Quality Assurance and Moderation Support Officer (QAMSO) programme

Assessment and Moderation
Aims:

• To outline **key features** of assessment and moderation
• To consider **validity** and **reliability** of the moderation process
• To identify **support** available to ensure continuous improvement
• To provide information on the national moderation programme for 2019/20
• To **reflect** and consider next steps in moderation

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Quality Assurance and Moderation Support Officer (QAMSO) programme

A national programme of events focusing on numeracy, reading, writing and listening and talking

Aims to:

• Support local authorities and schools to develop a **better understanding of standards** in literacy and numeracy

• Support **effective assessment and moderation**, including the development of high quality, holistic assessments

• Share **good practice**

• Enable local authorities and schools to have greater confidence in the **validity and reliability** of teacher professional judgement

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National Improvement Framework

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Quality Assurance & Moderation Support Officers

- QAMSO programme began in session 2016/2017 – numeracy and writing
- **Session 2017/18** – numeracy, writing and **reading**
- **Session 2018/19** – numeracy, writing, reading, **listening and talking**
- Includes all levels: Early to fourth

**Session 2018/19 – Additional events:**

- Two national events for **existing QAMSOs** i.e. those who had undergone national training over the previous two years
- **Local authority/RIC** events on assessment and moderation
What is moderation?

‘Moderation is the way in which practitioners arrive at a shared understanding of standards and expectations.’

- Moderation is **integral** to the planning of learning, teaching and assessment
- Moderation takes an **ongoing, collegiate approach** to learning, teaching and assessment
- Practitioners moderate assessment judgements by taking account of a **sample of evidence from different sources** to discuss standards and the progress of learners
- The **process** of moderation is not an activity that happens only at the end of a block or year
Moderation Cycle

Moderation develops a shared understanding of standards and expectations. Moderation is ongoing before, during and after the planning of learning, teaching and assessment.

1. Reporting highlights progress and next steps in learning
2. Learners are at the heart of every stage of the cycle
3. Plan learning, teaching and assessment using the Es and Os to meet learners' needs
4. Learning Intentions reflect standards within the Es and Os
   Success Criteria are clear, relevant and measurable
5. Feedback is linked to success criteria and next steps are identified
6. Regularly use standards within the Es and Os and Benchmarks to evaluate and monitor learners' progress
7. A wide range of appropriate evidence is gathered which demonstrates breadth, challenge and application
8. Learning, teaching and assessment reflect an appropriate balance between ongoing and periodic assessment
• **Learners** should be actively involved at each stage of the cycle, from planning through to reviewing and evaluating evidence.
Learning, teaching and assessment should be planned together from the outset.

Learning, teaching and assessment should be planned from the Es and Os.

Es and Os should be bundled to link concepts appropriately.
• **Learning intentions** should clearly outline what the learner should know, understand or be able to do by the end of the lesson/series of lessons/block of learning.

• **Success criteria** should:
  - Outline what the learner has to do to be successful in achieving the learning intention
  - Be clear, relevant and measurable
  - Be co-constructed with learners
• **Learning, teaching and assessment** should be:

  o Planned together using the Es and Os

  o Planned to allow opportunities for breadth, challenge and application

• There should be an appropriate balance between **ongoing** and **periodic** assessment
• A range of **evidence** should be considered when making judgements around progress towards or achievement of a level

• The range of **evidence** will exist in different places (e.g. jotters, displays, learner conversations, periodic assessments)

• **Evidence** should demonstrate **breadth**, **challenge** and **application**

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High Quality Assessments...

Range of evidence of progress and achievement:

• Observing day-to-day learning within, and outwith, the classroom
• Coursework, including tests
• Learning conversations
• Planned periodic assessments
• Information from the Scottish National Standardised Assessments (SNSA)
High Quality Assessments...

- By providing opportunities to gather evidence of **breadth, challenge** and the **application** of learning, well designed, holistic assessments complement ongoing assessment by helping to evidence learners’ progress.

- In particular, a high quality, holistic assessment will allow learners to apply their learning in new and unfamiliar contexts.

- By focusing on discrete bundles of Experiences and Outcomes, well planned holistic assessments help tackle bureaucracy.

- Periodic, high quality assessments should also:
  - Reflect real life contexts
  - Create independent problem solvers
  - Promote higher order thinking skills.
## Literacy example

**I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection.**  **LIT 2-13a**

**I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.**  **LIT 2-15a**

**To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.**  **LIT 2-16a**

**To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.**  **LIT 2-18a**

When listening and talking with others for different purposes, I can:
- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more.  **LIT 2-09a**
‘Fake news’ is being highlighted as a growing issue. We need to be aware that not everything we read will come from a reliable source.

The following reports about 2 recent events have come from different sources. Make notes as you read, to support a group discussion about which reports you think are accurate and reliable, which are not and your reasons for these judgements.
Scottish National Standardised Assessments (SNSA)

Assessment is a central part of everyday learning and teaching for children and young people and helps to identify where strengths lie and where more support is required...

• The SNSAs are a diagnostic tool to support improvement in learning
• Should be used as part of a range of evidence to...
• Inform teachers' professional judgement on pupil progress
• The SNSAs cannot say if a child or young person has achieved a level
• Can be carried out at any point in the year
• Standards within the **Es and Os** and **Benchmarks** should be used to **evaluate** and monitor learners’ progress

• **Evaluation** should be ongoing to inform short term planning

• Practitioners should have opportunities to **evaluate** a range of evidence together when considering progress towards or achievement of a level to ensure consistency in teacher professional judgement
• **Feedback** should be clearly linked to success criteria

• **Next steps** in learning should be identified using success criteria

• **Feedback** discussions should be ongoing throughout lessons

• Learners should have opportunities to take part in **feedback** discussions when reviewing learning over a period of time in order to set longer term targets (e.g. as part of the Profiling/Personal learning planning process)
• **Reporting** should highlight the learners most recent progress and next steps in learning

• Further advice and guidance can be found in the document ‘**Reporting to Parents and Carers Guidance for schools and ELC settings**’
Key Messages – Achievement of a Level

Achievement of a level – based on the evidence and on your overall professional judgement, can you show the learner has:

• achieved a **breadth** of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level?

• responded consistently well to the level of **challenge** set out in the experiences and outcomes for the level and has moved forward to learning at the next level in some aspects?

• demonstrated **application** of what they have learned in new and unfamiliar situations?

It is not necessary for learners to demonstrate mastery of every individual aspect of learning within Benchmarks at a particular level before moving on to the next level. However, it is important that there are no major gaps in children’s and young people's learning when looking across the major organisers in each curriculum area.
Best practice in moderation identified by QAMSOs...

- Assessment & moderation is a priority across the local authority
- Regular meetings with QAMSOs, and QAMSO experience used to plan events
- Clear focus through steering groups
- Tiers of drivers – QIOs/HTs/Moderation Coordinators/Teachers – shared expectation of all
- Effective use of in-service - moderation planned for
- Sectors working together - primary/secondary
- Calendar of planned moderation events throughout the session
- Each school contributing to evidence gathering for QAMSO and local events
Best practice in moderation identified by Assessment Coordinators...

• Clarity of vision from the top of the LA
• Shared understanding of the value of moderation across the LA
• Consistency of message across clusters and LA
• School improvement plans include a focus on moderation
• Working Time Agreement outlining moderation as a priority
• Clear expectations for the role of senior staff
• Investment in leadership
• Professional learning opportunities offered
National Support

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National Support

Final Benchmarks published June 2017
The Glow Moderation Hub

• Glow (login required)
• Universal resource
• Links to relevant ES resources (e.g. BtC5), National Improvement Hub, Moderation Cycle
• Sections on each stage of Moderation Cycle include:
  - Explanation
  - Presentation
  - Workshop
  - Self evaluation
  - Moderation documents
The Glow Moderation Hub - Animation

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Generic Quality Assurance and Support Officer (QAMSO) training for new QAMSOs.

This training will support practitioners to:-

• Develop a deeper understanding of each element of the moderation cycle
• Create high quality assessments
• Develop a deeper understanding of standards within the Experiences and Outcomes
• Participate in moderation activities
• Organise moderation events in their own context
QAMSO events – 2019/20

• **4 days** training in total
• **Two cohorts** of QAMSOs.
• Suitable for headteachers, DHTs, PTs, class teachers and Local Authority staff
• LAs invited to nominate practitioners for each cohort

• **Cohort 1** start date: 11 September 2019 - Glasgow
• **Cohort 2** start date: 12 September 2019 - Glasgow

Further dates:
• **Cohort 1**: 2 October 2019; 21 January 2020; 25 March 2020
• **Cohort 2**: 3 October 2019; 22 January 2020; 26 March 2020
National moderation events

Purpose

• To provide an opportunity to moderate nationally
• To moderate planning, assessment and learner evidence from term one/two
• Sharing good practice in learning, teaching and assessment
• Give constructive feedback on learning, teaching and assessment
National moderation events

Events
• Initially October - December
• Per level for numeracy, reading, writing, listening and talking

Venues
• Glasgow/Edinburgh

Materials for practitioners to bring
For one learner:
• Planning of learning, teaching and assessment
• Learner evidence
• Teacher feedback and next steps
• Any reporting comments

National moderation is for others, not necessarily QAMSOs
What does moderation look like in your own context?

How are you doing?
• Is there a shared understanding of effective moderation?
• Do you have a policy on assessment and moderation?

How do you know?
• What evidence do you have?
• Is time given for moderation?

What are you going to do now?
• What networks do you already have that you could use?
• How have you used your QAMSOs?
Self Evaluation within your local authority

Clear guidance/expectation
Responsible do-ers
Layers of moderation e.g. stage, school
Effective use of QAMSOs
Headteacher buy-in
Engagement/dialogue across clusters
Points of reference for staff e.g. learner evidence
Improving Schools in Scotland: An OECD Perspective (2015)

‘Teachers who work in cultures of professional collaboration have a stronger impact on student achievement, are more open to change and improvement, and develop a greater sense of self-efficacy’

‘Coherent and carefully designed frameworks maximise the quality of the information’

‘Stronger reference to learners’ progress will create improvement’

‘The challenge now is to improve the quality of information on those aspects of CfE that are valued by stakeholders including all capacities of CfE, while retaining the strongly formative focus’
Please get in touch with any questions: 
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or contact your local authority Assessment Coordinator