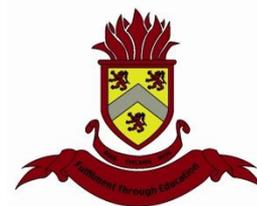




DYFFRYN SCHOOL



INTERNAL MODERATION POLICY & PROCEDURE

Procedure for Internal Moderation and Standardisation

The external moderation of student work is considered to be of vital importance in the following:

- to ensure consistent application of schemes of work, specifications, methodology, marking schema and professional standards;
- correctly levelling, grading, marking and annotating the work of students;
- the guarantee of the integrity of student work;
- the surety of teacher integrity.

The processes of internal moderation must be inline with:

- the requirements of relevant examination boards;
- Assessment, Recording, Reporting and Target Setting procedures as delineated by school policy.

The moderation elements are:

- teachers apply the specification, National Curriculum and scheme of work;
- the work of students is regularly monitored;
- prior to the submission of coursework, to the marker nominated by the examination board, teachers:
 - consult examiners and examination board services as appropriate;
 - mark in accordance with the specification or course;
 - sample work and exchange it to allow cross moderation;
 - for subjects with a single teacher, the provisions of the LA and examination boards are used for support;
 - complete all clerical and administrative procedures in accordance with the requirements of examination boards.
- individual teachers are responsible, for assigned classes, to the head of department who will make arrangements through meetings of the department.
- all teachers are responsible to a line manager.
- the line manager reports to the member of the senior leadership team in charge of assessment, recording reporting and target setting; who in turn is responsible to the Headteacher.

Procedure for Quality Assurance review

The school has well established procedures for quality assurance review. Every student receives the best possible education. The standards in the school are maximised through a professional approach to all that is done; this being monitored as follows:

- Performance Management which includes: lesson observations; teacher targets; and teacher continuing professional development.
- peer observation;
- lesson observations;

- student work monitoring by line managers;
- review of assessment, recording, reporting and target setting data by line managers;
- observation by local authority officers and advisers;
- departmental reviews;
- use of reports from examiners and the awarding bodies;
- all teachers receive feedback from each of the procedures above.

All staff reflect on the quality assurance reviews in the development of the school self-evaluation report, the school development plan and the department development plans.

Appeals against judgements of controlled assessments

The centre follows the procedure that is stated below:

- appeals are made to the teacher, then the head of department, followed by the Senior Leadership Team and Headteacher if the first stage is not satisfactory;
- candidates may appeal if they feel that coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification;
- appeals should be made concerning coursework and board prescribed tasks in writing by 30 June to the Senior Leadership Team who will decide whether the process used conformed to the necessary requirements;
- the Senior Leadership Team's findings will be notified in writing, copied to the examinations officer and recorded for awarding body inspection.

Procedure for Appeals – Internally

Students, parents, guardians, school staff or other authorised persons may, having accessed assessment records, query the procedures and assessments that have been undertaken. If a student believes that there are grounds for an appeal against an assessment or an awarded grade or level, then the school will assist them in making an appeal.

The following process is followed when dealing with all appeals concerning an assessment:

- Discuss the assessment with the classroom teacher. This is the most effective approach because errors in decisions by teachers can be readily identified and corrected. The student will also learn more deeply whether the appeal is legitimate or not.
- If dispute over the assessment continues then the assessment will be passed to the line manager who will consider the assessment and undertake discussions with the teacher and the student. The discussions will seek to rectify problems and to move the learning of the student forward.
- If required the Senior Leadership Team will take up the review of the assessment in order to make a judgement about the appeal.
- Finally, if the student is not satisfied with the outcome of the appeal then the matter will be placed before the governing body for a ruling.

Should there be discontent with the ruling of the governors it is possible to take the matter to the LEA. In this scenario the LEA will follow the procedures laid down for appeals against the school.

- 1. Policy on Controlled Assessments for External Qualifications**
- 2. Policy on External Assessments for External Qualifications (Enquiries about Results)**

Signed: _____ (Examinations Officer)

Date: 27th October 2017

Review October 2018