



This document is awaiting approval from School Governors, who are due to meet in August 2020.

This document is a draft and should be used as a guide.

Qualification Title	QAN	Mitigation (Estimate /Delay/ Adapt)	In line with NOCN Mitigation (Y/N)
Entry Level Certificate in Independent Living - Looking After yourself and your home (Entry 1)	501/0413/5	Estimate	Y
Entry Level Certificate in Independent Living - Looking After yourself and your home (Entry 2)	501/0428/7	Estimate	Y
Entry Level Award in Mathematics Skills (Entry 1)	601/0570/7	Estimate	Y
Entry Level Award in Mathematics Skills (Entry 2)	601/0571/9	Estimate	Y
Entry Level Award in Mathematics Skills (Entry 3)	601/0572/0	Estimate	Y
Entry Level Award in English Skills (Entry 1)	601/1287/6	Estimate	Y
Entry Level Award in English Skills (Entry 2)	601/1370/4	Estimate	Y

**For any qualification which you have determined has a different mitigation than the one issued by NOCN, please provide full details and a rationale as to why:**

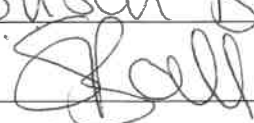
Estimated Results Policy/Strategy	
The 'method' to be used in determining CAGs for each qualification.	<p>Trinity School will consider the following criteria in relation to CAGs being judged;</p> <ul style="list-style-type: none"> <li>• At least one piece of valid evidence that demonstrates the learner's progress towards assessment</li> <li>• The assessment requirements of the unit</li> <li>• The pass descriptor being considered</li> <li>• The tutors knowledge of the learner's ability</li> <li>• Any permitted support that would have been given to the learner</li> <li>• Any reasonable adjustment that would have been made to the assessment for that learner in respect of a disability</li> </ul>
Key personnel involved in the process and their roles.	<p>Susan Ball – Head Teacher Janice Fisher - IQA Lewis Sibbons – KS5 Accreditation Lead Veronica Roberts – KS4 Accreditation Lead Sandra Fisher – Tutor Candice Hubbard-Webb - Tutor</p>

<p>Types of evidence available for use to determine CAG, alongside the trust applied to each type.</p>	<p>At least one of the following types of evidence will be available for use to determine CAGs;</p> <ul style="list-style-type: none"> <li>• Individual student completed work (all completed work will be moderated internally and signed off by Schools IQA)</li> <li>• Student complete units (all completed work will be moderated internally and signed off by Schools IQA)</li> <li>• Tutor tracking sheets</li> <li>• Tutor transcripts of students ability</li> <li>• Banked assessments</li> <li>• Any formative assessment results</li> </ul> <p>In addition, all tutors will have verbal conversations with accreditation lead to determine student suitability to be entered for qualification.</p>
<p>How evidence will be used to determine an overall CAG for each learner.</p>	<p>Trinity School will use the following evidence to determine an overall CAG for each learner;</p> <ul style="list-style-type: none"> <li>• Discussions between the IQA and tutor in regard to each learner and the following points; <ul style="list-style-type: none"> <li>○ Students previously completed units of work at the qualification level</li> <li>○ The assessment criteria and requirements of the unit</li> <li>○ Attendance of the learner</li> <li>○ The tutors knowledge of the learners ability in order to base a grade on the learners achievement in normal circumstances</li> </ul> </li> </ul>
<p>How the CAG maximises the use of most trusted evidence</p>	<p>Trinity School will ensure that it maximizes the use of most trusted evidence by;</p> <ul style="list-style-type: none"> <li>• By applying levels of trust to each evidence type and taking this into consideration when performing its quality assurance process</li> <li>• Ensuring standardization is used throughout, where possible</li> </ul>
<p>Rationale for how CAGs will be valid and fulfil qualification/unit requirements.</p>	<p>Trinity School's Rational for CAG for 2020:</p> <ul style="list-style-type: none"> <li>• learners should, wherever possible, receive a result that fairly reflects the work that they have put in and their level of attainment and, where relevant, maintains the same broad levels of comparability with previous years</li> <li>• all reasonable measures will be taken to ensure a safe and valid result can be awarded to learners, and that standards are maintained as consistently as possible, recognising challenges for maintenance of standards and reliability</li> <li>• for units of work that we have insufficient evidence for teachers, moderators and the IQA will use a holistic approach that considers; <ul style="list-style-type: none"> <li>○ prior learning, knowledge and skills of the learner</li> <li>○ attendance and attitude to work of the learner</li> <li>○ teachers professional judgement</li> </ul> </li> <li>• all available student work, will be moderated using the schools existing moderating process and systems, including sampling of moderator's judgements by the IQA</li> </ul>

<p>How minimum threshold of evidence will be met and ensured.</p>	<p>Trinity School will ensure that the minimum threshold of evidence will be met and ensured by:</p> <ul style="list-style-type: none"> <li>• Full units of work completed by learners will be internally moderated by a team of assessors and then quality assured by the IQA</li> <li>• Part units of work will be internally moderated and then quality assured by the IQA</li> <li>• Professional discussions with teachers, moderators and the IQA for all learners to base a grade on their achievement in normal circumstances</li> </ul>
<p>Outline key risks regarding the process and Centre mitigations.</p>	<p><b>Key Risks:</b></p> <ul style="list-style-type: none"> <li>• Ensure that a common standardization approach, within and across subjects, is used</li> <li>• Ensure that professional conversations about learners is fair and unbiased</li> <li>• For all involved in the process to be transparent and professional at all times</li> </ul>
<p>Justification and rationale where CAGs cannot be determined.</p>	<p>Not applicable</p>
<p>Details of the standardisation process and how it will be used to check validity and accuracy of CAGs before submission to NOCN.</p>	<p>Trinity School's standardization process for CAG before submission to NOCN</p> <ul style="list-style-type: none"> <li>• Full units of work completed by learners will be internally moderated by a team of assessors and then quality assured by the IQA</li> <li>• Part units of work will be internally moderated and then quality assured by the IQA</li> <li>• Professional discussions with teachers, moderators and the IQA for all learners to base a grade on their achievement in normal circumstances</li> </ul>
<p>Details of the Head of Centre sign off process.</p>	<ol style="list-style-type: none"> <li>1. Student completed work to be internally moderated</li> <li>2. Work moderated and signed off by IQA</li> <li>3. CAGs created – see 'Rationale for how CAGs will be valid' and other appropriate sections within this document</li> <li>4. Tutor and either IQA or accreditation lead to discuss appropriate CAG and how it can be contextualized</li> <li>5. Document shown to Head of Centre</li> <li>6. Head of Centre sign off</li> <li>7. Submit application</li> </ol>

<b>Supporting Learners</b>	
How learners will be supported where a CAG cannot be determined	Not applicable
How learners will be communicated to, ensuring that they are aware of the process and their right to appeal	<ul style="list-style-type: none"><li>• Via face to face zoom sessions</li><li>• Parents will have contact via email and phone calls</li><li>• On the schools website</li></ul>
How learners where a CAG cannot be determined will be supported and progressed	Not applicable

<b>Other Supporting Information</b>

<b>Head of Centre Sign Off</b>	
Head of Centre Name	Susan Ball
Head of Centre Signature	
Date of Sign Off	8 June 2020