

Pupil Outcomes: Qualifications & Leavers 2019

SLATED ROW SCHOOL

Executive Head: Mr J Budd Head of School: Miss Z Baines
SLATED ROW SCHOOL | Wolverton Campus, MK12 5NJ Kents Hill Campus, MK7 6BZ



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Read in Conjunction with:

- Pupil Outcomes: Progress & Attainment 2018/19
- Pupil Outcomes: Education, Health & Care Plans 2018/19

1. Summary

Outcomes for leavers are outstanding because:

- All Year 14 students received at least an Entry Level qualification in English, Mathematics and Life & Living.
- Students leave with qualifications across the curriculum.
- 71% of Year 14 students achieved a Duke of Edinburgh Bronze Award.
- 100% of students following the Employability Pathway achieved job specific qualifications.
- 100% of students following the Employability Pathway completed an internal internship
- All but one of students following the Personal Pathway achieved a Diploma in Life and Living.
- 100% of students following the Personal Pathway completed a work experience placement.
- 71% of students leaving in Year 14 achieved a level 1 National Bike Ability qualification.
- All Year 14 leavers went into full time education.
- In tracking of the 2018 leavers, 13 of 14 leavers remain in full time education and one is in full time employment.
- Tracking of leavers suggests the school equips them for life beyond Slated Row.

Annual qualifications show that:

- 346 Entry Level qualifications were taken in a range of subjects, with a 100% pass rate.
- In Mathematics, 50 students achieved an Entry Level 1, 5 students achieved an Entry Level 2 and 6 students achieved an Entry Level 3
- 17 pupils achieved the Bronze Duke of Edinburgh qualification
- For the first time at SRS 6 pupils achieved the Silver Duke of Edinburgh qualification
- 16 diplomas were achieved in Life and Living Entry Level
- In English, 30 students achieved an Entry level 1, In PE and team activities 50 student achieved qualification in either entry level 2 or 3.

2. Introduction

Pupils' examinations are based on prior starting points or in the case of the sixth form, other completed courses. The range of qualifications is linked to the curriculum, where key aspects are taken by all pupils, as well as an option element to the curriculum.

Progress is measured for pupils in Key Stage 4 using the school's own levels and tracking, including across Key Stage 3 and 4. This has also been completed for pupils in the Sixth Form for continuity in the school. See Pupil Outcomes Report on Progress & Attainment for more details.

3. Qualifications

Commentary of Annual Qualifications

346 Entry Level qualifications were taken in a range of subjects, with a 100% pass rate. (Data table 1).

In Personal Progress (Personal Pathway KS4), all 10 pupils achieved a diploma at Entry Level 1.

Feedback from the examination board WJEC was extremely complimentary regarding the school practices, administration and the quality of work produced by the students. They quoted that there were 'an inspiring range of creative experiences' provided for the students. One moderator who visited the school stated that it was a pleasure to moderate the school and it is evident that there are very good relationships between the candidates and the teaching staff. (Appendix)

Other Awards

23 pupils followed the Duke of Edinburgh Award Scheme, 17 achieved the Bronze Award and 6 achieved the Silver Award. (Data table 3), 10 students achieved the Food Hygiene Award (Data table 4).

7 students achieved a level 1 in Bike Ability, 5 primary aged students achieved a learn to ride award. (Data table 5)

4. Leavers

Achievements (Data table 6)

Sixth Form

All Year 14 pupils received at least an Entry Level qualification in English, Mathematics and Life & Living. (57% received a Science qualification), 100% received a qualification in Art, geography and ICT.

All but 2 of Year 14 students achieved a Duke of Edinburgh Bronze Award; all were in the Personal Pathway.

100% of students following the Personal Pathway achieved job specific qualifications, including one student achieving the Food Hygiene Level 2.

100% of students in Year 14 leavers completed a work experience in a variety of roles, including administration, housekeeping, reprographics, production line work, packing, cleaning and labelling parts and café. One student from the Personal Pathway completed a year's external internship with BSH. This led to work related learning continuing after leaving SRS.

100% of the pupils following the Personal Pathway achieved a Life and Living qualification looking specifically at personal skills such as travelling in the community, using and identifying community facilities, household tasks, cooking, managing money and travelling within the community.

100% of pupils following the Personal Pathway achieved a Diploma in Life and Living.

All but 2 of the leaver achieved a level 1 Bike Ability qualification, the students who did not achieve this was due to physical disability.

Destinations and retention (Data table 7)

Of the Year 14 cohort 2019, consisting of 7 leavers, there were no NEET students and all went into full time further education.

Data Table 7 shows that 14 leavers, 2018 all but two continued onto full time education, 12 at MK College and 2 leavers went into employment.

Data Table 7 shows that of the 2017 leavers, 13 of 16 continued in education at MK College. 1 leaver now employed at SRS as a level 1 Teaching Assistant and 2 are in full time employment.

5. Identified areas for further development

- Introduce further qualifications for pupils to achieve and deliver BTEC Level 1 qualification.
- Increased opportunities for pupils to engage in accredited courses linked to social enterprise and real life work experience.

Data Tables

Data Table 1: Entry Level Results 2018/9

| Subject | Cohort | Entry Level | | | Comments |
|----------------------|--------|-------------|----|----|--|
| | | 1 | 2 | 3 | |
| PE & Team activities | 50 | | 29 | 21 | 100% pass rate, in the 50 cohort some students achieved up to three separate qualifications. |
| ICT | 21 | 14 | 1 | 6 | 100% pass rate. |
| Art & Design | 24 | | 24 | | 100% pass rate, in the 50 cohort some students achieved up to two separate qualifications. |
| English | 30 | 30 | | | 100% pass rate for the students in the personal pass way. |
| Maths | 61 | 50 | 5 | 6 | 100% pass rate. |
| RE | 9 | | 8 | 1 | 100% pass rate, these students can use these credits for a larger qualification in Humanities. |
| Humanities | 26 | | 16 | 10 | 100% pass rate. |
| PSHE | 99 | 70 | 18 | 11 | 100% pass rate, in the 99 cohort some students achieved up to three separate qualifications. |
| Science | 16 | 4 | 10 | 2 | 100% pass rate. |

| Subject | Cohort | Entry Level 2 | | | Comments |
|---------------|--------|---------------|------|-----|---|
| | | Awa | Cert | Dip | |
| Humanities | 5 | 3 | 2 | 0 | 100% pass rate of those who have enough credits to reach the award and the credits accumulated over the key stage |
| Creative Arts | 7 | 6 | 1 | 0 | 100% pass rate of those who have enough credits to reach the award and the credits accumulated over the key stage |

| Subject | Exam Board | Cohort | Entry Level | | | Comments |
|-------------------|------------|--------|-------------|------|-----|--|
| | | | Awa | Cert | Dip | |
| Personal Progress | WJEC | 10 | | | 10 | 100% pass rate, students required 37 credits to achieved the diploma but all students achieved 50 credits. |
| Personal Progress | OCR | 6 | | 1 | 5 | 100% pass rate, of the 3 of the 5 students achieving a diploma gained 70 credits. The student who achieved a certificate left during p16 and then returned 9 months later, but only missed the diploma qualification by 6 credits. |

Data Table 3: Duke of Edinburgh Award

| Cohort | Bronze | Silver | Comments |
|--------|--------|--------|----------------|
| 23 | 17 | 6 | 100% pass rate |

Data Table 4: High Field Level 2 Food Hygiene

| Cohort | Pass | Comments |
|--------|------|-----------------|
| 10 | 10 | 100% pass rate. |

Data Table 5: Bike Ability Award

| Level | Cohort | No of passes | Comments |
|---------------|--------|--------------|--|
| Learn to ride | 5 | 5 | 100% pass rate, of students from primary |
| Level 1 | 7 | 7 | 100% pass rate, of students from primary and KS3 |

Data Table 6: Information for Leavers

| Year 14 leaver 2018/2019 | Qualifications gained up to & including year 11 2014/2015 | Qualifications achieved during P16 | Other achievements / Experience | Destination |
|-----------------------------|---|---|--|--------------------------|
| 1 | AQA ELC 1 Science Trinity Arts Discovery Award AQA ELC 1 English, Geography, PE | OCR EL1 Diploma L & L | BIKEABILITY Level 1 SNAP MK College Life & Living B&B Housekeeping Work Experience L & L | MK College |
| 2 | AQA ELC 1 Science Trinity Arts Discovery Award | D of E Bronze Award OCR EL1 Diploma L & L | BIKEABILITY Level 1 SNAP MK College Life & Living B&B Housekeeping Work Experience L & | Staffordshire College |
| 3 | Trinity Arts Discovery Award WJEC EL2 myself community WJEC EL2 planning a journey WJEC EL2 Graphic Design | Highfield Level 2 Food Safety in Catering AQA Maths EL2 | BIKEABILITY Level 1 Girls Active Register helper Work Experience L & L, SLT Administration | MK College |
| 4 | Trinity Arts Discovery Award | D of E Bronze Award OCR EL1 Diploma L & L | Boccia 2011/12 Regional champion & National finalist Boccia 2012/13 Regional runners up Boccia 2014/15 Regional runners up Boccia 2015/16 Regional runners up Boccia 2017/18 Bucks County Winners & Regional Runners Up SNAP MK College Life & Living Work Experience L & | MK College |
| 5 | Trinity Arts Discovery Award | D of E Bronze Award OCR EL1 Diploma L & L | BIKEABILITY Level 1 SNAP MK College Life & Living Work Experience L & | MK College |

| Year 14 leaver 2018/2019 | Qualifications gained up to & including year 11 2014/2015 | Qualifications achieved during P16 | Other achievements / Experience | Destination |
|-----------------------------|--|--|--|--------------------------------|
| 6 | AQA ELC 1 English AQA ELC 2 PE AQA ELC 2 PE, Science AQA Maths Functional Skills EL1 Trinity Arts Discovery Award | D of E Bronze Award OCR EL1 Diploma L & L | BIKEABILITY Level 1 Player Leader SNAP MK College Life & Living Work Experience L & L, Site Maintenance Internship BSH | MK College |
| 7 | AQA ELC 1 English AQA ELC 2 PE AQA ELC 1 Science Trinity Arts Discovery Award | D of E Bronze Award OCR EL1 Diploma L & L | SNAP MK College Life & Living B&B Housekeeping Work Experience L & L | MK College / Camp hill Cafe |

Data Table 7: Tracking of Leavers

| | Left in from yr group | Year 1 | Year 2 | Year 3 |
|-----|-----------------------|-----------------------------|-----------------------------------|--------|
| FA | 2019, Year 14 | MK College | - | - |
| OH | 2019, Year 14 | Staffordshire College | - | - |
| SL | 2019, Year 14 | MK College | - | - |
| CM | 2019, Year 14 | MK College | - | - |
| TR | 2019, Year 14 | MK College | - | - |
| JS | 2019, Year 14 | MK College | - | - |
| CS | 2019, Year 14 | MK College / Camp hill Cafe | - | - |
| JC | 2018, Year 14 | MK College | No change | - |
| SE | 2018, Year 14 | MK College | Full time employment | - |
| JM | 2018, Year 14 | Adult Social Care Package | No change | - |
| SM | 2018, Year 14 | MK College | No change | - |
| EM | 2018, Year 14 | MK College | MK College/city arcade employment | - |
| FM | 2018, Year 14 | Adult Social Care Package | No change | - |
| ON | 2018, Year 14 | MK College | Apprenticeship gardening | - |
| BP | 2018, Year 14 | MK College | No change | - |
| MR | 2018, Year 14 | MK College | No change | - |
| NRW | 2018, Year 14 | MK College | No change | - |
| LR | 2018, Year 14 | MK College | No change | - |
| MR | 2018, Year 14 | MK College | No change | - |

| | | | | |
|-----|---------------|-------------------------------|----------------------|------------------------------------|
| GS | 2018, Year 14 | MK College | No change | - |
| AW | 2018, Year 14 | MK College | No change | - |
| JF | 2017, Year 14 | Adult Social Care Package | No change | No change |
| GB | 2017, Year 14 | Moved with family to run farm | No change | No change |
| EA | 2017, Year 14 | MK College | No change | No change |
| MD | 2017, Year 14 | MK College | No change | No change |
| EJ | 2017, Year 14 | MK College | No change | No change |
| LB | 2017, Year 14 | Adult Social Care Package | No change | No change |
| BM | 2017, Year 14 | MK College | No change | No change |
| KG | 2017, Year 14 | Apprentice with Caldecott | No change | No change |
| OW | 2017, Year 14 | MK College | No change | No change |
| KF | 2017, Year 14 | MK College | No change | No change |
| DM | 2017, Year 14 | MK College | No change | No change |
| MGH | 2017, Year 14 | Moulton College | No change | No change |
| EL | 2017, Year 14 | MK College | No change | Full time employment at theme park |
| LC | 2017, Year 14 | MK College | No change | Apprentice Teaching Assistant |
| UZ | 2017, Year 14 | MK College | No change | No change |
| TS | 2017, Year 14 | MK College | No change | Working in retail |
| 1 | 2016, Year 14 | MK College, Foundation Course | No change | No change |
| 2 | 2016, Year 14 | MK College, Foundation Course | No change | No change |
| 3 | 2016, Year 14 | Apprentice at Network Rail | Full Time employment | Full Time employment |
| 4 | 2016, Year 14 | ECCO education package | No change | No change |
| 5 | 2016, Year 14 | ECCO education package | No change | No change |
| 6 | 2016, Year 14 | MK College, Foundation Course | Left college | Left college |

| | | | | |
|----|---------------|---|-----------------------------------|----------------------|
| 7 | 2016, Year 14 | MK College, Foundation Course | Apprentice at Moovie | Apprentice at Moovie |
| 8 | 2016, Year 11 | Moulton College, Animal Course | No change | No change |
| 9 | 2016, Year 14 | MK College, Foundation Course | No change | No change |
| 10 | 2016, Year 14 | MK College, Apprentice BSH | Apprentice at BSH | Employed at BSH |
| 11 | 2016, Year 14 | MK College, Foundation Course | No change | No change |
| 12 | 2016, Year 14 | MK College, Foundation Course | No change | No change |
| 13 | 2016, Year 14 | MK College, Level 1 Course | No change | No change |
| 14 | 2016, Year 11 | Harrogate Army College | No change | No change |
| 15 | 2016, Year 14 | MK College, Foundation Course | Full Time employment | Full Time employment |
| 1 | 2015, Year 14 | MK College, Foundation Course | No change | No change |
| 2 | 2015, Year 14 | MK College, Foundation Course | No change | No change |
| 3 | 2015, Year 14 | MK College, Foundation Course | No change | No change |
| 4 | 2015, Year 14 | MK College, Foundation Course | No change | No change |
| 5 | 2015, Year 14 | MK College, Foundation Course/SNAP/Phoenix Rising | No change | No change |
| 6 | 2015, Year 14 | MK College, Foundation Course | No change | No change |
| 7 | 2015, Year 14 | MK College, Foundation Course | No change | No change |
| 8 | 2015, Year 14 | MK College, Foundation Course | No change | No change |
| 9 | 2015, Year 14 | MK College, Foundation Course | No change | No change |
| 10 | 2015, Year 14 | MK College, Foundation Course | No change | No change |
| 11 | 2015, Year 14 | MK College, Foundation Course | Full time parent to step-children | No change |
| 12 | 2015, Year 14 | Working as a mechanic | No change | No change |
| 13 | 2015, Year 14 | MK College, Foundation Course - joined late | MK College | No change |
| 14 | 2015, Year 14 | Working at Royal Mail | No change | No change |

| | | | | |
|--|---------------|-------------------------------|--------------------------|---|
| 15 | 2015, Year 11 | MK College, Foundation Course | Now living independently | No change |
| 1 | 2014, Year 14 | MK College, Foundation Course | No change | No change |
| 2 | 2014, Year 14 | MK College, Foundation Course | No change | No change |
| 3 | 2014, Year 14 | MK College, Foundation Course | No change | No change |
| 4 | 2014, Year 14 | MK College, Foundation Course | No change | No change |
| 5 | 2014, Year 14 | ECCO education package | No change | No change |
| 6 | 2014, Year 14 | MK College, Foundation Course | No change | No change |
| 7 | 2014, Year 14 | MK College, Foundation Course | No change | Health issues – hospitalised, still has the college place |
| 8 | 2014, Year 14 | MK College, Foundation Course | No change | No change – attendance issues |
| 9 | 2014, Year 14 | MK College, Foundation Course | No change | No change |
| 10 | 2014, Year 14 | MK College, Foundation Course | No change | No change |
| 11 | 2014, Year 14 | MK College, Foundation Course | No change | No change |
| 12 | 2014, Year 14 | MK College, Foundation Course | Moved to Canada | - |
| 13 | 2014, Year 14 | MK College, Foundation Course | No change | No change |
| No pupils left at the end of Year 11 in 2014 | | | | |

Appendix: Examination Boards centre moderation feedback.

Moderator: J. Day



ENTRY PATHWAYS (QCF)
MODERATOR'S REPORT

| | |
|-----------------------------|--------|
| For Office Use | Y or N |
| Centre assessments accepted | Y |

Moderator: J. Day

Date: May 2019

Centre Name: SLATED ROW SCHOOL

Centre Number: 52316

Unit(s) Moderated:

6250/E2 A BRITISH SOCIETY IN THE PAST
6253/E2 HISTORY IN THE MEDIA
6253/E3 HISTORY IN THE MEDIA
6254/E2 LOOKING AT YOUR HISTORY
6271/E2 FAMOUS FOLLOWERS OF RELIGION
6271/E3 FAMOUS FOLLOWERS OF RELIGION
6275/E2 RELIGIOUS INITIATION RITES
6275/E3 RELIGIOUS INITIATION RITES
6277/E2 RELIGIOUS MARRIAGE SERVICES

| Administration | ✓ or X |
|---|--------|
| The sample was submitted on time | ✓ |
| Correct sample submitted | ✓ |
| Final assessments included on cover sheets | ✓ |
| All candidates' work authenticated | ✓ |
| Evidence of internal moderation process completed | ✓ |
| Witness statements included (where required) | ✓ |
| Candidates' work well presented for moderation | ✓ |

| Content/Tasks and Annotation | ✓ or X |
|--|--------|
| Content/Tasks were appropriate and clearly met assessment criteria | ✓ |
| Centre assessments were supported by appropriate evidence/annotation | ✓ |

| Assessments | ✓ or X |
|--|--------|
| The following statement best describes the outcome of moderation | ✓ or X |
| Assessment criteria met | ✓ |
| Assessment criteria consistently applied | ✓ |

MODERATOR'S COMMENTS/ADVICE:

Thank you for the samples sent. The work was organised and presented in a way that was easy to follow. This assisted moderation. Well done!

The administration was of a high standard and all involved are to be congratulated. All the necessary documentation was completed in full, and internal moderation of the work ensured standardisation across all the units.

The tasks presented were appropriate for candidates working at both Entry Level 2 and Entry Level 3. They were well done and met the requirements of the units entered. The tasks allowed candidates to work independently and to write extensive responses.

Good use was made of the General Comments section of the WJEC Assessment Record sheet to give useful background information on the candidates that helps to contextualise the work presented.

Overall the centre is to be commended for the hard work involved. Clearly a lot of interesting work has taken place and candidates have gained from the experiences. Well done to everyone involved.

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Moderator: Sara Jones

The image shows a large, empty rectangular frame. In the top-left corner of this frame, there is a small, low-resolution image of a document. The document appears to be a form or a page with text and possibly a table, but the text is too small to be legible. The rest of the frame is completely blank.

Unit(s) Moderated:

6124 E2: Myself Within the Community

6125 E2: Planning a Journey

Well-designed pro-forma sheets provided the opportunity for each of the assessment criteria to be addressed. One candidate had also included tickets and photographic evidence of the journey taken, which added interest and brought the work to life – this is good practice for this unit.

Moderator: A Greenup



ENTRY PATHWAYS (QCF)
MODERATOR'S REPORT

| For Office Use | Y or N |
|-----------------------------|--------|
| Centre assessments accepted | Y |

Moderator: A Greenup

Date: May 2019

Centre Name: Slatel Row School

Centre Number: 62316

Unit(s) Moderated: 6382/E1, 6395/E2, 6397/E3

| Administration | ✓ or X |
|--|--------|
| The sample was submitted on time | ✓ |
| Correct sample submitted | ✓ |
| Final assessments included on cover sheets | ✓ |
| All candidates' work authenticated | ✓ |
| Evidence of a formal moderation process completed | N/A |
| Witness statements included (where required) | ✓ |
| Candidates' work well presented for moderation | ✓ |
| Content/Tasks and Annotation | ✓ or X |
| Content/Tasks were appropriate and clearly met assessment criteria | ✓ |
| Centre assessments were supported by appropriate evidence/annotation | ✓ |
| Assessments | ✓ or X |
| The following statement best describes the outcome of moderation | ✓ or X |
| Assessment criteria met | ✓ |
| Assessment criteria not consistently applied | |

MODERATOR'S COMMENTS/ADVICE:

The work submitted was well packaged and extremely well presented.

The evidence was good and clearly documented with all the assessment criteria identified on the candidates' work and supported by witness statements.

Although the work submitted met the requirements of the units covered, in the Level E3 database unit, before and after screenshots would be preferable to show any amendments rather than a single before screenshot followed by a witness statement to say that corrections had been made.

To assist centres there are checklists available on the WJEC website, which the centre may find useful. Where it is difficult to show evidence, witness statements can be used, a pro form is available from the WJEC website.

Unit(s) Moderated:

6382 E1 IMPROVING PRODUCTIVITY IN ICT

6395 E2 DESKTOP PUBLISHING

6387 E3 ICT

Work extremely well presented.

The evidence was good and clearly documented with all the assessment criteria identified on the candidates' work and supported by witness statements.

Moderator: Gilly Wright



**ENTRY PATHWAYS (QCF)
MODERATOR'S REPORT**

| | |
|-----------------------------|--------|
| For Office Use | Y or N |
| Centre assessments accepted | Y |

Moderator: GILLY WRIGHT

Date: June 2019

Centre Name: SLATED ROW SCHOOL KENTS HILL CAMPUS

Centre Number 52315

Unit(s) Moderated:

6100 E3 DEVELOPING SELF
6101 E2 DEALING WITH PROBLEMS
6101 E3 DEALING WITH PROBLEMS
6102 E3 ENVIRONMENTAL AWARENESS
6104 E2 INDIVIDUAL RIGHTS AND RESPONSIBILITIES
6104 E3 INDIVIDUAL RIGHTS AND RESPONSIBILITIES

| Administration | ✓ or X |
|--|--------|
| The sample was submitted on time | ✓ |
| Correct sample submitted | ✓ |
| Final assessments included on cover sheets | ✓ |
| All candidates' work authenticated | ✓ |
| Evidence of internal moderation process completed | ✓ |
| Witness statements included (where required) | ✓ |
| Candidates' work well presented for moderation | ✓ |
| Content/Tasks and Annotation | ✓ or X |
| Content/Tasks were appropriate and clearly met assessment criteria | ✓ |
| Centre assessments were supported by appropriate evidence/annotation | ✓ |
| Assessments | ✓ or X |
| The following statement best describes the outcome of moderation | ✓ or X |
| Assessment criteria met | ✓ |
| Assessment criteria not consistently applied | |

MODERATOR'S COMMENTS/ADVICE:

Thank you for the work submitted for moderation. The samples were extremely well presented and very easy to follow.

For some assessment criteria at E3 the work was a little light and greater depth should be aimed for in future submissions. Some of the comments made in the 'General Comments' section of the Assessment record should have been on a Witness Statement.

Many of the tasks/activities covered were creative and exciting for the candidates, and they will have gained considerably from the experience. Both staff and students are to be congratulated.

Unit(s) Moderated:

6100 E3 DEVELOPING SELF

6101 E2 DEALING WITH PROBLEMS

6101 E3 DEALING WITH PROBLEMS

6102 E3 ENVIRONMENTAL AWARENESS

6104 E2 INDIVIDUAL RIGHTS AND RESPONSIBILITIES

6104 E3 INDIVIDUAL RIGHTS AND RESPONSIBILITIES

The samples were extremely well presented and very easy to follow. Many of the tasks/activities covered were creative and exciting for the candidates, and they will have gained considerably from the experience. Both staff and students are to be congratulated.

Moderator: Sheila Steer



ENTRY PATHWAYS (QCF) :
Healthy Living And Fitness
Moderator's Report 2019

| For Office Use | |
|-----------------------------|--|
| Centre assessments accepted | |
| Centre assessments adjusted | |

Moderator: Sheila Steer

Date: 14-05-19

Centre Name: Slated Row School

Centre Number: 52316

| Administration | ✓ or x |
|---|--------|
| The coursework sample was submitted on time | N/A |
| Content/Tasks and Annotation | ✓ or x |
| Content/Tasks were appropriate and clearly met assessment criteria | ✓ |
| Assessment records were supported by appropriate evidence / annotation | ✓ |
| Assessment | |
| Assessment criteria consistently applied across units | ✓ |
| With a few exceptions, assessments consistently applied | |
| Assessments not consistently applied and/or internal moderation not effective | |

MODERATOR'S COMMENTS/ADVICE:

The meeting at the start of the moderation is very useful. All the necessary information is made available and there is opportunity to discuss the entries and the work covered.

Preparing for Sporting Activities

This session is led by the candidates. They show a variety of aerobic exercises and individuals demonstrate a stretching exercise which others in the group copy. They understand that there should be different stretching exercise for different activities.

Frequent and Regular Physical Activity

The Entry Level 3 candidates answer questions about getting fit using appropriate terminology. They explain the use of a small fitness gym which is used to develop their aerobic fitness. They have also used the outdoor fitness equipment both in lesson time and in their break time.

The candidates set up a balanced fitness circuit. They all work hard at each activity. Some of the Entry 3 candidates have good performance skills and all candidates work consistently and are fully involved.

A second group of candidates also set up their own circuit. They have individual sheets from which they work and there is some evidence of previous recorded scores. There is some photographic evidence of previous lessons.

Moderator's Report Form completed

The Entry Level 3 candidates work extremely hard while the Entry Level 2 candidates work at a slower pace but do meet the assessment criteria for Entry Level 2. Some of the candidates have taken part in Aerobics as part of the course.

Individual or Partner Activities

In a previous visit to the school the candidates demonstrated Badminton for this module. This is an activity that had been completed some time before the moderation and some candidates had difficulty demonstrating the skills they had learned.

The candidates maintain a rally with a partner some have difficulty serving. There are no line markings which makes playing a game quite difficult especially when making judgements about where the shuttle lands.

The Entry Level 3 candidates play the game quite well. They have long rallies and move well about the court. Their reactions are good.

Other options which have been recorded for individual candidates are Swimming, Cross Country, Bowls and Gymnastics. The witness statements provided gives a brief account of the candidates' achievements in the various sports. It is also very useful to talk to the candidates about their work.

One candidate demonstrates Gymnastics. On the floor the candidate demonstrates linked actions which show very good body awareness. He has good core and upper body strength. He demonstrates a variety of skills, he knows when he has performed well and when he could improve his work.

The candidate attends a club and has won Gold Medals in the Special Olympics on different apparatus. The school does submit some video evidence at a later date.

Team Competitive Activities

In a previous visit to the school the candidates demonstrated Football for this module. The candidates demonstrate basic skills with control. They move well around the pitch and pass the ball with some accuracy. They make good decisions when to make a pass and are skillful when receiving the ball.

They work well as a member of a team and show the ability to change speed, dodge an opponent and make it difficult for others to tackle them.

It is a pleasure to moderate this school. There is a very good relationship between the candidates and the teaching staff. The candidates are keen to do well throughout the day. It is good to see how the candidates support each other in the different activities.

6433 E2/E3 PREPARING FOR SPORTING ACTIVITIES

6434 E2/E3 FREQUENT AND REGULAR PHYSICAL ACTIVITY

6434 E2/E3 INDIVIDUAL OR PARTNER ACTIVITIES

6435 E2/E3 TEAM COMPETITIVE ACTIVITIES

Moderator visited SRS to moderate the students.

It is a pleasure to moderate this school. There is a very good relationship between the candidates and the teaching staff. The candidates are keen to do well throughout the day. It is good to see how the candidates support each other in the different activities.

Moderator: Beverley Parry



ENTRY PATHWAYS (QCF)
CREATIVE MEDIA & PERFORMANCE
ARTS
MODERATOR'S REPORT

| | |
|-----------------------------|--------|
| For Office Use | Y or N |
| Centre assessments accepted | Y |

Moderator: BEVERLEY PARRY
Centre Name: SLATED ROW SCHOOL
Subject: Design & Technology
Unit(s) Moderated:
6220/E2 Designing & Modelling

Date: May 2019
Centre Number: 52316

| Administration | ✓ or X |
|---|--------|
| The sample was submitted on time | ✓ |
| Correct sample submitted | ✓ |
| Assessment records submitted | ✓ |
| Completed EPF form submitted (Entry Pathways qual. Only/Mark Record Sheets correctly completed) | N/A |
| All candidates' work authenticated | ✓ |
| Evidence of internal moderation process completed | ✓ |
| Witness statements included (where required) | ✓ |
| Candidates' work well presented for moderation | ✓ |

| Tasks and Annotation | ✓ or X |
|--|--------|
| Tasks were appropriate and clearly met assessment criteria | ✓ |
| Centre assessments were supported by appropriate evidence/annotation | ✓ |

| Assessments | ✓ or X |
|--|--------|
| The following statement best describes the outcome of moderation | ✓ or X |
| Assessment criteria met | ✓ |
| Assessment criteria not consistently applied | |

MODERATOR'S COMMENTS/ADVICE:


The aim of the course is to allow candidates to combine units of their own choosing to create a programme of study suited to the individual needs.

The assessment of the work was applied correctly and all of the units were authenticated by both staff and students. The centre should be congratulated for applying the correct level of assessment and the supporting commentary written, which helped the moderation process.

There was an adequate range of work reviewed and analysed by the candidates. If the work had been studied in more depth this would have helped them to set thoughtful and more detailed specifications. The design work showed a range of skills with some interesting designs, not all the work was based on their original research work. A range of models evident, using a range of skills and practices.

The candidates work showed a clear understanding of the risks and hazards in the workshop environment. There was a range and variety of evidence present, clearly showing and applying health and safety practices.

Moderator: Carolyn Phillips

| | | |
|--|------------------------------------|---------------|
|  ENTRY PATHWAYS (QCF) CREATIVE MEDIA & PERFORMANCE ARTS MODERATOR'S REPORT | For Office Use | Y or N |
| | Centre assessments accepted | Y |

Moderator: CAROLYN PHILLIPS

Date: May 2019

Centre Name: SLATED ROW SCHOOL

Centre Number: 82316

Subject: Art & Design

Unit(s) Moderated:

8307/E2 Graphic Design
8311/E2 Textiles

| Administration | ✓ or X |
|--|--------|
| The sample was submitted on time | ✓ |
| Correct sample submitted | ✓ |
| Assessment records submitted | ✓ |
| Completed EPI form submitted (Entry Pathways quals. Only)/Mark Record Sheets correctly completed | N/A |
| All candidates' work authenticated | ✓ |
| Evidence of internal moderation process completed | ✓ |
| Witness statements included (where required) | ✓ |
| Candidates' work well presented for moderation | ✓ |

| Tasks and Annotation | ✓ or X |
|--|--------|
| Tasks were appropriate and clearly met assessment criteria | ✓ |
| Centre assessments were supported by appropriate evidence/annotation | ✓ |

| Assessments | ✓ or X |
|--|--------|
| The following statement best describes the outcome of moderation | ✓ or X |
| Assessment criteria met | ✓ |
| Assessment criteria not consistently applied | |

MODERATOR'S COMMENTS/ADVICE:**8307/E2 Graphic Design**

The submissions presented for moderation reflected a well-structured, comprehensive course that enabled candidates to successfully meet all of the assessment criteria. Candidates had selected a range of graphic design references and resources to support their work and it was encouraging to see personal responses to these references. Use of materials, tools and techniques was good with some experimentation evident in the development of their ideas. The outcomes were well produced and appropriate to the tasks and themes set. The centre has clearly embraced the Entry Pathways Art & Design and provided an inspiring range of creative experiences for their candidates.

8311/E2 Textiles

Candidates had selected some references and resources although personal responses and references to artists, crafts persons and / or designers were limited. Use of materials, tools and techniques was good with some beautiful experimentation evident in the development of their ideas. The outcomes were well produced and appropriate to the tasks and themes set. We would like to thank the staff and candidates at the centre for all the hard work involved in this submission.

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