

Internal Verification Policy & Internal Verification Sampling Strategy

Clarity Independent School

**Bridge Barn Farm
Woodhill Road
Sandon
CM2 7SG**

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 2026

**Written by Debbie Hanson
Headteacher**

This is version [5]

Written: 1st September 2023

Update Date: 1st September 2026

Updated Name: Debbie Hanson

Internal Verification Policy

Internal verification sits under the school's Quality Assurance procedures and is how 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.

Policy Glossary

Quality Nominee	Person registered with the examination board to head up quality assurance of the internal verification process
Internal verification	Internal school quality assurance process for courses terminating in qualifications, led by the Lead Internal Verifier. Sometimes referred to as 'IQA' (internal quality assurance)
Lead invigilator / invigilator	Oversees / invigilates formal exams. It is a requirement to have one Lead Invigilator per setting who oversees and supports the invigilators
Assessor	The person who marks the examinations and / or coursework (can be any competent teacher)
Tutor / teacher	Person delivering the course content to the students and supporting them through examinations and coursework (can mark their own subject if not the role of Lead Internal Verifier)
Standards Verifier	Person outside the school that the examination board have employed to quality assure the Lead Internal Verifier
Sampling	Procedure where the Lead Internal Verifier chooses a selection (or all) examination papers to quality assure the assessing (marking). They may send this to an external Standards Verifier to be verified.
Controlled assessment	An examination

Key Roles	
Head of Centre	Debbie Hanson, Headteacher
Examinations Officer	Lorena Alvarez, Finance Officer
School Assessment Co-ordinator	Michelle Deveney
Lead Internal Verifier	Michelle Deveney
SENDCO	Richard Clow
Assessors: English, ICT, Science, Maths	Lawrence Hurter (English and ICT), Sam Powell (Science and Maths)
Centre Quality Nominee	Michelle Deveney

Internal verification process at the school will:

- Ensure that Internal Verifiers who teach will not be the assessor as well as the verifier for the same subject.
- Ensure that all teacher-led assessments have been through the internal verification system to ensure they are 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. [NB: For cohorts with equal or less numbers of students than the minimum sample size required, **ALL** students will be part of the sample].
- Plan an internal verification schedule to ensure that all learning programmes are moderated during the running of the programme (at least termly) and verified 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.

Responsibilities

Centre Quality Nominee

The role of the Quality Nominee is to act as a single point of contact for the examination board, 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>

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 – NB: 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
- Maintaining up-to-date records of internal verification and end of unit/course sampling activities and ensuring that these are available for standards verification (external)
- 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.

Assessors:

- Marking
- 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

Teachers / Tutors:

- Teaching and skill development
- Preparation of learners for assessment
- Managing assessment planning

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, or appraise the teachers and assessors if there is only one teacher in the subject.

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 examination board's 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.

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?

For qualifications that include internal assessments or a mandatory coursework element (such as GCSEs), course sampling will take place half-termly as a team approach. This will be led by the School's Lead Internal verifier and the Quality Nominee.

NB: Cross-school moderation may also take place with the Quality Assurance 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 at least three people involved in this process to ensure that it is fair; they can be the Internal Verifier assigned to that programme, the Quality nominee, Course tutor, Exams Officer and Head of Centre.
- Each learner on the programme will be assigned a number at random by the Examinations Officer before they meet.
- The numbers are then put into a bag and pulled out by the school's most senior person

- The course tutor 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.*

Where qualifications are provided through a subject specialist online provider, such as our Art and Design NCFE Level 2, coursework may be entirely assessed and verified by external verifiers. In such cases, coursework will be uploaded to the relevant secure portal at the relevant times, as specified by the provider. The tutor delivering the lessons within school will take responsibility for ensuring the coursework meets the required standard before being entered onto the portal. The School's Lead Internal Verifier and Quality Nominee will monitor and oversee this process.

Half-termly internal monitoring for standardisation

Half-termly monitoring of all qualifications delivered will be led by the Lead Internal verifier and the Quality Nominee. Monitoring will consist of the Lead Internal verifier and the Quality Nominee having oversight of the students' learning records, work produced, the Tutors' progress tracking records and observing snapshots of live teaching (checking that it is covering the specification).

Records of termly monitoring and Internal verification will be recorded by the Lead Internal Verifier.

The Lead Internal verifier and the Quality Nominee will meet with course tutors individually to:

- quality assure the students' course folders/books
- quality assure the tutors assessment records
- to identify any students who are not on track to reach their expected targets
- to identify any support requirements for the tutors

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.

Appendix 1: Internal Verification and moderation plan for 2026-2027

	English	Maths	Science	ICT	Art	Cookery
Teachers	LH	CC	SPO	LH	GL	CC
Assessors	LH	CC	SPO	LH	GL	CC
Back up Assessor	CC	SPO	LH	SPO	N/A	N/A
Internal verifier	MD	MD	MD	MD	MD	MD
Lead internal verifier	MD	MD	MD	MD	MD	MD
Moderation panel	LH, MD, LA	MD, SPO, LA	MD, SPO, LA	MD, LH, LA	MD, GL, LA	MD, GL, LA