



PensMeadowSchool

Living, Growing, Learning

Moderation and Internal Verification Policy

MAY 2020

MAY 2022

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Moderation and Internal Verification

Moderation and verification of learners work provides an opportunity for professional dialogue to support staff in making judgements against progress towards focused targets. Moderation is important to ensure judgements are accurate and consistent.

What?

Effective moderation at Pens Meadow takes place at four levels –

- In class teams and teaching groups within school
- Across the whole school including all support staff
- Between clusters of schools and/or across the LA
- External Moderation including LA advisors/OCR moderators

When?

Moderation exercises are included in the whole school assessment cycle. Teachers are encouraged to confirm judgements in class teams on a regular basis.

Who?

Moderation at Pens Meadow is overseen by the Deputy Head teacher. All staff are expected to participate in internal moderation. Lead staff are required to attend external moderation.

Why?

Moderation exercises are carried out with the following aims –

- To ensure the leadership team have regular opportunities to review standards across school
- To monitor standard of evidence being collected by staff
- To moderate whole school curriculum delivery and content
- To identify progression at pupil/strand/subject level
- To triangulate class room practice, evidence gathered and pupil data

What difference does it make?

Moderation at Pens Meadow has had the following impact –

- Increased curriculum coverage and improved lesson content
- Quality of evidence improved by identifying good practice and areas for development (WAGOLL)
- Increased consistency of expectation following formalised marking and annotation guidelines

- Improved staff confidence in recognising and evidencing achievement
- Increased professional discussion around systems and processes

Externally-Accredited Programmes

For externally-accredited programmes, where teachers are assessing learners against agreed standards of competence, the following policy and procedures should be adopted:

Role and responsibilities of teacher

A teacher must:

- have relevant qualifications, knowledge and/or experience in the subject area being assessed
- have relevant qualifications, training and experience in the assessment process
- ensure that learners are fully briefed on assessment procedures and methods
- involve learners in the assessment planning process
- provide constructive feedback to learners on assessments, discuss targets and areas for development on an individual basis
- adhere to the awarding body's assessment specification in the judgement of evidence towards an award
- record outcomes of assessment using appropriate documentation
- follow agreed procedures for recording, storing, reporting and confidentiality of information

Responsibilities

A teacher has responsibility for the following:

- developing plans for assessing competence with learners
- judging evidence criteria to make assessment decisions
- providing feedback and support to learners on assessment decisions
- contributing to the internal quality assurance process

It is the teacher's responsibility to choose the best methods of assessing a learner in relation to their individual circumstances. The methods chosen must be valid, reliable, safe and manageable and suitable to the needs of the learner.

Developing plans for assessing competence with learners

The teacher should:

- check that all learners understand the assessment process involved, the support available to them and the complaints and appeals procedures
- agree fair, safe, valid and reliable assessment methods
- identify appropriate and cost-effective opportunities for assessing performance
- identify how past experience and achievements of learners will contribute to the assessment process

- identify how to protect confidentiality and agree arrangements to deal with sensitive issues
- ensure that learners' progress is reviewed and that records of achievement are regularly updated
- be aware of ways of handling difficulties or disputes in the assessment process

Judging evidence against criteria to make assessment decisions

The teacher should:

- ensure that the work being assessed is the learner's own work
- make fair, safe, valid and reliable assessment decisions based on the agreed standards
- apply any agreed special arrangements to make sure the assessment is fair
- make a record of the outcomes of assessments by using an agreed recording system

Providing feedback and support to learners on assessment decisions

The teacher should:

- give learners feedback at an appropriate time and place
- give learners feedback in a constructive and encouraging way, which meets their needs and is appropriate to their level of understanding
- provide advice and encouragement to learners where it is necessary for them to re-submit work or to provide more evidence
- follow the agreed complaints and appeals procedures if learners disagree with the assessment decision

Contributing to the internal quality improvement process

The teacher should:

- ensure assessment records are accurate and up-to-date
- contribute to standardisation arrangements so that assessment decisions are in line with others
- contribute to the agreed quality improvement process

Internal Verification

The internal verification process establishes and maintains the quality of assessment for internally assessed, externally accredited learning programmes. The process provides the link between internal assessment and external verification systems and plays a key role in the Quality Improvement process. (Appendix 1 provides an overview of the verification process)

Internal verification ensures that learners receive fair and equal access to assessment, which is free from discrimination and is made by well-informed and well-supported teachers. It also ensures that the standard of assessment remains consistent across time and learners with respect to individual teachers, and that there is consistency and standardisation between

teachers. This form of standardisation is vital in the maintenance of a national standard of assessment.

Role and responsibilities of internal verifier

The internal verifier must:

- understand the process of assessment and verification within the context of quality improvement
- have a relevant occupational background which can be related to the vocational area to be verified
- ensure health, safety and environmental protection procedures are applied within assessment arrangements
- apply and monitor equal opportunities and access procedures throughout all assessment procedures
- have a clear understanding of the standards to which the learner is being assessed and ensure that any queries relating to the interpretation of the standards are brought to the attention of the external verifier
- work with others to ensure the standardisation of assessment practice and outcomes
- follow agreed procedures for the recording, storing, reporting and confidentiality of information

Responsibilities

The internal verifier has responsibility for the following:

- carrying out and evaluating internal assessment and quality improvement systems
- supporting teachers
- monitoring the quality of teachers' performance
- meeting external quality improvement requirements

Carrying out and evaluating internal assessment and quality improvement systems

The internal verifier must ensure that:

- arrangements for carrying out internal verification meet the those of the external awarding body
- administrative and recording arrangements meet external audit requirements
- the eligibility of teachers to undertake assessment is checked against awarding body requirements
- appropriate support for teachers is available
- standardisation of assessments is carried out
- a procedure for complaints and appeals, which meets the requirements of awarding bodies, is in place and is followed when necessary

Supporting teachers

The internal verifier must ensure that:

- teachers have appropriate technical and vocational experience
- teachers are familiar with and can carry out specific assessments and follow the recording and internal audit procedures
- the development needs of teachers are identified in relation to: principles of assessment; needs of learners; their technical expertise and competence
- teachers have the opportunity to develop their assessment experience and competence
- teachers have regular opportunities to standardise assessment decisions
- teachers are able to maintain quality standards.

Monitoring the quality of teachers' performance

The internal verifier must ensure that teachers:

- plan and prepare for assessment opportunities effectively
- have effective processes for making assessment decisions
- apply safe, fair, valid and reliable methods of assessing learners competence
- set up and maintain effective working relationships with learners at all stages of the assessment process
- apply relevant health, safety and environmental protection procedures
- meet equality and access criteria
- give timely and effective feedback to learners
- maintain accurate and secure records
- receive accurate and helpful feedback on their assessment decisions from the internal verifier

The internal verifier may carry out the following activities:

- sampling assessments
- observing teachers carrying out assessments
- standardising assessment tasks and assessment judgements

Sampling assessments

The internal verifier must ensure that the sampling strategy:

- meets awarding body requirements
- covers all teachers, learners, units, assessment methods and locations for each programme
- is an on-going process
- includes an increased ratio of assessment decisions made by new or inexperienced teachers
- checks that evidence is valid, sufficient, authentic, current, reliable and consistent

- ensures that internal verifiers do not verify evidence that they have assessed.

Formative and summative sampling

Sampling assessments should involve reviewing the quality of teachers' judgements at both formative and summative stages.

- Formative sampling: It is important the internal verifier samples assessment activity at different stages of the assessment process
- Summative sampling: The internal verifier should review the quality of the final assessment decision by evaluating how the teacher has reached that decision.

Sampling across teachers

The internal verifier should sample at least one portfolio as well as comparing evidence for certain units, elements or performance criteria across teachers to ensure consistency between teachers over time and with different learners. This process also assists in identifying the most appropriate forms of evidence that can cover the requirements of the qualification/scheme.

Observation of assessment practice

By observing the teacher at work, a greater understanding of the assessment process is gained, particularly in the area of decision making; the internal verifier also achieves a greater understanding of how the diverse needs of learners are met.

Standardising assessment judgements

The internal verifier must ensure that:

- consistency and reliability of assessment is maintained
- records of standardisation meetings/exercises are kept
- feedback is provided to teachers
- problems encountered with individual learners are discussed and appropriate action taken.

Meetings and communications

It is important that the outcomes of the above process, as well as feedback from the moderator and the external verifier and awarding body issues etc, are disseminated and discussed at regular meetings in order to develop a common understanding of the assessment process.

Frequency and volume of internal verification activity

Awarding body requirements

Internal verifiers should ensure that awarding body requirements are met. The frequency and volume of internal verification activity is dependent upon the duration and intensity of the course, as well as the number of learners being assessed. As a guide, the sample of assessment decisions which are internally verified is usually between 20 and 40%. The internal verifier should sample at least one portfolio as well as comparing evidence for certain units, elements or performance criteria across teachers to ensure consistency between teachers over time and with different learners.

New qualifications / schemes and newly appointed teachers

When undertaking a new qualification / scheme, or where teachers are newly appointed, school may wish to ensure that between 50 - 100% of assessment decisions are internally verified, in order to have confidence that judgements are consistent and assessments are appropriate.

Meeting external quality improvement requirements

The internal verifier must:

- identify how internal assessments will be checked externally and the information needed for this purpose
- plan, collect and analyse information on internal assessment decisions
- agree the timing and nature of external verification arrangements
- give supporting background information to external verifiers about the assessment process
- explain any issues raised by external verifiers and give them supporting information as necessary
- raise concerns and disagreements about external audit decisions in a clear and constructive way
- refer any questions or concerns, which could not be dealt with internally, to the awarding body
- give teachers feedback on external verification decisions
- ensure that external verification decisions are included in internal reviews of procedures.

Recording verification activity

Recording documentation

Recording mechanisms should provide evidence that internal verification has been carried out regularly and systematically and should show that it has occurred across learners, units and teachers.

Evaluation of procedures

It is good practice to evaluate the reporting procedures regularly to ensure that the recording mechanisms are fit for their purpose and that the information recorded is appropriate and useful.

Currency and security

Records of all assessment and verification activity must be kept both current and secure and be made available only to appropriate personnel and for external verification purposes.