

Internal Verification Policy & Internal Verification Sampling Strategy

Clarity Independent School

**Bridge Barn Farm
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Clarity Independent School is committed to safeguarding...

"Our school is committed to our whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do, and underpins all systems, processes and policies...We promote an environment where children and young people feel empowered to raise concerns and report incidents and we work hard in partnership with pupils, parents and caregivers to keep children safe."

Clarity Safeguarding Policy September 2024

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Updated Name: Richard Clow

Internal Verification Policy

Internal verification is the means by which the school ensures that all learners have achieved appropriate qualification outcomes at an agreed standard. It is a process by which the school regularly samples and evaluates its assessment practices and decisions and acts on the findings to ensure consistency and fairness for both learners and assessors and the process will be free from bias. It involves two key processes; verification and standardisation.

The school will ensure that the Internal Verification process will have a Lead Verifier and a Deputy Lead Verifier.

Internal verification process at the school will:

- Ensure that Internal Verifiers who teach will not be involved in their own Internal Verification process.
- Ensure that all teacher-led assessments have been through the internal verification system to ensure it is fit for purpose.
- Verify a sample of learners (number of samples will be determined by awarding body) from all units and all learning groups to ensure that standardisation, fairness and consistency is taking place.
- Plan an internal verification schedule to ensure that all learning programmes are verified during the running of the programme and at the end.
- Encourage and promote to all staff that the internal verification is a supportive tool and works in conjunction with teachers and not against.
- Observe and record teachers' assessment work to ensure that the level of teaching and learning is appropriate to the unit being delivered.
- Engage with learners to ensure their understanding of the assessment process and accurately record discussions.
- Ensure that internal verifications are documented with constructive and supportive recommendations clearly made and passed to the appropriate teachers.
- Ensure that all verification activity reports are securely stored and maintained for 3 years within the centre's secure storage area.
- Ensure consistency from its internal verifiers throughout standardisation meetings and activities.
- Ensure that only Internal Verifiers with authority from the awarding body will sign off requests for certifications.

- Ensure training of Internal Verifiers is through nationally recognised training and qualifications.

This policy will be reviewed annually in accordance with JCQ regulations. Overall responsibility for internal verification in Clarity Independent School rests with the Headteacher, Debbie Hanson.

Key Roles	
Head of Centre	Debbie Hanson, Head Teacher
Examinations Officer	Richard Clow, Assistant Head Teacher & SENDCo
School Assessment Co-ordinator	Sharyn Ailara, Deputy Head Teacher
Lead Internal Verifier	Michelle Deveney
Assessor: English, ICT, Science	Michelle Deveney
Assessor: Maths	Sharyn Ailara
Centre Quality Nominee	Sharyn Ailara

Responsibilities

Assessors:

- Teaching and skill development
- Marking
- Preparation of learners for assessment
- Managing assessment planning
- Recording assessment decisions
- Maintaining accurate and verifiable learner assessment and achievement records
- Complete an OSCA (Online Standardisation for Centre Assessors) activity led by the Lead Internal Verifier

Lead Internal Verifier (in a small school, this can also be the Internal Verifiers):

- Ensuring that assessments across the centre consistently meet national standards
- Lead on an OSCA activity (Online Standardisation for Centre Assessors) for all Assessors and Internal Verifiers, and keep accurate records of this activity (all centres

regardless of number of staff involved in the delivery of the programme. If multiple sites are used, Assessors and Internal Verifiers must be standardised across all locations – Clarity Independent School currently operates from one site only)

- Registration and completion of the OSCA (Online Standardisation for Centre Assessors) activity
- Ensuring all Assessors and Internal Verifiers complete the OSCA Activity
- Supporting the work of the Assessors within the centre to monitor and ensure consistency in the interpretation and application of standards
- Ensuring all Assessors and Internal Verifiers have access to a copy of assessment requirements as specified in the Assessment Record Sheets
- Sampling assessment decisions made by all Assessors across all sites
- Maintaining up-to-date records of internal verification and sampling activity and ensuring that these are available for standards verification
- Reviewing the assessment decisions of the assessor to check for accuracy, fairness and consistency of applying the correct standards across the programme
- Managing the Standards Verification activity

Please note, anyone involved in the delivery and assessment of the programme can be an internal verifier, but no person is permitted to internally verify their own assessments.

Centre Quality Nominee

The role of the Quality Nominee is to act as a single point of contact for Pearson, regarding all Quality Assurance matters. This is a mandatory role, which is required under the Terms and Conditions for Pearson Approved Centres for BTEC, Vocational, Functional Skills and Work-Based Learning Provision. They must:

- Monitor and audit the internal quality assurance processes which are conducted for Speaking, Listening and Communication assessment, including:
 - Ensuring the Lead Internal Verifier has completed the Online Standardisation for Centre Assessors Activity (OSCA)
 - Ensuring teams meet regularly for ongoing standardisation activity
 - Auditing internal verification activity
 - Auditing live assessment recordings and Assessor decisions
 - Ensuring Standards Verification (SV) is conducted in a timely manner

For training for Quality Nominee and Annual Declaration Form, see Pearson website:

<https://qualifications.pearson.com/en/support/support-for-you/quality-nominees.html>

Annual Activity

The Online Standardisation for Centre Assessors (OSCA)

It is a requirement that centres identify a Lead Internal Verifier who completes an annual OSCA activity. This activity is designed to ensure that all centres are standardised to the same level and all Lead Internal Verifiers, Assessors and Internal Verifiers understand how to assess Speaking and Listening and verify assessment decisions applying the national standards.

Once the Lead Internal Verifier has completed the OSCA Activity, the materials and SV commentary will be used to standardise activity across the teaching team.

The Lead Internal Verifier follows the instructions on registering for and completing standardisation, in the OSCA step by step guidance and bitesize video on the Pearson website.

Annual Quality Declaration (AQD):

The Annual Quality Declaration online form will be completed by the Quality Nominee of the Centre delivering Pearson Vocational qualifications, between 1st September and 14th October each academic year. The form will be returned at the appropriate times for the APMR and AMR sections where different. The form is available from the Pearson's website.

Internal Verification Sampling Strategy

This strategy is linked to the Internal Verification Policy above. This is a supportive tool for Quality Assurance purposes and to ensure equality is sustained during the process.

With all outstanding Internal Verification systems there must be an equally robust sampling strategy to ensure that courses and teachers that have been judged to be of high risk, would be subject to 100% Internal Verification. Below outlines the school's strategy where it clearly defines what is classed as High, Medium and Low Risk. This will be based on a **Red** **Amber** and **Green** basis.

High Risk

The school defines the following as being high risk in terms of Verification and ensuring that the young people are in receipt of a high-quality delivery.

New Teachers to either the organisation or a programme, the school understands that all teachers that are new need Information Advice and Guidance on being able to deliver a high-quality learning experience to our young people. Therefore, they would have a full sample on either their first course or set of modules depending on the programme that they are delivering on. The aim is to reduce the risk after the first sample.

A new unit is commonly introduced to a well-established programme from time to time. This is due to various reasons and the teachers must adapt to the needs of the young people. If this is the case, then that unit must be subjected to a 100% sample.

New course If the course is completely brand new and has not been delivered before then the whole programme is subjected to 100% sampling. This is to ensure that the learning is being effectively collected and to identify problems early and change learning materials.

Established teachers and courses could find themselves at High Risk if significant differences in results occur.

Medium Risk

If a new teacher, course or unit has been successfully supported then the risk reduces to a medium which will mean only 50% of the young people's work will be sampled*.

Established Teachers and courses could find themselves at medium risk if significant differences in results occur.

Low Risk

This occurs when the Internal Verifier is satisfied that the teacher, course or unit is sufficiently robust and that the learning taking place is reliable consistent and fair.

How and when are courses sampled?

Course sampling will take place half-termly as a team approach. This will be led by the School's Assessment coordinator and the Examinations officer and will also include the Internal verifier.

*NB: Cross-school moderation may also take place with the Examinations team from a local school at times, subject to their availability.

The risk will be determined at the time of the previous Internal Verification.

For cohorts of more than 5 students in total, and where the sampling is less than 100% of the cohort of entrants, then the following process for choosing random portfolios will happen:

- There will be three people involved in this process to ensure that it is fair; the Internal Verifier assigned to that programme, the School's Assessment coordinator and the Examinations Officer.
- Each learner on the programme will be assigned a number at random by the Examinations Officer before the three meet.
- The numbers are then put into a bag and pulled out by the School's Assessment Coordinator.
- The Examinations officer will then have 24 hours to ensure that the portfolios are ready and accessible for the Internal Verifier to verify.

Written feedback will be provided to Assessors within one week of Internal Verification.

**Please note that this depends on the awarding bodies requirements. For example, some awarding bodies require as a minimum 10% or at least 5 portfolio's whichever is greater. Therefore, it is likely for our school that the small cohort size will mean that all students portfolios will be required to be submitted verification processes.*

Appendix 1: Proposed Internal Verification and moderation plan for 2024-2025 (from Feb 2025)

Plan A: Existing staff with existing qualifications

	English	Maths	Science	ICT
Teacher	SF	MD	SPO	SPO
Assessor	SF	SA	SPO	SPO
Internal verifier				
Lead internal verifier	MD	MD	MD	MD
Moderation panel	MD, SF, SA, RC	MD, SF, SA, RC	MD, SPO, SA, RC	MD, SPO, SA, RC