

YSGOL EIRIAS



CENTRE ASSESSMENT PLAN POLICY

Policy No. 78

Issue: 1

THIS POLICY HAS BEEN APPROVED and ADOPTED BY THE GOVERNORS

Signed:

Date: March 2021

YSGOL EIRIAS



CENTRE ASSESSMENT PLAN - POLICY

PAGE 1/11

POLICY DOCUMENT: 78

Issue : 1

WJEC Guidance: *When submitting their policy as outlined in WJEC requirements and guidance booklet, Centres must ensure that the seven areas* identified are included in their submission. Centres do not have to structure their policy using the WJEC headings for each of the seven areas. The only requirement is that the seven areas are covered within the policy. However, some Centres may wish to complete this Word template, but they are not obliged to do so. Ysgol Eirias has used this template.*

Seven Areas

1. Roles and responsibilities
2. Subject Assessment Plans
3. Centre Devised Assessments
4. Assessment delivery
5. Quality Assurance of Assessment and Grading decisions
6. Learner and parents/carers communication
7. Internal Reviews and Complaints

Centre Name: Ysgol Eirias	Centre Number: 68106
Policy adopted by Board of Governors on (insert date):	Policy issued to staff on (insert date):
Member of staff responsible for the policy:	

Statement of Intent

The purpose of this Policy is to:

- Ensure that Centre Determined Grades (CDG) are conducted fairly, consistently, free from bias and effectively within, and across, departments and are maintained throughout the process
- Ensure the operation of effective processes with clear guidelines and support for staff
- Ensure that all staff involved in the processes clearly understand their roles and responsibilities
- Support teachers to take evidence-based decisions in line with Qualification Wales requirements

- Achieve a high standard of internal quality assurance in the allocation of CDGs
- Ensure the Centre meets its obligations in relation to equality and disability legislation
- Ensure the Centre meets all requirements set out in the Special Regulatory Conditions, and the Joint Council for Qualifications and Awarding Organisation instructions for Summer 2021 qualifications.

It will be the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand, and implement this policy.

1. Roles and Responsibilities

- **The Chair of Governors** will seek approval and adoption of this policy from the full Governing Body, and incorporate it into the policy documentation of the school.
- **The Headteacher and Leadership Group** will ensure the proper management of all Centre Determined Grade assessments and the associated processes. This will include the implementation of this Centre Assessment Plan Policy, the process by which assessments will take place: the appropriate collection of all related data and all Quality Assurance (QA) processes. They will ensure that the best interests of all the learners remain central to the process, keep parents and learners informed throughout, and provide any necessary training for staff. Members of the Leadership Group will QA the grades to be awarded as well as decision making records to ensure consistency in outcomes and to ensure they are in line with grades awarded in previous years.
- **The Additional Needs Co-ordinator (ANCo)** will ensure that all staff are aware of the necessary access arrangements, and ensure reasonable adjustments for learners who are entitled to these. The ANCo will also coordinate the provision of additional support as required and appropriate.
- **Heads of Faculty (HoF) and/or Heads of Subject (HoS).** Heads of Subject will work closely with their Head of Faculty and the ANCo to ensure that assessments are carried out in accordance with the policy and guidelines (including the provision of access arrangements). This will include the preparation of learners, the collection and recording of marks, the secure storage of assessments and following the Quality Assurance process as described in this document. The HoF/HoS will produce a suitable subject assessment plan (*Please refer to Appendix 2 Centre Determined Grades – Subject Assessment Plan*). Heads of Faculty in conjunction with class teachers, will identify any conflicts of interest and how these will be managed in collaboration with the Senior Member of staff with oversight of Examinations, and with guidance from the Welsh Joint Examination Committee (WJEC). Heads of Faculty will identify and meet any training needs for the staff involved in assessments to allow them to correctly run and administer the process. Heads of Faculty will oversee arrangements by teaching staff for learners who have missed assessments, tracking assessment completion.
- **Teaching Staff** will work under the direction of their HoF/HoS and ensure that they follow this policy and the relevant subject assessment plan. Their work will include the preparation of learners, carrying out the assessments, making sure those learners who

are entitled to access arrangements and reasonable adjustments receive their entitlement and carrying out marking and quality assurance within the given time scale. They will also link with the Examinations Officer (or the appropriate member of staff) to make arrangements for learners who have missed assessments.

Teachers will retain all evidence on which a learner's grade is based, including copies of the learner's work and any marking records. They will ensure that this evidence is stored securely. This vital evidence will be needed to support both the quality assurance and the appeals process.

The **Examinations Officer** will manage the administration of Centre Determined Grades and Qualifications, including coordinating the collation of entries of learners to the appropriate qualifications, linking with subject staff and HoF regarding learners who have missed assessments, as well as supporting teaching staff and the school leadership team. The Examinations Officer will provide teaching staff with information on the provision of special consideration which does not occur in the same way as previous years. Special consideration (*please refer to Appendix 1 – Guidance on Special Consideration for Summer 2021*) will be awarded by selecting work that has been completed when the learner was unaffected by the special circumstance.

- **All**

It will be the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand and implement the policy.

2. Subject Assessment Plans

Each subject will generate a subject assessment plan that outlines how grades will be awarded. This will include the evidence to be used, the way that grades will be awarded, the date of proposed assessments and the assessment methodology. This will include the level of control and what quality assurance arrangements will be required to ensure consistency and rigour.

Each subject assessment plan will also outline how access arrangements and matters relating to equality will be addressed. Training requirements will also be indicated in the subject assessment plan. (*please refer to Appendix 2*)

HoF/HoS will specify within the subject assessment plan, which assessments they will use and how the outcomes will be quality assured. Quality assurance will take place at departmental and leadership level.

Subject assessment plans will be initially quality assured by the relevant line manager in the Leadership Team. These plans will then be further quality assured by the relevant Assistant Headteacher who will take overall responsibility for the consistency of these plans across the Centre.

In determining a grade, the following types of evidence can be used in each qualification:

- **Adapted past paper questions.**

The Centre will make full use of WJEC adapted past papers when setting tasks to help determine a grade for each qualification. Adapted past papers have already been externally

quality assured; are fully supported by mark schemes; and are familiar to both learners and staff.

Teachers will ensure that these past papers are incorporated appropriately into their teaching and learning in replacement of other activities undertaken in lessons.

- **Non-examination Assessment (NEA)**

NEA (or more familiarly known as 'coursework') currently exists in many qualifications. Teachers will use the performance of learners in this element to help contribute towards the determination of a grade. However, teachers will need to consider the weighting of this element to ensure that the grade awarded accurately reflects the overall standard and the percentage weighting of the NEA.

A subject area may have only partially completed an NEA activity. This will not prevent its use in determining a grade.

- **Other contributing evidence**

- a) **Previously completed WJEC past papers** - Teachers may use evidence from previously completed WJEC past papers which have been externally quality assured and published with an approved mark scheme and completed under appropriately controlled conditions.
- b) **Assessments undertaken prior to the publication of the agreed WJEC approach** - This type of evidence, for example mock examinations, may be used to confirm a judgement but not necessarily to determine a judgement. The reason for this is that at the time of completion, learners would not have been aware that this piece of work would be required for determining their grade. This is designed to ensure fairness and equity for all learners.

The number of pieces of evidence required to determine a grade will vary for each qualification.

Teachers will ensure that there is sufficient opportunity for learners to provide clear evidence to demonstrate competency against the key themes of a qualification. Such key themes are documented in the WJEC subject frameworks.

Subject areas that decide to create their own assessment must consult with their line manager in the first instance, having read the WJEC Centre Assessment Creation Guide.

Subject staff will also need to evidence that they have completed appropriate WJEC online training.

The evidence generated will not be completed in the form of an examination i.e. in the Hall with external invigilators.

3. Centre Devised Assessments

If a subject area decides to use a Centre devised assessment they should first discuss the implications of doing so and outline their plans to their line manager. Activities **MUST** meet all of the assessment criteria and make careful reference to the WJECs Centre Assessment Creation Guide.

Teaching staff should also indicate their attendance at appropriate WJEC online training sessions.

Staff are guided to use the standardised assessment materials (SAMs) where possible.

4. Assessment Delivery

Subject areas will document the assessment methodology in their subject assessment plans. This must include:

- Where the assessment will take place
- The level of control
- The nature and duration of the assessment
- Access arrangements

Learners will be given sufficient notice of assessments (as a guide, 1 week) and told which topics will be covered. Learners will not be provided with the assessment in advance. Learners will be given the same time to complete an assessment as in a standard series e.g. 45 minutes to complete an essay. They will also be provided with the same access to resource materials as in a standard series (ie audio/visual material; unannotated texts). Learners will be informed that they cannot access mobile phones or the internet unless this is required to access the assessment.

The Centre need not deliver an assessment activity in one session. Teaching staff may split assessment materials to fit with the programme of learning.

Learners with approved access arrangements will be given their additional provision to complete the assessment tasks. This should be part of the planning process by the HoF/HoS, with learners requiring extra time completing assessments within class, where possible. The ANCo will inform HoF of learners requiring alternative arrangements outside of class.

Assessments will as far as possible, be completed at the same time within a subject. Assessments that are not carried out at the same time will be recorded in the subject assessment plan and indicated in the Learner Decision Making Record.

To ensure fairness for all learners, the school must be confident that a learner's work is their own. Learners will be informed of the regulations around malpractice prior to undertaking any assessment. Pupils will be required to complete an assessment agreement form

Assessment work specifically for Centre Determined Grades will be completed independently by learners, under similar levels of control that teachers use for existing arrangements such as NEA..

Pupils will be required to complete an Assessment Agreement Form to confirm they have understood and agree to the nature and rules of the assessments

Teachers should give careful consideration if levels of control are altered part way through an NEA, that piece of work may be completed without the usual level of supervision. They need to document how comparisons can be made between work that has been supervised and work that has been completed without supervision.

The school will consider work that has been produced by the learner against previously assessed work to verify authenticity; this is particularly relevant where evidence submitted is atypical of the usual standard demonstrated by the learner. Staff may undertake further activities with learners in order to ascertain that work is a learner's own. E.g. a Question-and-Answer session with the learner or an additional assessment activity.

Wherever possible, assessments will be completed in class, in place of usual classroom activities. It may be that there are occasions where an assessment needs to be completed at home e.g. in the event of national lockdown, self-isolation or continued long term absence.

The school will introduce additional mitigating measures at this point to ensure that as far as possible, a learner's work is their own and that access to assessment materials is equitable.

Learners that are absent during the time of classroom based assessments e.g. learners who are ill or self-isolating on a temporary basis, will be provided with another opportunity to sit the assessment on school site, but will be provided with a different assessment to the original activity.

Alternatively, and dependent upon circumstances, the absent learner may sit the same assessment as their peers, provided that this assessment is completed remotely through the MS Teams 'class' at the same time and submitted at the end of the given time allocation.

The results of all assessments will be recorded by the class teacher. Learners will not have the opportunity to improve their work.

Upon the completion of an assessment task the class teacher will collect the work for marking and storage. All assessments will be stored securely, initially within a locked cupboard/filing cabinet (or electronically where appropriate) in the classroom or within the Faculty office.

Decisions relating to the awarded grade will not be communicated to students and/or parents by individual staff within the subject, until the given date in June.

In line with existing policies in relation to Public Examinations and Controlled Assessment, the Centre will ensure that it is compliant with its Public Sector Equality Duty.

The Centre will ensure that it is compliant with data protection and data processing regulations.

5. Quality Assurance of Assessment and Grading Decisions

- **Assessing work**

Assessing work will be the responsibility of each teacher who teaches the subject at the relevant level. A subject teacher will assess the work of the students in their class, marking with a RED pen and the appropriate WJEC mark schemes to support the accurate awarding of grades. The subject teacher will record the mark and grade awarded in line with the guidance provided and ensure physical copies of evidence are safely retained and stored securely.

HoF / HoS will ensure that teaching staff have a common and shared understanding of mark schemes. Training opportunities will be provided at subject level in order to facilitate marking.

- **Overall Grading Decisions**

For each qualification, teachers will make use of WJEC subject assessment frameworks which include descriptors for key grades. Each grade awarded by the school must be underpinned by robust evidence.

It will not be permitted for subject teachers to issue a Centre Determined Grade based on professional prediction or the potential of a learner in a given subject. Teachers will be required to apply professional judgement and decide whether the knowledge and skills that has been demonstrated by a learner meets the usual standard for a specified grade.

Grades will be decided on a holistic approach but grades must be underpinned by evidence of attainment in areas a learner has covered.

The standard expected for any particular grade is no lower than previous years, but the volume of work completed in the specification will be inevitably lower.

The Centre will be required to make use of 'best fit' judgements when determining a grade.

Learners are not required to demonstrate all aspects of a grade descriptor in order to be awarded the grade. Learners should be awarded a grade supported by evidence across sufficient breadth of content as determined by WJEC. The same grade may be achieved by demonstrating different combinations of knowledge, skills and understanding. Although weightings are not prescribed, teachers will take into account unit and assessment objective weightings in the specification. Evidence of high achievement in a narrow aspect of the qualification will not, on its own, justify a high grade.

Learner assessment data (i.e. the pupil's previous performance in that subject) will form the basis of discussions around the decisions made.

Grading will be completed objectively by the class teacher(s). Judgements will be made as fairly as possible and be reflective of the percentage weighting of units. Teaching staff will undergo training on equality law and unconscious bias week commencing March 22nd.

Where there is insufficient evidence, or where evidence is below that required for the lowest awarding grade of a qualification then a U grade will be awarded.

Special consideration requests, in the event that a learner is unable to take an assessment or suffers a traumatic event that might affect their performance, will not apply this summer because learners are not taking exams.

In the consideration of extenuating circumstances for learners, learners will be graded on their performance in the subject content they have been taught. *Refer to Appendix - 1- Guidance on Special Consideration for Summer 2021).*

The school will document all decisions through the **learner decision making record**.

This record document will outline all evidence used to determine a grade and will provide a rationale for the grade awarded.

On this record document, a clear explanation will be given to help parents and learners understand the reason for the grade that has been awarded. This may form the basis of any appeal enquiry.

- **Quality Assurance**

The purpose of internal standardisation and quality assurance is to:

- Provide teachers with confidence in the Centre Determined Grades they have assigned,
- Ensure fairness and objectivity of decisions, and
- Ensure consistency in the application of assessment criteria and standards.
- Resolve any teachers' differences of opinion over awarded grades.

Quality Assurance of Assessment

Internal standardisation will involve all those responsible for teaching the subject. It will include cross checking the marking across the full range of marks and include a sample of learners from each class.

Each subject area will determine the size of the internal moderation sample. The exception to this is where a cohort size is less than 10; in this case the whole class cohort will be moderated.

Subject areas will also identify whether any conflicts of interest occur in determining the moderation sample. For example staff colleagues with their child in the year group/subject area or class, or in relation to teachers assessing the work of their family or close friends.

The Head of Faculty/Head of Subject will ensure that the sample of work to be moderated covers the full spectrum of grades and work from all teachers who have prepared learners and assessed work. They will also oversee any issues with regard to conflict of interest.

Internal standardisation will also ensure learners of different protected characteristics are included in the sampling and cross checked (to conform with Equality and Disability legislation).

All work sampled will be marked anonymously to mitigate the risk of conscious/unconscious bias.

Subject staff will undertake moderation activities, as soon as is reasonable and practicable, once the evidence has been submitted.

Where a piece of evidence is moderated, additional comments by a separate member of staff will be made using a BLUE pen; The Head of Subject will review any discrepancies, making comments using a GREEN pen.

As a result of internal moderation, it may be necessary to adjust a teacher's decision to:

- Match the standards as established and understood in the guidance provided.
- Bring judgements in line with those of other teachers in the department.
- Satisfy requirements in relation to Equality and Disability legislation

Any variances, adjustments etc. as a result of the internal standardisation process, will be recorded on the assessment paper/learner decision making record and within the faculty areas as directed.

Quality Assurance of Overall Grading Decisions

Each Head of Faculty will sample a selection of Learner Decision Making records in order to ensure that grading decisions have been made fairly and consistently.

Learners with protected characteristics will be included in this sampling activity. The size of the moderation sample will be determined as above.

The results of any moderation and standardisation activity will be documented and retained within faculty areas.

Subject Outcomes

The Centre Determined Grades should reflect the overall standards achieved in that subject over recent years. The Heads of Faculty will ensure that the grades awarded are in line with that particular subject's performance in recent years and provide a rationale for any significant variation.

Heads of Faculty will also consider in school variance of results using the 4 Matrix and ALPs analysis tools.

A further Quality Assurance process will be undertaken by the Centre's Leadership Group to ensure that the grades awarded are in line with those from previous external examination series.

The Leadership Group will draw together and submit contextual performance information for a given year group. This may include MIDYiS data, Key Stage 3 levels, National tests and Key Stage 4 tracking data. This information will provide an anchor to the performance data.

6. Learner and parents/carers communication

The involvement of learners and parents and the utilisation of a clear and transparent communications plan will be a priority to instil confidence in the approach used by the Centre.

A parents' and learners' communication plan will be implemented to provide information on the key areas.

Prior to Easter, learners will be provided with:

- An overview of the Centre Determined Grade process
- What information will be considered by subject teachers when determining their Centre Determined Grades.
- The proportionate weighting of each evidence set per subject.
- Information on the timing of assessments which will take place between 15th March and 28th May. Calendars of assessments and timings will be published on the website and posted on form room walls.

Once Quality Assurance of the Centre Assessment Plan Policy by the WJEC has taken place, parents and learners will be provided with a copy via the school website. In addition to the points above, this will also set out:

- How specific and relevant access arrangements and special consideration have been met
- The recording of evidence contributing to the determination of their final qualification grade
- The internal moderation processes that will be undertaken by the Centre
- The recording of reviews requested by the learners and the outcome of such reviews (Complaints procedures).

After Easter, subject teachers will provide individual learners with a Learner Assessment Plan. This will detail:

- Subject assessment dates
- The topics that will be covered in each assessment. Please note that learners will not be provided with the assessment to view in advance.
- The need to ensure that all work completed in assessment activities is their own and that if this is not the case then this would be considered malpractice.
- Their right to their usual 'access arrangements' if appropriate.

Learners will be informed of their provisional Centre Determined Grade at the start of June 2021.

7. Internal reviews and complaints

All learners will be informed of their right to request a review of their grade once provisional grades are issued in June.

- Stage 1: A learner may ask for a provisional grade to be reviewed before submission to WJEC. This may lead to a grade being raised or lowered. The member of staff that undertakes this review process will be an objective member of staff and not the relevant subject teacher.
- Stage 2: Once final results have been issued on results days, learners may appeal to WJEC through the school, if a judgement is felt to be unreasonable or erroneous. WJEC may lower or raise the grade following this process.
- Stage 3: Learners may request an Exam Procedures Review Service from Qualifications Wales to check whether WJEC has followed the required procedures.

APPENDIX 1

Guidance on Special Consideration for Summer 2021

Introduction

The purpose of this guidance is to provide advice to Centre staff when making decisions on Centre determined grades.

The guidance covers the following Qualification Wales approved qualifications:

- Qualifications Wales approved GCSE, AS and A level
- Skills Challenge Certificates
- Level 2 and Level 3 Health and Social Care: Principles and Contexts
- Level 2 Children's Care, Play, Learning and Development (Unit 216)

Special consideration

The process of Centres submitting special consideration applications to awarding bodies **will not** apply this summer.

As the evidence is flexible and can be tailored to an individual candidate according to the coverage of the specification, instances of special consideration should be limited. Centres should be able to select work completed by candidates where they are unaffected by adverse circumstances.

Where this is not possible and a temporary illness, injury or other event outside of a candidate's control may have affected their performance in assessments which will be used to determine a grade, teachers should take this into account.

The event must relate to the candidate's performance(s) **at the time of taking relevant assessments** which contribute to the Centre determined grade and due to events outside of their control. These include:

- Temporary illness or accident/injury
- Bereavement
- Domestic crisis
- The Centre not implementing previously approved access arrangements.

Candidates will not be eligible for special consideration if preparation for, or performance in their assessments is affected by:

- Long term illness, disability, or other difficulties unless the illness or circumstances manifest themselves at the time of an assessment
- Bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment or there are on-going implications such as an inquest or court case
- Consequences of disobeying the Centre's internal regulations.

Special consideration is never applied due to lost teaching and learning time. Lost teaching and learning is being addressed this summer via the assessment methods and the flexibility afforded to the Centre in the content that will be assessed, as outlined in the qualification assessment frameworks provided by WJEC. Additional information will be provided in the WJEC guidance on grading. Centre determined grades are based on the evidence produced by the candidate and not their potential.

How to apply for special consideration

Special consideration should be implemented by the Centre at assessment level through applying an allowance of additional marks to each assessment affected. The size of the allowance depends on the timing, nature and extent of the illness or other circumstance. The maximum allowance given will be 5% of the total raw marks available in the assessment.

The severity of the circumstances and the date of the assessment in relation to the circumstances should be considered.

Centres must be satisfied that the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to demonstrate his or her normal level of attainment in an assessment.

Special consideration cannot be applied in a cumulative fashion. For example, because of a recent trauma at the time of the assessment and the candidate suffering from a viral illness. Special consideration should only be applied for the most serious indisposition.

The following are examples of circumstances which must apply at the time of the assessment.

5% This is the maximum allowance and will be reserved for the most exceptional cases, such as:

- terminal illness of the candidate
- terminal illness of a parent/carer
- death of a member of the immediate family within two months of the assessment
- very serious and disruptive crisis/incident at or near the time of the assessment.

4% Very serious problems such as:

- life-threatening illness of candidate or member of immediate family
- major surgery at or near the time of the assessment
- severe disease
- very recent death of member of extended family
- severe or permanent bodily injury occurring at the time of the examination
- serious crisis/incident at the time of the assessment.

NB 'Very recent' is defined as within one month of the assessment(s) taking place.

3% A more common category (more cases will fall into this category), including:

- recent traumatic experience such as death of a close friend or distant relative
- recent illness of a more serious nature
- flare-up of a severe congenital/medical condition or a psychological condition
- broken limbs
- organ disease
- physical assault trauma before an assessment
- recent crisis/incident
- witnessing a distressing event on the day of the assessment.

NB 'Recent' is defined as up to four months prior to the examination(s) taking place.

2% The most common category of allowance – most cases will fall within this category:

- illness at the time of the assessment
- broken limb on the mend
- concussion
- effects of pregnancy (not pregnancy per se)
- extreme distress on the day of an assessment (not simply assessment related stress).

1% Reserved for more minor problems:

- illness of another candidate which leads to disruption in the assessment
- stress or anxiety for which medication has been prescribed
- hay fever on the day of an assessment
- minor upset arising from administrative problems

Appeals

As in other series, appeals may be submitted on the grounds of the application of special consideration.

Contact details

SpecialRequirements@wjec.co.uk

=====

Appendix 2 Centre Determined Grades – Subject Assessment Plan (Updated)

Faculty:

Subject:

GCSE/AS/A2/Other:

No. entries

Have you read the Centre Assessment and QA Policy? Yes No

Please tick one to indicate the nature of the assessment you are using <ul style="list-style-type: none"> • Standardised Assessment Material (SAMs)? • A combination of SAMs and a Centre Devised Assessments (CDA)? • A Centre Devised Assessment (An assessment you have created) 					If you intend to use assessment materials you have created yourself please confirm that you have read and understood: That you are guided to use the standardised assessment materials (SAMs) You have discussed the implications of your plans with your line manager The WJECs Centre Assessment Creation Guide Your assessment meets all of the assessment criteria The need for staff to complete the online training that can be found on the WJEC secure website Initialled by HOS _____ HOF _____ Line Manager _____
Briefly outline why you have reached this decision,					
Is any training required? _____ Y _____ N _____					
Choice of Assessments					
Assessment activity	SAM or CDA	Assessment Activity eg 2018 Paper 1	Tiered paper	Date/s of assessment	Is it a requirement that the NEA is completed, even in a modified form? Y N Has the NEA been completed as yet? _____ Y _____ N _____ How will you undertake the NEA? Proposed date of NEA completion: What proportion of the final awarded grade comes from the NEA _____ %
1					
2					
3					
Which topics/AOs need to be delivered/retaught? How will these be delivered prior to the assessment?					

How will pupils be prepared for assessment? e.g. Knowledge/skills delivery Retrieval practice; Past paper questions & Mark schemes;	
How will the assessment be undertaken Please state nature of venue, duration, supervision by whom, level of control, adaptations made in the event of school closure or pupils self-isolating, provision for digitally excluded pupils if appropriate.	
How will class teachers keep pupils informed of information relating to the assessments?	
Please attach the names of any FSM/AN/LAC pupils giving the nature of entitlement and how that will be met.	
Outline your procedures for marking, feedback and quality assurance (Who is responsible for ensuring all pupils complete the assessments, follow up on those who haven't? Marking tasks? Conduct of the internal moderation? Proposed date, What is your sample size and reason? How will the sample be determined? Are Learner groups appropriately represented?)	
How will pupil completion of assessment tasks (and catch up where necessary) be monitored?	Arrangements post assessment if learner evidence is below expectation/not secure/pupils are absent:

Signed HOS

Signed HOF

Signed Line Manager

Date:

Date:

Date: