INTERNAL QUALITY ASSURANCE POLICY

Reliable teaching evidence, assessment decisions and improvement

EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027 | IMPACT AP

1 | PURPOSE AND SCOPE

Check that commissioned learning is delivered safely, assessment is credible and improvement is based on evidence. Applies across academic, vocational, personal development and off-site provision. Internal quality assurance does not itself confer awarding-body approval or permission to certificate qualifications. Kate Willis leads the cycle and allocates competent reviewers for each strand.

2 | QUALITY CYCLE

Maintain an annual plan with termly reviews of curriculum, attendance, learner progress, teaching, safeguarding implementation and feedback. Identify what will be sampled, by whom and when. Record findings, evidence, actions, owners and deadlines. Urgent safety or assessment-integrity issues are escalated immediately rather than waiting for the planned review.

3 | CURRICULUM DELIVERY CHECKS

Compare planned sequences and commissioned timetables with sessions actually delivered. Check breadth, progression, practical resources and adaptations, including EHCP-related support. Explore missed lessons and changed activities and agree recovery. A curriculum map or lesson plan is evidence of intention; verify learner experience and work before concluding that learning occurred.

4 | ASSESSMENT AND EVIDENCE

Check starting points, clear learning outcomes, suitable tasks and the basis for assessment decisions. Sample portfolios, observations, learner explanations and feedback across the ability range. Record the support and prompts used so achievement is not overstated. Distinguish subject learning, attendance, engagement and wellbeing outcomes rather than treating them as interchangeable.

5 | SAMPLING AND RISK

Use a proportionate sample covering staff, subjects, sites, learners, assessment methods and stages of the programme. Increase sampling for new staff, unfamiliar units, inconsistent marking, complaints or weak evidence. Record why the sample was chosen and any exclusions. A small sample supports a limited conclusion and must not be described as a complete audit.

6 | MODERATION AND INDEPENDENCE

Use standardisation discussions and shared examples to align judgements. Seek a competent second reviewer for disputed or high-risk decisions and identify conflicts of interest. Where possible, do not allow a person to verify only their own assessments. Record disagreements, agreed standards, action and checks that corrections were made.

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7 | QUALIFICATIONS AND ACCREDITATION

Before using a qualification or award, confirm specification, unit version, centre status, staff competence, registration and evidence requirements. Follow the awarding organisation's assessor and internal-quality-assurer rules where applicable. Do not advertise or claim approval, certification or equivalence that has not been secured. External quality assurance requirements take precedence over a generic internal schedule.

8 | LEARNER VOICE AND ACCESSIBILITY

Ask learners what they are learning, how support helps and whether feedback makes sense. Include those who communicate differently or attend irregularly. Review whether tasks and evidence routes are accessible and age-respectful. Use family and commissioner feedback to test the picture; do not dismiss concerns because aggregate attendance or satisfaction appears positive.

9 | INTEGRITY, APPEALS AND SECURITY

Protect evidence from loss, unauthorised editing and misleading attribution. Record suspected plagiarism, fabricated work, inappropriate assistance or AI misuse and investigate fairly under relevant assessment rules. Explain learner appeal routes and awarding-body escalation where applicable. Store samples and results securely and apply relevant retention requirements.

10 | IMPROVEMENT AND OVERSIGHT

Produce a concise termly report stating strengths, limits of evidence and priority actions. Agree professional development, resourcing or delivery changes and revisit them to check impact. Governance receives proportionate assurance on completion and remaining risks. Never close an action solely because a document has been written; check the intended practice changed.

11 | POLICY CONTROL AND REVIEW

Policy owner: Kate Willis, Principal and Proprietor. Effective date: September 2026. Scheduled review: September 2027, or sooner after relevant changes, incidents or feedback. Record actual governance approval and implementation decisions and brief staff on their duties. These policy dates do not assert that approval, staff training or operational checks have already occurred. Use the Complaints or independent reporting route for concerns about implementation.

12 | SOURCES AND RELATED DOCUMENTS

Impact Curriculum, Assessment, SEND, Safeguarding and Complaints policies; applicable awarding-organisation specifications.

gov.uk/government/publications/regulating-independent-schools (for the proposed school, where relevant)

Check current versions and apply according to Impact's legal and commissioning status.