1. **Please see *what to do if* decision tree on the Moodle Hub.**

This explains how your personal circumstances may affect the assignment, and what you

should do.

1. The most important thing that we now want you to show us in Assignment 2 is that you have *critically engaged* with key concepts. A good way to bring criticality into your writing is to look for different perspectives about what we mean by progress, and what is meant by reliable and valid assessment.
2. If you have not managed to teach the lessons that you planned for this assignment, we recommend that you write about:

* What you *intended* to do;
* What progress you *hoped* pupils would make;
* How you *planned* to assess the learning.

1. We will not penalise you for a lack of evaluation of practice where this is as a result of CV19.

The marking criteria will still be applied for:

* Knowledge of module content
* Understanding of debates in the literature
* How you link theory *either* to your teaching *or* to your intentions, hopes and plans
* Communication, including structure, standard English, referencing and bibliography

1. It is worth remembering that even if you didn’t manage to teach your planned lessons, during your placements, you will have been encountering different approaches to progress and assessment and you can explore these critically in your essay. If you are able to do this, you will be rewarded for evaluation of practice by theory and vice versa.
2. Finally, please be reassured that the marking team will not penalise anyone for not having taught their planned lessons. We will seek to be as fair as possible in the circumstances.

If you are not sure about what to do, email your tutor in the first instance.

If you think the guidance could be clearer and have a useful *even better if* suggestion, please email Ali on [A.Messer@roehampton.ac.uk](mailto:A.Messer@roehampton.ac.uk)