Cluster Approach to Assessment and Moderation

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Role of a QAMSO

Moderation

- Staff work together to develop a shared understanding of what good progress and achievement look like
- Improves validity and reliability of information collated and tracked
- Develops confidence and trust in teachers’ professional judgements

For information to be worth tracking it needs to be based on agreed standards resulting from participation in a range of moderation activities.

Key messages

- Attendance at National Events
- Training other QAMSOs
- Leading school/cluster moderation

Achievement of a level

Moderation

- Plan: identifying for learning, teaching and assessment, ensuring valid and reliable assessment and application, whilst adhering to standards and expectations.
- Observation of classroom practice by peers, teachers and school leaders.
- Moderation: a study of evidence, sharing and discussing standards.
- Evidence of learning: examples from across the full spectrum of learning including day to day learning, standardisation assessments and planned school assessment.

Modulation Cycle

Moderation develops a shared understanding of standards and expectations. Moderation is ongoing before, during and after the planning of learning, teaching and assessment.
Session 1

- Key messages
- Moderate holistic assessments
- Follow up activity
Session 2

- Key messages from inspections
- Moderate holistic assessments
- Use of Microsoft Teams
- Follow up activity
Session 3

- Moderate evidence
- Feedback
- Self evaluation
- Follow up activity
Understanding of Moderation

• Before the 2018/19 input, staff considered their understanding of moderation at the following levels (1 = very low...5 = very high)
  • 1 = 7.7%
  • 2 = 9.6%
  • 3 = 40.4%
  • 4 = 32.7%
  • 5 = 9.6%
Understanding of Moderation

• After the 2018/19 input, staff considered their understanding of moderation at the following levels (1 = very low...5 = very high)
  • 1 = 0%
  • 2 = 0%
  • 3 = 3.9%
  • 4 = 59.6%
  • 5 = 3.5%
70% of staff increased their understanding of the moderation process after the 3 sessions this year.
Before the 2018/19 input, staff considered their understanding of holistic assessment at the following levels (1 = very low…5 = very high)

- 1 = 11.5%
- 2 = 23.1%
- 3 = 38.5%
- 4 = 25.0%
- 5 = 1.9%
Understanding of Holistic Assessments

- After the 2018/19 input, staff considered their understanding of holistic assessment at the following levels (1 = very low…5 = very high)
  - 1 = 0%
  - 2 = 0%
  - 3 = 5.8%
  - 4 = 51.9%
  - 5 = 42.3%
Over 90% of staff increased their understanding of holistic assessments after the 3 sessions this year.
Confidence Levels – Traffic Light Ratings

- **Moderating Examples**
  - Green: 46.15%
  - Amber: 53.85%
  - Red: 0.00%

- **Creating a holistic task**
  - Green: 38.46%
  - Amber: 57.69%
  - Red: 3.85%

- **Using assessment evidence**
  - Green: 42.31%
  - Amber: 57.69%
  - Red: 0.00%
Staff Reflections on the Moderation Sessions

"Very useful and practical sessions that have made a difference to my understanding of assessment and further evidence of pupils achieving a level"

"Enjoyed the pace of the sessions – also the time given between sessions to create/undertake the assessment was valuable"

"Didn't really know what was expected from a Holistic Assessment before these sessions and feel more confident in using them now."

"Hope to continue to share good practice from across the cluster as we move forwards next year."

"I now feel able to use a Holistic Assessment for numeracy...now to try and use them in other curricular areas!"
Next Steps
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