



## INTERNAL MODERATION POLICY

[illegible]



## **SHOREFIELDS SCHOOL**

### **ASDAN INTERNAL MODERATION POLICY**

#### **Introduction**

This policy sets out to define the procedures of internal moderation and ensure one consistent standard of assessment for the centre as a whole. Internal moderation provides an important mechanism for staff development and for supporting colleagues and, as such, is more than just an administrative process.

#### **General Internal Moderation Principles**

1. It is essential that assessment decisions are in line with qualification standards. The internal and external moderation process is in place to ensure that all assessments are applied consistently for all candidates and that the final judgment is accurate, reliable and recorded.
2. Internal moderation will be on-going throughout the course, with feedback given to the assessors. There should be evidence of feedback being actioned where necessary.
3. Summative internal moderations must be carried out prior to the candidates being entered for external moderation. Entering those who have not met the standards will jeopardise the success of those who have met the standards. If a tutor is found to be entering candidates for moderation who have not met the standards, disciplinary procedures may be implemented.
4. It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked student work as requested.
5. All assessment evidence, which has been internally moderated, must be kept on site until after the external moderation. The work remains the property of the candidate according to the requirements of the relevant awarding body.

#### **Internal moderation processes and procedures**

- Opportunities for staff development, including: internal support meetings, internal / external training opportunities, meetings to discuss feedback from External Moderator reports etc..
- Monitoring portfolios to verify that all work is being checked by the assessor
- Checking that assessment checklists are fully completed and signed and dated by the candidate (where appropriate) and assessor
- Sampling the evidence for individual units across candidate, assessor, level, and curriculum areas to monitor accuracy and consistency. In the first year of delivering a new qualification all portfolios would be looked at
- Providing feedback to assessors
- Projects, activities and tasks are regularly quality assured

### **Internal moderation arrangements**

Two members of leadership currently share the main internal moderation role these include; the Deputy Head and Assistant Head, with six supporting assessors and their teams. New staff are supported, guided, and given appropriate training.

The internal moderation is properly timetabled to give sufficient time to take action if a piece has been assessed as not meeting the required standard.

### **Internal moderators will:**

- Liaise with external moderators
- Ensure that projects / tasks / assessment activities enable candidates to produce evidence that will meet the required standards (at proposed level) e.g. fit for purpose
- Check the quality of delivery of provision (lesson observations / learning walks)
- Support and advise staff on delivery of provision
- Support and advise staff on assessment
- Meet regularly with other internal moderators to standardise assessment across the centre
- Check assessment at interim points in the delivery of a qualification
- Comment on the quality of assessment and feedback
- Provide effective feedback to the assessor
- Select and request an appropriate sample of portfolios

- Check assessment standards when portfolios are completed
- Monitor implementation of any action or advice following external moderation
- Disseminate good practice.