



IFIELD SCHOOL

Exams Internal Moderation Policy

Reviewed: November 2025

Review Date: November 2026

This policy covers the requirement for Ifield School to have an internal moderation policy for ASDAN.

Policy Purpose

To ensure that Ifield School follows a system of quality assurance which demonstrates its commitment to a fair, consistent and reliable process in accordance with the awarding body regulations.

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

The Aim of this Policy is to ensure that:

- Internal moderation practices are valid and reliable, cover all assessors and meet the requirements of the awarding body
- The internal moderation procedures are fair and open
- Accurate and detailed records are kept of internal moderation decisions.

The School will:

- Review the internal moderation policy and procedures annually
- Keep accurate records of internal moderation decisions
- Ensure that all assessment activities are valid, appropriate, and fit for purpose
- Ensure that internal moderation is representative across all phases and teachers/assessors
- Define, maintain and support effective internal moderation, which will include training where it is required
- Provide standardised moderation documents to support internal moderation
- Meet external moderation requirements
- Ensure all feedback and outcomes of both internal and external moderation support future development of good practice
- Ensure necessary training, if identified, is offered either internally or via ASDAN's official training programme
- Conduct an annual evaluation and review of the internal moderation policy and procedures.

Staff Roles

Role of the Internal Moderator (IM)

To follow the process of internal moderation, a nominated member of staff will be deployed as the Internal Moderator (IM). The role of the IM is to:

Role of Centre Assessors

- To carry out the internal assessments within school
- Ensure all assessments are planned in accordance with awarding body regulations
- Ensure all assessments are recorded and processed using the correct awarding body forms
- Keep detailed plans and records for all activities
- Ensure the validity and authenticity of candidate evidence
- Participate in the internal standardisation process within school.

The Internal Standardisation Process

The internal standardisation process will include:

- Review of centre-devised or modified assignments, if relevant
- Standardisation of assessment decisions
- Sampling of assessment evidence
- Review of assessment practices.

It is important to ensure that accurate records of standardisation are kept securely within school as these can be requested by the awarding body at any time. ASDAN templates are used for providing evidence of internal quality assurance, such as the internal moderation sampling plan, internal moderation feedback record.

Arrangements for Planning and Carrying out Internal Moderation

Internal moderation planning is carried out prior to the start of the academic year and recorded on the ASDAN timeline planner.

Sampling takes place termly. Two types of sampling are carried out:

- *Formative interim sampling*: this takes place during delivery of the course. This enables the centre to identify early concerns, allowing for timely action to rectify them. It also allows training needs to be identified.
- *Summative sampling*: this reviews the assessment decisions taken through an evaluation of the approach the assessor takes with the candidates' work. It includes work that is submitted for external moderation.

The internal sampling process is carried out across the entire qualification and will include all assessors who are involved in the delivery of assessments.

Assessment Plans

All assessment plans are written by assessors. These are checked and signed by the Internal Quality Assurance contact.

- Assessment checklist and mandatory documents are in place and checked against awarding organisation guidelines.
- The centre will review an exemplar portfolio, which all staff will assess and discuss. If all decisions are not the same, consideration will be given to feedback and appropriate training booked with external examining body official training to enable standardisation.

Sampling Strategy

The school will carry out two types of sampling:

- *Formative interim sampling* that will take place periodically during delivery of the course. This will enable the centre to identify early concerns allowing for timely action to rectify them. It will also identify training needs.
- *Summative sampling* that will review the assessment decisions taken through an evaluation of the approach the assessor takes with the pupil's work. It includes work that is submitted for external moderation.

The internal sampling process will sample from across the entire qualification and will include all assessors who are involved in the delivery of assessments.

The Sampling Strategy will:

- Ensure that the samples reflect all possible ranges of assessment decisions and quality of work
- Will be taken across components, levels and for each qualification
- Ensure that entries sampled will include work across teachers and assessors
- Sample entries will be relative to the number of learners. At least 30% of entries will be sampled. In case of entries below 5 in number, 3 entries will be sampled
- Focus on the candidates' work against the set assessment criteria
- Make a judgement on whether the work has been accurately assessed against the criteria
- Be used to identify inconsistencies in the standards applied, the assessment judgements made or a mismatch between assessor expectations
- Reassess inconsistent samples to ensure that they align with the agreed standard expected within the qualification
- Feedback all inconsistencies to the assessor in question to ensure that the standards are reinforced and that further difficulties are not experienced
- Document all sampling exercises.

Training

Where training needs are identified, this training is booked as soon as possible. Staff training is undertaken by registering on the ASDAN website or via internal training during staff development days or during staff meetings.

Other policies to be read in conjunction with this policy:

- Exams Policy
- Exams Contingency Policy
- Exams Malpractice Policy
- Exams Word Processor Policy
- Exams Complaints Policy
- Exams Conflicts of Interest Policy
- Exams Whistleblowing Policy
- Exams Cyber Security Policy

Single Equalities Scheme Impact Assessment (Equalities Act 2010)

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of disability, race, belief, gender, sexual orientation or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the school.

Ifield School is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this school.

Signed by Headteacher:

Signed by Chair of Governors: