

Data Drop	What assessment(s) informs this data drop?	How is this assessment marked, moderated and feedback to students?
1	End of Term 1 – Section A “Human growth and development through the life stages” – end of topic test.	End of topic test marked by teacher and a sample moderated by second teacher. Students provided with verbal and written feedback to help aid their exam technique and understanding of the content in preparation for their Unit 1 exam in May 2022.
2	End of Term 2 – Section B “Factors affecting human growth and development” - Sections B1-5 only. - end of topic test.	End of topic test marked by teacher and a sample moderated by second teacher. Students provided with verbal and written feedback to help aid their exam technique and understanding of the content in preparation for their Unit 1 exam in May 2022.
3	End of Term 3 – Section C “Effects of ageing” - Section B6 and all of Section C - end of topic test.	End of topic test marked by teacher and a sample moderated by second teacher. Students provided with verbal and written feedback to help aid their exam technique and understanding of the content in preparation for their Unit 1 exam in May 2022.
4	Middle of Term 4 – Unit 1 mock exam – whole paper with all 3 Sections.	Mock exam marked by teacher and a sample moderated by second teacher. Students provided with verbal and written feedback to help aid their exam technique and understanding of the content in preparation for their Unit 1 exam in May 2022.
5	Unit 1 external examination (1 hour and 30 minutes) – date TBC but probably mid May.	This is real Unit 1 exam – so will be marked and moderated by the exam board (Pearson).

Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Homework consists of past paper questions and content research to prepare students for the Unit 1 exam in May 2022.	The various sections submitted are marked by teacher. Students are provided with verbal and written feedback on how to improve work so they can achieve or supersede their target grades.
In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Yellow box marking, live feedback, peer marking.	Folders are not routinely “marked” but are checked at least once per term to ensure that notes are being kept to assist students in organising their notes and to help with revision.

Data Drop	What assessment(s) informs this data drop?	How is this assessment marked, moderated and feedback to students?
1	End of Term 1 – Section A “Examine principles, values and skills which underpin meeting the care and support needs of individuals” submitted.	Section A marked by teacher and samples moderated by Lead IV. Students provided with verbal and written feedback to make any necessary improvements and re-submit section with an allotted time frame.
2	End of Term 2 – Section B “Examine the ethical issues involved when providing care and support to meet individual needs” submitted.	Section B marked by teacher and samples moderated by Lead IV. Students provided with verbal and written feedback to make any necessary improvements and re-submit section with an allotted time frame.
3	End of Term 3 – Section C “Investigate the principles behind enabling individuals with care and support needs to overcome challenges” submitted.	Section C marked by teacher and samples moderated by Lead IV. Students provided with verbal and written feedback to make any necessary improvements and re-submit section with an allotted time frame.
4	End of Term 4 – Section D “Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs” submitted.	Section D marked by teacher and samples moderated by Lead IV. Students provided with verbal and written feedback to make any necessary improvements and re-submit section with an allotted time frame.
5	End of Term 5 – Final Draft due end of May (if no one is leaving this academic year)	Final Draft submitted and marked by teacher. Samples are moderated by Lead IV (internal) prior to being submitted for Standards Verification (SV – external).
Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Homework consists of tasks to prepare students for writing the required sections of their coursework. As well, students may need to complete the majority of their coursework for homework in order to meet the deadlines.	The various sections submitted are marked by teacher. Students are provided with verbal and written feedback on how to improve work so they can achieve or supersede their target grades.
In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Yellow box marking, live feedback, one to one sessions.	Folders are not routinely “marked” but are checked at least once per term to ensure that notes are being kept to assist students in completing their coursework (e.g. assignment briefs, required case studies, exemplar paragraphs, guidance for referencing, etc.)

Data Drop	What assessment(s) informs this data drop?	How is this assessment marked, moderated and feedback to students?
1	End of Term 1 – Assessment of Learning Aims A1, A2, A3. Students complete 30 minute assessment comprised of 2, 4, 6 and 8 mark exam questions. Students are informed about this assessment at the beginning of Term 1.	The Assessment is marked by the teacher and students are given a numerical score and the most recent grade boundaries are applied. Class and individual feedback given in a follow-up lesson (PPT & verbal feedback) and on individual assessments (written feedback). Subsequent homework activities and lessons focus on addressing any gaps in knowledge/exam technique shown up by the assessment either at a class or individual level.
2	End of Term 2 – Assessment of Learning Aims A4, A5, B1. Students complete 30 minute assessment comprised of 2, 4, 6 and 8 mark exam questions. Students are informed about this assessment at the beginning of Term 1 and reminded at the beginning of Term 2.	The Assessment is marked by the teacher and students are given a numerical score and the most recent grade boundaries are applied. Class and individual feedback given in a follow-up lesson (PPT & verbal feedback) and on individual assessments (written feedback). Subsequent homework activities and lessons focus on addressing any gaps in knowledge/exam technique shown up by the assessment either at a class or individual level.
3	Beginning of Term 4 – Internal Mock Exam (28 Feb – 18 Mar); Assessment of Learning Aims A, B & C. Students complete 1 hour 30 minute assessment comprised of 2, 4, 6 and 8 mark exam questions. Students are informed about this assessment at the beginning of Term 1 and reminded at beginning of Term 3.	The Assessment is marked by the teacher and students are given a numerical score and the most recent grade boundaries are applied. Class and individual feedback given in a follow-up lesson (PPT & verbal feedback) and on individual assessments (written feedback). Subsequent homework activities and lessons focus on addressing any gaps in knowledge/exam technique shown up by the assessment either at a class or individual level.
Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Homework is comprised of exam questions from Past Papers relevant to the topic being studied; reading ahead in the textbook in advance of upcoming topics; ongoing revision.	Exam questions assigned as homework are marked by the teacher and returned to students with written feedback. Some exam questions may also be reviewed with the class in a follow up lesson with verbal and written feedback (PPT).
In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Yellow box marking, live feedback, targeted questioning, peer assessment, self assessment.	Folders are not routinely “marked” but are checked at least once per term to ensure that notes are being kept. Past individual Assessments with written feedback and notes from class feedback should be included.
Any other information	There will be small quizzes throughout the year to check and consolidate content knowledge, but these do not inform data drops. No assessments of Unit 2 in Term 3, as students will be sitting the Unit 1 exam. No assessments in Term 5 as students will be revising for External Assessment.	

Data Drop	What assessment(s) informs this data drop?	How is this assessment marked, moderated and feedback to students?
1	End of Term 1 – Sections A and B improvements and Section C “Examine the treatment and support for service users with physiological disorders” submitted. 10 th lessons – 2 sets of Unit 1 past paper questions.	Section C marked by teacher and samples moderated by partner teacher. Students provided with verbal and written feedback to make any necessary improvements and re-submit section with an allotted time frame. The 10 th lesson tasks are marked by the teacher and students are given a numerical score and the most recent grade boundaries are applied. Class and individual feedback given in a follow-up lesson.
2	End of Term 3 – Section C improvements and 10 th lessons – 2 sets of Unit 1 past paper questions.	Section C marked by teacher and samples moderated by partner teacher. Students provided with verbal and written feedback to make any necessary improvements and re-submit section with an allotted time frame. The 10 th lesson tasks are marked by the teacher and students are given a numerical score and the most recent grade boundaries are applied. Class and individual feedback given in a follow-up lesson.
3	End of Term 3 – Section D “Develop a treatment plan for service users with physiological disorders to meet their needs” submitted. Unit 1 external examination (1 hour and 30 minutes) – 7/1/22 (provisional date).	Section D marked by teacher and samples moderated by partner teacher. Students provided with verbal and written feedback to make any necessary improvements and re-submit section with an allotted time frame. This is real Unit 1 exam – so will be marked and moderated by the exam board (Pearson).
4	Middle of Term 4 – Section D improvements	Section D marked by teacher and samples moderated by partner teacher. Students provided with verbal and written feedback to make any necessary improvements and re-submit section with an allotted time frame.

Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Homework consists of tasks to prepare students for writing the required sections of their coursework. As well, students may need to complete the majority of their coursework for homework in order to meet the deadlines. 10 th lessons tasks comprised of exam questions from Past Papers	The various coursework sections submitted are marked by teacher. Students are provided with verbal and written feedback on how to improve work so they can achieve or supersede their target grades. 10 th lesson exam questions assigned as homework are marked by the teacher and returned to students with written feedback.

In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Yellow box marking, live feedback, targeted questioning, peer assessment, self assessment and one-to-ones.	Folders are not routinely “marked” but are checked at least once per term to ensure that notes are being kept.

Any other information	No assessments in Term 5 as students will be revising for External Assessment.
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