



Parkside
House
School

INTERNAL MODERATION PROCEDURE

Claudia Kaminski, Examination officer
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Parkside House Internal Moderation Procedure

Parkside House School believes it is important for all teachers/tutors/Assessors understand fully how internal moderation is carried out at school, and that all assessors receive feedback on the outcomes of both internal and external moderations.

Internal Moderation Principles to be followed at Parkside House School

1. Internal assessments are conducted by members of the teaching staff who have the appropriate knowledge, understanding and skills and who have been trained in this area.
2. It is essential that all assessment decisions are in line with the qualification standards set down by the external examination body. The internal and external moderation process is in place to ensure that all assessments are applied consistently for all candidates and that the final judgement is accurate, reliable and recorded.
3. Assessment evidence provided by the candidate has been produced and authenticated according to the requirements of the specification.
4. Internal moderation should be on-going throughout the subject course, feedback both internally and externally will always be given. Staff must evidence actions from feedback.
5. Summative internal moderation will be carried out prior to candidates being entered for external moderation. Only candidates who have fully met the standards can be entered for external moderation. Entering any pupils who have not met the standards will jeopardise the success of those who have met the standards. If a teacher is found to be entering candidates for moderation who have not met the standards, disciplinary procedures may be implemented against that teacher.
6. 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.
7. All assessment evidence, which has been internally moderated, must be kept onsite until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding body.
8. Staff responsible for internal standardisation; attend all compulsory training sessions.

Procedure to be followed in relation to sampling

Sampling ensures that assessment activities are appropriate, that assessment decisions are consistent, with clear records being kept and that all feedback that is given to learners is explicit and constructive. Records will show details of the sample taken and of the feedback given to assessors including actions required and taken.

When taking a sample the Internal Moderator will check;

- all of the assessment for each given learner
- specific learning outcomes across a number of learners
- that standards are being maintained over time

Sampling will take place at set intervals throughout the course and is laid down in the planning table.

If a qualification is being submitted for the first time or the teacher is new to the role then a 100% sample will be taken. Once the qualification has been delivered successfully, and tutors are experienced a sample of 15% will be taken.

The Internal Moderator will record their findings, feedback to assessors and list action points with a timescale. The Internal Moderator will be responsible for ensuring action points have been met.

The internal moderation process will be reviewed annually.

The Responsibilities of the Internal Moderator

The Internal Moderator at Parkside House School (Mrs Belinda Young) will:

- have a detailed understanding of the relevant standards with Guidance for the qualification being delivered as well as experience of assessment and quality systems within school
- Ensure that assessment methods are appropriate and consistent
- Ensure that learners are clear about what they need to do to meet the criteria
- Undertake monitoring duties including sampling and standardisation, keep secure records of all internal moderation, feedback and actions given to assessors
- Share good practice and give advice and support on the assessment activities
- Monitor progress against feedback and action points given.
- Undertake final checks to ensure the assessor/teacher has prepared evidence requested by the awarding body in the correct format, including checks of all mandatory paperwork.

Planning Table for Internal Moderation

When Internal moderation process occurs	What Internal Moderation will occur	Who will be involved
Term 1	Establish numbers of pupil cohort Establish candidate levels Register Candidates IM to approve proposed assessments	Teachers/Assessors Internal Moderator
Term 1 – second half	Meeting between IM and assessor First round of formative internal moderation, records kept Feedback given, minutes taken	Teachers/Assessors Internal Moderator
Term 2	Second round of formative internal moderation, records kept Actions followed up from first round Meeting held to discuss any issues arising	Teachers/Assessors Internal Moderator
Term 2 – Second half	Third round of Internal Moderation, records kept Meeting held IM and assessor to discuss any issues	Teachers/Assessors Internal Moderator
Term 3	Assessor to establish candidates and units going forward for external moderation Arrangements made for external moderation	Teachers/Assessors Internal Moderator
Term 3 – Second Half	External Moderation takes place Meeting to be arranged to discuss feedback Issues to be addressed	Teachers/Assessors Internal Moderator

For all processes within the internal moderation please use the appropriate form provided to keep records:

- Internal Moderation Sample Record
- Record of Internal Moderation Sampling Form
- Feedback form to Assessor following sampling
- Record of Standardisation Meeting

Internal Moderation Process for Centres

First 6 weeks of term

- Establish numbers of student cohort
- Establish levels that these candidates will work on
- Register candidates (CANa)
- Allocate IM(s) to assessor(s)
- IM to approve proposed SoW / assessments
- IM to draw up sample plan (not to be shared with assessor – see IM process example sample plan)

2nd half of first term

- Co-ordinator to ensure that all IMs and assessors have met
- First round of formative internal moderation to be conducted. One copy of feedback sheet (see page 4) to be given to the assessor, one to be stored centrally in the centre portfolio for auditable purposes
- Meeting held to discuss issues arising from first round of internal moderation. Minutes taken (see page 3)

1st half of second term

- Second round of formative internal moderation to be conducted. Documentation to be copied as before and stored in the centre portfolio
- Any action noted by the IM on first round to be checked and signed off
- Meeting held to discuss issues arising

2nd half of second term

- Third round of internal moderation to be conducted. Documentation to be copied as before and stored in centre portfolio
- Any continuing issues to be addressed and signed off
- Meeting held to discuss issues and plan for external moderation

1st half of 3rd term

- Co-ordinator to establish candidates and units to be put forward for external moderation
- Summative internal moderation to be conducted
- Arrangements to be made for External Moderation

2nd half of third term

- External Moderation takes place
- Meeting to be arranged to discuss feedback from External Moderation and plan put in place to address any issues arising

Back to Term 1 again

Minutes from Internal Moderation Meetings

Persons present:	Date:
Issues arising:	Action agreed / person(s) responsible
Date agreed for next meeting:	

Feedback to Assessor Sheet for Formative Internal Moderation

Candidate name:		Date:
Assessor name:		
Internal Moderator name:		
Qualification title:		
Unit(s) moderated:		
Comments / feedback on how assessment / evidence meets the standards:		
Comments / feedback on completion of mandatory paperwork:		
Assessor signature:		Date:
Internal Moderator signature:		Date:
Date agreed for any action identified to be completed by:		
Internal Moderator signature to confirm action completed:		Date: