



**Functional Skills L2 (English)**  
**Assessment and Internal Verification**  
**Policy**  
**Sir Thomas Rich's**

### **Functional Skills L2 (English) Assessment and Internal Verification Policy**

Centre name	Sir Thomas Rich's
Centre number	57143
Date first created	1/04/2026
Current policy approved by	Senior Leadership Team (SLT)
Current policy reviewed by	Jo Tyler (EO)
Date of review	1/04/2027
Date of next review	April 2027

### **Key staff involved in the policy**

Role	Name(s)
Head of centre	Matthew Lynch
Senior leader(s) i/c exams	Dave Dempsey (Deputy Headteacher/Deputy Head of Centre) Sonja Jones (Director of Finance and Operations, Line Manager for exams)
Quality Nominee	Joanne Loveridge (SENDCO)

## **Aims**

1. To ensure that all assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
2. To ensure that the assessment procedure is open, fair, and free from bias and to national standards
3. To ensure that there is accurate and detailed recording of assessment decisions.

## **To do this, Sir Thomas Richs will:**

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for assessment
- Assess learner evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC assessment requirements and guidance
- Ensure that assessment decisions are impartial, valid, and reliable
- Not limit or 'cap' learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for plagiarism & assessment malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification/external examination/ moderation as required by Pearson, **to meet published deadlines**
- Monitor standards verification/external examination/ moderation reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be carried out accurately and appropriately
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Terms & Conditions of Approval
- Have all learner evidence available for review when requested, in line with Pearson Terms and Conditions of Approval
- comply with the requirements as set out in the Pearson Centre Guide to Assessment

## **2. Assessment Procedure**

### **2.1 Purpose**

To ensure valid, reliable, and consistent assessment and internal verification for Functional Skills English.

## **2.2 Roles and Responsibilities**

- **Teacher (Assessor)**
  - Plans and delivers teaching
  - Assesses SLC component
  - Prepares learners for external tests
- **Lead Internal Verifier (same person)**
  - Ensures standardisation
  - Samples assessment decisions
  - Completes OSCA annually
- **Quality Nominee (same person)**
  - Oversees quality assurance
  - Liaises with Pearson
  - Ensures compliance with external verification

## **2.3 Assessment Procedure**

### **Internal Assessment (SLC)**

1. Teacher designs SLC tasks in line with Pearson specification.
2. Assessment conditions:
  - Controlled and appropriate environment
  - Clear assessment criteria applied
3. Learner evidence:
  - Observation records
  - Assessment records
  - Supporting documentation
4. Decisions recorded clearly and stored securely.

### **External Assessment (Reading & Writing)**

1. Learners sit onscreen tests under exam conditions.

2. Tests are:
  - Set and marked by Pearson
  - Conducted following JCQ ICE and Pearson guidance
3. Results are issued via Edexcel Online.

## **Internal Verification policy**

### **Aims**

1. To ensure there is an identified and appropriately experienced Lead Internal Verifier in each principal subject area (BTEC Entry Level - Level 3/ Level 4-7)
2. To ensure that Internal Verification is valid, reliable and covers all assessors and programme activity
3. To ensure that the Internal Verification procedure is open, fair, and free from bias
4. To ensure that there are accurate and detailed records of Internal Verification decisions.

### **To do this, Sir Thomas Richs will:**

- Where required by the qualification, appoint a Lead Internal Verifier appropriately for each subject area, and complete standardisation annually with the programme team
- Each Lead Internal Verifier oversees effective internal verification in their subject area
- Staff are briefed and trained in the requirements for current internal verification procedures
- Effective internal verification roles are defined, maintained, and supported and that internal verification is promoted as a developmental process between staff
- Standardised internal verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual internal verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites, cohorts, and assessors is internally verified
- Secure records of all internal verification activity are maintained and retained to meet Pearson requirements
- The outcome of internal verification is used to enhance future assessment practice
- comply with the requirements as set out in the Pearson Centre Guide to Internal Verification.

## **2.4 Internal Verification Procedure**

Although the centre has one teacher, internal verification must still demonstrate **standardisation and quality assurance:**

### **1. Pre-assessment standardisation**

- Teacher reviews Pearson exemplars and guidance

- Completes OSCA annually (mandatory)

## **2. Ongoing verification**

- Teacher samples own decisions by:
  - Reviewing a range of learner evidence
  - Checking consistency across cohort

## **3. Documentation**

- Internal verification records completed for:
  - Assessment decisions
  - Any adjustments made

## **4. External verification readiness**

- All learner evidence organised and accessible
- Assessment records clearly completed

## **2.5 Quality Assurance**

### **1. The Quality Nominee ensures:**

- All processes meet Pearson requirements
- Accurate records are maintained
- Deadlines are met (e.g. external verification by June/July)

### **2. Centre complies with:**

- External verification requirements
- Any actions from Pearson

### **3. Certification claims are only made:**

- After quality assurance is complete
- When permitted by Pearson

## **2.6 Record Keeping**

### **The centre maintains:**

- Registration records

- Assessment records
- Internal verification records
- OSCA completion evidence
- Certification claims and certificates

**All records are:**

- Stored securely
- Retained in line with centre and Pearson requirements

**Links**

Add links here to key Pearson and /or centre documents that maybe helpful when reading or using this policy & procedure:

- [Pearson Qualification Subject pages](#)
- [BTEC Quality Assurance](#)
- [Assessment & Internal Verification templates](#)