



# Interaction & Communication

— Academy Trust —

# Internal Moderation

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## **General Policy Statement**

At the Interaction and Communication Academy Trust (ICAT) we aim to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation regarding disabilities, race relations, special education needs and Safeguarding underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Gifted and Talented, Equal Opportunities and Health and Safety.

## **General Internal Moderation Principles**

1. It is essential that assessment decisions are in line with the 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 judgement is accurate, reliable and recorded.
2. Internal moderation should be on-going throughout the academic year. Feedback will be given internally and externally where appropriate dependent on the moderation process. There should be evidence of feedback being actioned where necessary.
3. Summative internal moderation must be carried out prior to candidates being entered for external moderation. Only those assessors whose candidates have fully met the standards can be 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, support tutor training will 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 where appropriate.
5. In reference to external accreditation and examination moderation - 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.

## Internal Moderation Process for ASDAN Qualifications

### Term 1

- establish numbers of student cohort
- establish levels that these candidates will work on
- register candidates (CANa)
- agree within SMT and teachers' meetings the units to be completed
- conduct accreditation feedback meeting with teachers and outline amendments/ improvements for the year ahead
- distribute accreditation expectation sheet to all teachers informing them of deadlines and IM dates

### Term 2

- first round of formative internal moderation to be conducted; one copy of feedback sheet to be made available to each assessor, stored centrally on the school server
- individual meetings to be held to discuss issues arising from the first round of internal moderation. Guidance to be given

### Term 3

- second round of formative internal moderation to be conducted; one copy of feedback sheet to be made available to each assessor, stored centrally on the school server
- individual meetings to be held to discuss issues arising from the second round of internal moderation; guidance to be given
- external moderation completed