# Ysgol Gyfun Gymraeg Glantaf

# Internal Assessment

# and

# Verification Policy

**Approved by:** Governing Body of Ysgol Gyfun Gymraeg Glantaf
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# Internal Assessment and Verification Policy

## Moderation and Internal Validation

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

**What?**

Effective moderation at Ysgol Gyfun Gymraeg Glantaf occurs: -

- In departments and teaching groups within the school
- Across the whole school
- Between clusters of schools and/or across LA in some subjects
- External moderation including exam boards

**When?**

Moderation exercises are included in the school-wide assessment cycle. Teachers are encouraged to confirm judgements in class teams on a regular basis and prior to sampling from the Exam Board. Work is anonymized to ensure there is no unconscious bias.

**Who?**

Moderation is supervised by Mr O.S. Williams, Assistant Headteacher responsible for Assessment and Reporting. All staff are expected to participate in internal moderation. Heads of Departments are required to attend Exam Board professional learning courses online or in person and to respond to and instigate any suggestions in the external moderator's report.

**Why?**

Moderation exercises are being undertaken with the following aims:—

- To ensure the leadership team has consistent opportunities to review standards across the school
- To monitor the standard of evidence collected by staff
- To moderate whole school curriculum delivery and content
- To identify progression at pupil/strand/subject level
- To triangulate classroom practice, evidence gathered and pupil data
- To ensure consistency in standards and expectations across the school

**Impact**

- Ensures consistent expectations
- Promotes professional discussion
- Improves staff knowledge and confidence by working as a team during moderation exercises

## Externally Accredited Programs

For externally accredited programmes, where teachers assess learners against agreed standards of competence, the following procedures should be adopted:

**Role and responsibilities of a 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 judgment of evidence towards an award
- record outcomes of assessment using proper documentation
- follow agreed procedures for recording, storing, reporting and confidentiality of information

    - GCSE and A Level- share controlled assessment or oral marks with pupils before submitting to the Exam Board so that pupils have a chance to appeal the decision

**Responsibilities**

A teacher is responsible for:

- developing plans for assessing competence with learners
- judging evidence criteria to make assessment decisions
- provide feedback and support to learners about assessment decisions
- contribute to the internal quality assurance process

It is the teacher's responsibility to select 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.

**Internal Authentication**

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.

Internal verification ensures that learners have fair and equal access to assessment, which is free from discrimination and done 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 type of standardisation is essential in maintaining a national standard of assessment

**Role and responsibilities of internal verifier - Deputy Headteacher**

The Internal Verifier usually works as part of a wider team at Ysgol Gyfun Gymraeg Glantaf.

The Deputy Headteacher works with the Assistant Headteacher responsible for Assessment and Reporting and the Heads of Department. Communication between team members is vital to ensure consistency and transparency.

**The team of 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 used 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 standardization of assessment practice and outcomes
- follow agreed procedures for recording, storing, reporting and confidentiality of information

**Responsibilities**

The internal verifier is responsible for the following:

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

**Carry out and evaluate internal assessment and quality improvement systems**

The internal verifier -Deputy Headteacher- along with the Senior Leadership Team must ensure that:

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

**Supporting teachers**

The Senior Leadership Team must ensure that:

- teachers have appropriated technical and vocational experience
- teachers are familiar with and able to carry out specific assessments and follow the internal recording and audit procedures
- teacher development needs are identified in relation to: assessment principles; learner needs; 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 Senior Leadership Team and Middle Management must ensure that teachers:

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

**Middle management must:**

- sample assessments
- observe teachers carrying out assessments
- standardise assessment tasks and assessment judgement

**Sampling assessments**

The internal verifier must ensure that the sampling strategy:

- meets the requirements of the awarding body
- covers all teachers, learners, units, assessment methods and placements for each programme
- is an ongoing process
- includes an increased ratio of assessment decisions made by new or inexperienced teachers
- checks that evidence is valid, sufficient, current, reliable and consistent e ensures that internal verifiers do not check evidence that they have assessed.

**Formative and summative sampling**

Sampling assessments should include reviewing the quality of teachers' judgments at formative and summative stages.

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

**Sampling across teachers**

The internal verifier and middle management team should sample at least one portfolio as well as compare 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 form of evidence that can cover the qualification/scheme.

**Observe assessment practices**

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 better understanding of how the diverse needs of learners are being met. Teachers work in groups of three accross subjects to observe teaching and learning as well as discuss assessment procedures to ensure the sharing of good practice across the department.

**Standardising assessment judgements**

The internal verifier must ensure that:

- consistency and reliability of assessment is maintained
- meeting/practice records are kept for standardisation
- feedback is given to teachers
- problems encountered with individual learners are discussed and appropriate action taken.

**Meetings and communication**

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

**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
- provide external verifiers with supporting background information on the assessment process
- explain any issues raised by external verifiers and provide them with supporting information as needed
- 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, be referred to the awarding body
- provide feedback to teachers on external verification decisions
- ensure external verification decisions are included in internal reviews of procedures.

**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. An electronic school marking book is kept securely, all teachers record assessment data here and this is available to the Senior Leadership Team. This makes monitoring across the school more accessible, not only on a departmental level but also for individual cohorts, target groups or individuals.