Assignment 2: | Assessor name | D Shaw |
| Unit no. & title | Unit 8: Recruitment selection and employment | Targeted learning aims | Learning aim C: Demonstrate interview skills and plan career development |
| Issue date | 2 nd February 2015 | Submission deadline | 9 th February 2015 |
| First submission / resubmission?* | First Submission | Date submitted | 9 th February 2015 |
| Resubmission authorisation by Lead Internal Verifier* | | Date | |
| * All resubmissions must be authorised by the Lead Internal Verifier . Only one resubmission is possible per assignment, providing: <ul style="list-style-type: none"> The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension. The tutor considers that the learner will be able to provide improved evidence without further guidance. Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner. ** Any resubmission evidence must be submitted within 10 working days of receipt of results of assessment. | | | |
| Targeted criteria | Criteria achieved? (Yes / No) | Assessment comments | |
| 2C.P5 | Yes | Provide appropriate responses to interview questions for a specific job role. | |
| 2C.P6 | Yes | Produce a realistic personal career development plan. | |
| 2C.M4 | Yes | Demonstrate prior research and preparation when providing appropriate responses to interview questions for a specific job role. | |
| 2C.M5 | Yes | Produce a realistic personal career development plan showing independent research and planning. | |
| 2C.D3 | Yes | Evaluate the suitability of a realistic career development plan using interview performance feedback and own reflection. | |
| General comments | | | |
| Good work Madeline, you have provided evidence of research in interview and in your career development plan when considering a career in secondary teaching. You have provided evidence of evaluation with your career development plan using interview feedback so D3 can be awarded. | | | |
| Assessor declaration | I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. | | |
| Assessor signature | | Date | 9 th February 2015 |
| Learner comments | I enjoyed this task | | |

standards. All feedback is provided on standardised paperwork which links feedback to specific grading criteria and highlights where students can make improvements in future work.