

Together we **B**elieve we can learn  
**V**alue each other and  
work to **S**ucceed.

**One School**



**3 sites**

Croxteth  
Fazakerley  
Speke

**Each Unique**

# Internal Moderation and standardisation (NEA) 2025-26

**Reviewed: September 2025**

**Next Review date: September 2026**

The aim of this policy is to ensure that:

- the internal moderation procedures are consistent and fair to all learners
- Valid and robust internal moderation practices are in place for all tutors/assessors which meet the requirements of all exam boards. Bank View currently uses the following exam boards: ASDAN, AQA, Edexcel/BTEC, Eduqas, Open Awards and OCR.
- Internal moderation procedures are fair and open
- Accurate and detailed records are kept of internal moderation decisions

In order to do this Bank View will:

- ensure that all assessment activities are valid, appropriate and fit for purpose
- plan internal moderation dates in relation to all assessment activities
- ensure that moderation meetings are held to ensure consistent standards are applied in accordance with specification requirements
- enable staff involved to access training as appropriate
- ensure that feedback and outcomes of internal and external moderation support future development of good practice
- have an appeals policy in place
- carry out an annual evaluation and review of internal moderation policy and procedures

## **Moderation:**

Sampling ensures that assessment activities are appropriate, that assessment decisions are consistent, with clear records being kept and that all feedback that is given to learners is explicit and constructive.

Records will show details of the sample taken and of the feedback given to assessors including actions required and taken.

When taking a sample, the Internal Moderator will check:

- all of the assessment for each given learner
- specific learning outcomes across a number of learners
- that standards are being maintained over time

Sampling will take place at set intervals throughout the course as shown in the table below.

If a qualification is being submitted for the first time or the teacher is new to the role then a 100% sample will be taken.

Once the qualification has been delivered successfully, and tutors are experienced a minimum sample of 15% will be taken.

The sample taken will ensure

- All units are sampled,
- All assessors are sampled

The sample taken will ensure the moderator is confident of all the assessment decisions taken regardless of whether they have sampled the work.

The Internal Moderator will record their findings, feedback to assessors and list action points with a timescale. They will feed back to assessors concerning the quality, validity and accuracy of the work that has been seen

The Internal Moderator will be responsible for ensuring action points have been met.

## **The Responsibilities of the Internal Moderator**

The Internal Moderators will:

- have a detailed understanding of the relevant standards with guidance for the qualification being delivered as well as experience of assessment and quality systems within school
- Ensure that assessment methods are appropriate and consistent
- Ensure that learners are clear about what they need to do to meet the criteria
- Undertake monitoring duties including sampling and standardisation, keep secure records of all internal moderation, feedback and actions given. The attached form will be used in these meetings.
- Share good practice and give advice and support on the assessment activities
- Monitor progress against feedback and action points given.

- Undertake final checks to ensure the assessor/teacher has prepared evidence requested by the awarding body in the correct format, including checks of all mandatory paperwork.

### Plan for internal moderation

Autumn Term 1	Establish numbers of pupil cohort Establish candidate levels Register Candidates IM to approve proposed assessments	Teachers/Assessors Internal Moderator
Autumn Term 2	Meeting(s) between IM and assessor Feedback to teachers	Teachers/Assessors Internal Moderator
Spring Term 1	Check any identified actions have been met.	Teachers/Assessors Internal Moderator
Spring Term 2	Internal moderation to take place.	Teachers/Assessors Internal Moderator
Summer Term 1	Assessor to establish candidates and units going forward for external moderation Arrangements made for external moderation	Teachers/Assessors Internal Moderator
Summer Term 2	External Moderation takes place Meeting to be arranged to discuss feedback Issues to be addressed External moderation report shared with all relevant staff	Teachers/Assessors Internal Moderator

The exam boards have different paperwork for these meetings to be recorded upon.

## Internal standardisation meeting template

Exam board	
Qualification (s):	
Date of meeting:	
Present	
Apologies	

### Standard agenda items

<b>1. Qualification update</b>
<b>2. Feedback from EQA (External Quality Assurer)</b>
<b>3. Sampling plan and identified issues</b>
<b>4. Units to be standardised</b>
<b>5. Sharing of good assessment practice</b>
<b>6. AOB</b>
<b>7. Action log</b>

### 4. Units sampled

<b>Unit Title:</b>		<b>Level:</b>		<b>Unit Code:</b>	
<b>Unit Title:</b>		<b>Level:</b>		<b>Unit Code:</b>	
<b>Unit Title:</b>		<b>Level:</b>		<b>Unit Code:</b>	
<b>Unit Title:</b>		<b>Level:</b>		<b>Unit Code:</b>	
<b>Unit Title:</b>		<b>Level:</b>		<b>Unit Code:</b>	

## 5. Sharing of good assessment practice

### Assessment practice:

Please indicate the types of assessment used by ticking the relevant boxes.

Case studies	<input type="checkbox"/>	Essay	<input type="checkbox"/>	Group Discussion	<input type="checkbox"/>
Oral Q & A	<input type="checkbox"/>	Performance/ Exhibition	<input type="checkbox"/>	Practical Demonstration	<input type="checkbox"/>
Practice File	<input type="checkbox"/>	Production of Artefact	<input type="checkbox"/>	Project	<input type="checkbox"/>
Reflective Log	<input type="checkbox"/>	Report	<input type="checkbox"/>	Role Play/Simulation	<input type="checkbox"/>
Written Description	<input type="checkbox"/>	Written Q & A	<input type="checkbox"/>	Other:	

### Is the Tutor/Assessor feedback:

Based on the evidence produced	<input type="checkbox"/>	Constructive	<input type="checkbox"/>
Developmental	<input type="checkbox"/>	Signed	<input type="checkbox"/>
Dated	<input type="checkbox"/>		

### Good Practice / Other Issues:

Please highlight any examples of good practice or other issues:

### Meeting minutes

**7. Action log** Please detail any actions (including training) that need to be taken by the centre in the light of this standardisation meeting

Identified actions	People responsible	Deadline