

INTERNAL MODERATION POLICY & PROCEDURE

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Policy Document SP-16

RISE LEARNING ZONE

INTERNAL MODERATION POLICY & PROCEDURE

RISE's policy is that moderation is an important part of our procedure for each academic year, creating a supportive and developmental environment for tutors. Moderation is not to be seen as a tutor's work being marked or that tutors are being caught out, but is used to verify that a young person has done enough to complete a course or otherwise. Feedback from moderator to tutor should be completed in a supportive atmosphere, in a one-to-one setting.

Moderation is the responsibility of all members of staff, but ultimate responsibility for ensuring it is completed effectively is down to the course lead tutor, in conjunction with the internal moderator.

These procedures should be followed in conjunction with the selection policy for courses where this is in place.

- 1.) An outline plan for IM should be created at the beginning of the year for each course, appropriate to the likely plan for the year. It should always be remembered that by the nature of the learners worked with at RISE, that the plan may need to change, depending on the output of work throughout the year.
- 2.) The timing of internal moderation should be decided by the tutor, according to when units/folders/exams have reasonably been completed by young people and marked by tutors. As work is likely to take place right up until mid-July, it is likely internal moderation will take place in early August. Tutors should ensure that the Internal Moderator is kept up-to-date with timings as appropriate.
- 3.) It is the role of the tutor to set external moderation dates. If this is completed early in the school year, then dates shouldn't be hard to set. All

external moderation should aim to have been completed by the end of August each year.

- 4.) The internal moderation should take place in a quiet place, away from the centre, or at least in a quiet space within the centre. Internal moderation should not take place in the team office, particularly whilst young people are in the centre.
- 5.) The internal moderator should follow the selection policy for each course, and sample the appropriate number of folders/exams from the pile offered them by the tutor. They should then moderate folders and return them to tutors with a feedback sheet giving appropriate feedback and any actions needing completing, and arrange a time with the tutor to return the work/folders in order to explain feedback or seek clarification if required.
- 6.) Records of young people registered on each course needs to be completed on an assessment tracker, which should also record marks, and when they have passed through moderation, (whether or not they were selected for sample). This sheet should be kept up-to-date by tutors and should be the document used by the internal moderator for tracking which entrants have been entered/marked/moderated/claimed.
- 7.) External moderation should be attended by the lead tutor if possible, if not either another tutor or the Internal moderator, can attend.
- 8.) Claim forms should be completed and submitted by the lead tutor as soon as possible following the conclusion of the course year, as long as direct claim status is in place, as external moderation is only ratifying our decisions.