

Catch22 Independent Schools Policy

Internal Quality Assurance

Catch22 Include Norfolk School

Contents

Introduction	3
Purpose of the Policy	3
General Principles	3
How the Internal Quality assurance process works once exams have been sat.	4
Reporting back internal quality assurance to staff.	4
Standardisation	5
Recording and storage of internally quality assured exam papers.	5
COVID 19	5
Related Documents	6
Appendices	6
Annex 1 – Equality Impact Assessment	6

This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Jamie Nielsen (Headteacher)
Queries to:	Jamie Nielsen (Headteacher)
Date created:	April 2021
Date of last review:	August 2025
Date of next review:	August 2027
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All staff

Catch 22 Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Introduction

Internal Quality Assurance (IQA) is concerned with monitoring the learner journey throughout their time undertaking a qualification at Include Schools Norfolk.

IQA involves monitoring the training and assessment activities and the quality of work learners produce, in terms of meeting the correct grading criteria. Internal quality assurance helps to ensure that assessment and IQA activities are valid, authentic, sufficient, fair and reliable.

Internal quality assurance measures the quality, delivery, processes, procedures and learner achievements.

Include Schools Norfolk manages internal quality assurance in accordance with exam boards requirements. We take all reasonable steps to ensure effective quality assurance practices and procedure for a fair and fit for purpose feedback to help improve the OTLA requirements and outcomes for staff and students.

Purpose of the policy

This policy set out the internal quality assurance processes and procedures and how this relates to OTLA.

All staff involved have been made aware of this policy and have signed to confirm they have a full understanding.

General principles

Key concepts and principles of internal quality assurance of assessment include:-

- ensuring quality standards throughout the learner journey
- ensuring accuracy and consistency of assessment decisions made by Assessors
- supporting and developing Assessors and Teachers
- ensuring accountability for assessment decisions and quality standards, awarding body procedures and policies are maintained
- ensuring achievement made by learner's and judged by Assessors is recognised and meets the grading criteria

Internal quality assurance principles include; ensuring standardisation activities take place, assessment decisions embrace inclusion, equality is promoted with learners and the diversity

of learners is valued by all staff. It ensures that fairness is apparent in all assessment decisions and that there are auditable records to show this.

In accordance with the regulations Include school Norfolk will:

- Internal quality assurance to the exam boards specification.
- Work with the External Quality Assurer on matters that may need resolving.
- Feedback to Assessors and Teachers with actions required on marking.
- Feedback will help improve OLTA

How the Internal Quality Assurance process works once exams have been completed.

- Candidate's exam papers must have all information on the front page filled in. The candidate needs to fill out their full name and sign to acknowledge authenticity.
- Include any evidence used eg speaking and listening presentation notes or evidence.
- If you are completing speaking and listening, you must fill in the assessment record sheet, you must add Assessor's comments.
- Marking of the exam paper should be done on the right-hand side of the paper in black or blue ink, whichever is opposite to what the candidate used.
- When marking the paper Assessors are to clearly write the mark being giving for that question and not just circling the printed marks available and then confirm the total marks given. Check that the correct amount of marks has been added up together properly.
- The completed exam paper along with all relevant paperwork will be passed onto the Curriculum and Learning Lead, at this point they will check the papers.
- These papers along with the mark scheme will then be passed onto the Online Teacher who will complete the internal verification and feedback to the Assessors.

Reporting back internal quality assurance to staff.

Staff will be given feedback via the internal planning and tracking documents on;

- if the grades given are agreed on or not
- on how to ensure the mark according to the marking policy
- if papers are presented in the appropriate way. (Assessment plan- exam paper- evidence (if applicable)- mark scheme)
- Any actions needing to be completed.

Standardisation.

Standardisation activities will be undertaken regularly with IQAs, Assessors, Teachers with relevant senior leadership team present. Standardisation activities will help identify any areas of development.

Observations of relevant staff members will be conducted at a minimum of two observations per academic year. All staff members will be required to be observed at grade two or above. Action plans and support will be in place for any staff members identified as 'requiring improvement'.

All observations will be documented and moderated with the Curriculum and Learning Leads, Deputy Headteacher and Head Teacher.

Recording and storage of internally quality assured exam papers.

Once papers have been quality assured and feedback given to staff and any actions needed have been completed, the Internal quality assurer will add onto the tracker (City and Guilds exams only) that they have successfully completed the internal quality assurance. Exam papers along with the feedback on the marking of the exam will be returned to the exams officer, who will claim for certificates when applicable and store the exam papers ready to use when we have an external quality assurance visit.

Exams boards what we quality assure for:

City and Guilds- we have a quality assurance planner which we follow.

GCSE Mocks - we currently quality assure 50% of all work produced.

All documents relating to IQA activities will be held securely, in line with data protection and confidentiality requirements. Access will be granted to all relevant awarding organisations to any assessment documents and related materials.

Related documents

- 1) JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021. <https://www.jcq.org.uk/wp-content/uploads/2021/04/JCQ-Guidance-on-the-Determination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021.pdf>

- 2) AQA-Internal Quality Assurers and Assessors <https://filestore.aqa.org.uk/admin/tvq/AQA-GUIDE-IQA-TVQ.PDF>
- 3) Pearson edexcel- Overview of Quality Assurance <https://qualifications.pearson.com/en/support/support-topics/quality-assurance/quality-assurance-overview.html>
- 4) Catch 22 IS Exams Policy – Contingency <https://www.includenorfolk.org.uk/policies/>

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Internal Quality Assurance
EIA completed by:	Jamie Nielsen (Headteacher)
Date of assessment:	21/04/2021
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☒	☐	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes