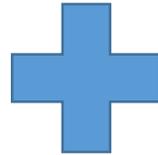


Assessment at BOA

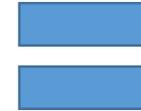
October 2019

YEAR 12: Setting Targets and Expectations

Minimum Expectation



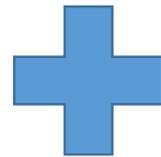
**Appropriate Stretch
and Challenge**



TARGET

ESTIMATED GRADE

- Minimum expected average A-Level Grade (ALPS & FFT)
- 2017/18/19 subject specific National Averages (Ready Reckoner)
- BOA pathway performance averages

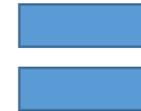


GCSE Performance

- Core academic subjects
- Related Subjects

EARLY TEACHER FEEDBACK

- In class progress measurements, observations and assessments

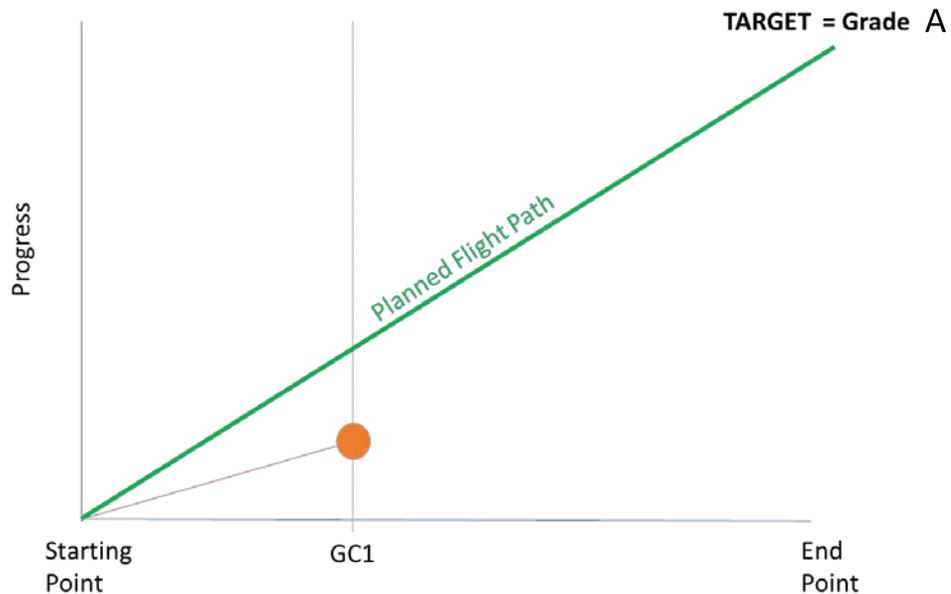


TARGET

Assessing Progress

Continuous assessment **for** learning, **as** learning and **of** learning.

Summarised and reviewed every half-term.



TESTING

Testing in small chunks – to identify stronger and weaker areas (perhaps by unit/topic)

Testing in cumulative chunks – to measure retention, connectivity, approaches to revision

Practice assignments/projects

IN THE CLASSROOM

Responses to questioning

Engagement with activities

Roles in group work

Responses to specific instructions and briefs

Level of support accessed/required/requested

Literacy and communication skills

Resilience and growth mindset

MARKING

Differentiated homework tasks

Folders

Books

Assignments

Reporting back to you

Grade Cards	Full Report	Parents' Evening
3 or 4 per year (via email)	1 per year (Via email)	1 per year
<ul style="list-style-type: none">• Target Grade• Predicted Grade• Work Ethic Grade Plus: <ul style="list-style-type: none">• Praise Points• Behaviour Points• Attendance	<ul style="list-style-type: none">• Grade Card Data• Teacher Comments• Tutor Comments	Teacher/Tutor discussion supported by Grade Card Data

We have sent you a test email. Please let us know if you have not received it.

Reporting back to you

Understanding Predictions

Target	Prediction
B	A

The prediction matches the target

This tells you your child is making progress at the rate we expect

The prediction is **below target**

This tells you your child is not making the progress we planned at this point in time. It also tells you the impact we currently predict this will have. Most importantly for us, it indicates that intervention is required to get this learner back onto the planned flightpath.

The prediction is **above target**

This tells you your child is making better progress than we planned and that therefore we are raising our expectations of him/her.

- Personalised lesson tasks
- Additional lessons
- IAP
- Close monitoring
- On report
- Mentor
- Extra support in lessons
- Group change
- SEN screening

Reporting back to you

Understanding Work Ethic

	Unacceptable (U)	Requires Improvement (RI)	Good (G)	Excellent (E)
Work Ethic	Unprepared for lessons, lacking focus, approach to work is poor, incomplete or missing work.	Not fully prepared for lessons, inattentive at times, limits level of effort applied to work, leaves work incomplete at times.	Well prepared for lessons, attentive, works well in all lessons, all homework is completed to an expected standard.	Fully prepared for all lessons, always attentive, works to the best of their ability in all lessons, all work is well presented, all homework is completed on time and to a high standard.

Reporting back to you

Understanding Attendance

	Unacceptable (U)	Requires Improvement (RI)	Good (G)	Excellent (E)
Attendance	Less than 95% Approx 2 full weeks of absence.	96% - 97%	97% - 98%	98%-100%

Our pathways



At the centre of every pathway is a Pearson

- ❑ RQF National Diploma (new) – Performance, Music, Design, Sport, Health, Computing, Engineering, Agriculture, Business, Creative Media Production, Health Care, Education, Early Childhood Development, Child Development, Child Care, Child Health, Child Protection, Child Welfare, Child Development, Child Care, Child Health, Child Protection, Child Welfare
- ❑ QCF National Diploma (old) – Technical, Applied Science, Applied Computing, Applied Design, Applied Engineering, Applied Health Care, Applied Information Technology, Applied Management, Applied Science, Applied Social Sciences, Applied Sport, Applied Technology, Applied Visual Arts, Applied Business, Applied Computing, Applied Design, Applied Engineering, Applied Health Care, Applied Information Technology, Applied Management, Applied Science, Applied Social Sciences, Applied Sport, Applied Technology, Applied Visual Arts

Built of up to 12-18 Units depending on the pathway

- For RQF up to four units are externally assessed
- These externally assessed unit results must be passed to secure the qualification

Grading:

- D* = Distinction *
- D = Distinction
- M = Merit
- P = Pass

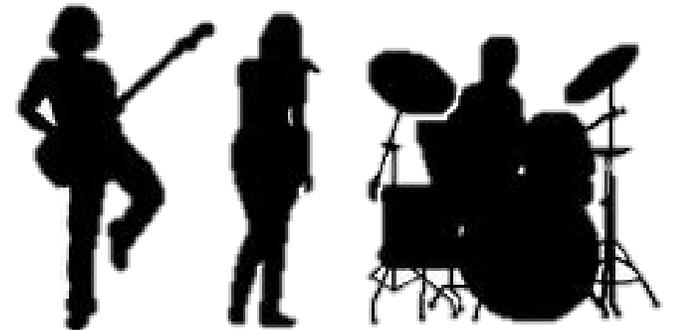
Units are graded using the above system. Simply put, the final grade is an average of the unit grades.

D*D*D* (A*A*A*)
D*D*D
D*DD
DDD
DDM
DMM (CCC)
MMM
MMP
MPP
PPP

by, Music,

tions.

and must



Pearson BTEC Level 3 National Extended Diploma in Performing Arts (Musical Theatre)				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	Investigating Practitioners' Work	90	Mandatory	External
2	Developing Skills and Techniques for Live Performance	90	Mandatory	Internal
3	Group Performance Workshop	120	Mandatory	External
4	Performing Arts in the Community	90	Mandatory	Internal
5	Individual Performance Commission	120	Mandatory	External
6	Final Live Performance to an Audience	90	Mandatory	Internal
7	Employment Opportunities in the Performing Arts	120	Mandatory and Synoptic	External
Optional units group A (Musical Theatre) – Learners complete all units				
10	Jazz Dance Technique	60	Optional	Internal
19	Acting Styles	60	Optional	Internal
23	Singing Techniques for Performers	60	Optional	Internal
27	Musical Theatre Techniques	60	Optional	Internal
Optional units group B – Learners complete 2 optional units				
8	Classical Ballet Technique	60	Optional	Internal
9	Tap Dance Technique	60	Optional	Internal
11	Street Dance Technique	60	Optional	Internal
12	Contemporary Dance Technique	60	Optional	Internal
13	Healthy Dancer	60	Optional	Internal
20	Developing the Voice for Performance	60	Optional	Internal
22	Movement in Performance	60	Optional	Internal
26	Physical Theatre Techniques	60	Optional	Internal

Pearson BTEC Level 3 National Extended Diploma in Creative Digital Media Production				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	Media Representations	90	Mandatory	External
2	Working in the Creative Media Industry	90	Mandatory	Internal
3	Digital Media Skills	120	Mandatory and Synoptic	External
4	Pre Production Portfolio	90	Mandatory	Internal
5	Specialist Subject Investigation	120	Mandatory	External
6	Media Campaigns	90	Mandatory	Internal
8	Responding to a Commission	120	Mandatory	External
Optional units group A – learners complete 3 – 6 units				
9	App Production	60	Optional	Internal
10	Film Production – Fiction	60	Optional	Internal
11	Radio Production – Fiction	60	Optional	Internal
12	Website Production	60	Optional	Internal
13	Digital Games Production	60	Optional	Internal
14	Digital Magazine Production	60	Optional	Internal
15	Advertising Production	60	Optional	Internal
16	Factual Production	60	Optional	Internal
17	News Production	60	Optional	Internal

Pearson BTEC Level 3 National Extended Diploma in Creative Digital Media Production				
Unit number	Unit title	GLH	Type	How assessed
Optional units group B – learners complete 0 – 3 units				
18	Storyboarding for Digital Media	60	Optional	Internal
19	Scriptwriting	60	Optional	Internal
20	Single Camera Techniques	60	Optional	Internal
21	Film Editing	60	Optional	Internal
22	Interviewing Techniques	60	Optional	Internal
24	Sound Editing	60	Optional	Internal
25	Sound Recording	60	Optional	Internal
26	Writing Copy	60	Optional	Internal
27	Digital Photography	60	Optional	Internal
28	Image Manipulation Techniques	60	Optional	Internal
29	2D Digital Graphics	60	Optional	Internal
30	Page Layout and Design for Digital Media	60	Optional	Internal
31	Coding for Web-based Media	60	Optional	Internal
32	Concept Art for Computer Games	60	Optional	Internal
33	2D Animation	60	Optional	Internal
34	Games Engine Scripting	60	Optional	Internal

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the purpose and features of media campaigns		A.D1 Evaluate the effectiveness of communication channels and features used within a specific media campaign to target the audience and fulfil the campaign purpose across multiple platforms.
<p>A.P1 Explain the ways in which communication channels are used through a media campaign to reach its target audience.</p> <p>A.P2 Explain the features of media campaigns to create cohesion across two media platforms.</p>	<p>A.M1 Analyse how communication channels are used to meet the purpose of a specific media campaign.</p> <p>A.M2 Analyse the features of a specific media campaign to create cohesion across multiple media platforms.</p>	
Learning aim B: Develop a cross-platform media campaign		B.D2 Establish a comprehensive and justified media strategy which demonstrates creativity in the preparation of materials for a specific audience.
<p>B.P3 Explain a media strategy to meet the purpose of a cross-platform campaign.</p> <p>B.P4 Prepare appropriate materials for use within a cross-platform campaign for a specific audience.</p>	<p>B.M3 Assess formative research when planning an appropriate media strategy for a cross-platform campaign.</p> <p>B.M4 Prepare effective materials for use within a cross-platform campaign for a specific audience.</p>	
Learning aim C: Produce a cross-platform media campaign		C.D3 Produce creative materials for a cohesive campaign with links across more than two platforms, demonstrating cross-platform synchronisation.
<p>C.P5 Produce appropriate materials for a campaign with links across two media platforms.</p>	<p>C.M5 Produce cohesive materials for a campaign with links across more than two platforms.</p>	
Learning aim D: Review a cross-platform media campaign		D.D4 Evaluate the impact of the strategies and

To Conclude

It is of the utmost importance to us that your children excel at BOA.

Our objective is to support your children to fully realise their potential in *all* their subjects.

Please help us give your children the best possible chance of success by:

- Choosing to believe in the targets we set
- Reinforcing the message that we should always aim higher than a Pass or a C grade.

Thank You