



Roding Valley
HIGH SCHOOL

ASDAN Internal Moderation Policy

2021-2022

To be reviewed: September 2022

Approved: September 2021



INTERNAL MODERATION POLICY – ASDAN COPE

Roding Valley High School understands that: Internal moderation is a key process carried out by centres, throughout the delivery of a Qualification, to ensure that assessment methods are consistent across all teachers/assessors and that outcomes are fair to all students. Evidence of a robust internal moderation system will be required at external moderation and for audit purposes; therefore, there must be reliable and auditable record-keeping systems in place.

It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked candidate work as requested.

All assessment evidence that has been internally moderated must be kept on site 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 organisation.

The aim of this policy is to ensure that:

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

Key Staff

The Internal Moderator(s) for ASDAN CoPE is: Laura Tarrantini-Amor, SENDCo

The Assessor(s) for ASDAN CoPE is: Peijie Zhu, HLTA

The School Quality Assurance Lead is: Rob Mammen, Senior Deputy Headteacher

Roding Valley High School will:

- Ensure that all assessment activities are valid, appropriate and fit for purpose and that Assessment Plans are written by the assessor, approved by the internal moderator and sent off as evidence of quality assurance when work is externally moderated.
- Apply a strategy that will provide a representative sample across all tutor/assessors create a plan of internal moderation in relation to all assessment activities
- Define, maintain and support effective internal moderation roles, including the provision of training where required
- Provide standardised documentation to support internal moderation activity and record-keeping.
- Send off the internal moderation records with candidate work sent for External Moderation.
- Ensure that feedback and outcomes of internal and external moderation support future development of good practice
- Carry out an annual evaluation and review of internal moderation policy and procedures



Term 2

- First round of formative internal moderation to be conducted
- All student work moderated if <5 students
- One copy of the feedback sheet to be given to the assessor, one to be stored in the centre portfolio for audit purposes
- Meeting held to address any issues arising from the internal moderation

Term 4

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

Term 5

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

Term 6

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

Review and Feedback Statement

In the first instance, feedback on ongoing and completed work will be given to students as part of regular formative assessment as they progress through the relevant ASDAN qualification.

Following each round of internal moderation, a review meeting will be held, and feedback will be given to tutors and assessors, and to candidates where necessary.

After external moderation has taken place, a review meeting will be held. Feedback will be given to tutors and assessors and an action plan will be put in place to further develop practice and address any issues arising.

At the end of each academic year, a curriculum review will be held involving staff and students.

Responses will be gathered via questionnaire and used to continually improve standards and outcomes.