

# Duns Primary School



## Moderation Framework

### What is Moderation

Moderation is the term used to describe approaches for arriving at a shared understanding of standards and expectations for the broad general education. It involves teachers, and other professionals as appropriate, working together, drawing on guidance and exemplification and building on existing standards and expectations to:

- plan learning, teaching and assessment
- check that assessment tasks and activities provide learners with fair and valid opportunities to meet the standards and expectations before assessments are used
- sample evidence from learners' work and review teachers' judgements
- agree strengths in learners' performances and next steps in learning
- provide feedback on teachers' judgements to inform improvements in practices

Moderation helps to ensure that there is an appropriate focus on outcomes for learners, that learning is at the appropriate level and that learners develop the skills for learning, skills for life and skills for work, including higher order thinking skills, which will allow them to be successful in the future. Teachers, involved in developing their assessment approaches through participation in moderation activities is a highly effective form of professional development.

### Features of Quality Assurance and Moderation

Quality assurance and moderation:

- is robust and rigorous and gives confidence in teachers' judgements
- provides the opportunity for teachers to collaborate and participate in professional dialogue and collegiate working
- ensures fairness to all children and young people and is open and transparent to all staff, parents and learners
- is fit for purpose and proportionate with processes articulating across stages and sectors
- fosters mutual trust, openness to different ideas and respect for the different skills, experience and understanding that all participants bring
- ensures that learning, teaching and assessment is planned in a coherent way and that assessment is valid and reliable
- provides opportunities for feedback and planning for improvement

- is manageable and the methods used are accessible and easily arranged with ongoing professional dialogue as a key component
- promotes learner engagement through learners discussing criteria, sharing and reviewing samples of their work and identifying strategies they found helpful to their learning
- promotes capacity building of assessment expertise, professional learning and development and quality improvement as integral to quality assurance processes

Curriculum for Excellence aims to raise standards of achievement for all children and young people from 3 to 18. This requires us to have effective quality assurance and moderation processes in place. The Strategic Vision and Key Principles states that:

'The practices for arriving at a shared understanding of standards and expectations involve teachers:

- working together from the guidance provided to plan learning, teaching and assessment
- building on existing standards and expectations
- drawing on exemplification
- engaging with colleagues to share and confirm expectations'

Quality assurance and moderation has to strike the right balance between effort and sustainability by having approaches across 3 to 18 that are appropriate to the ages and stages of learners and are proportionate.

Proportionality would apply within the curriculum at particular stages, for example focusing on literacy, numeracy and health and wellbeing as key components of the broad general education and the common responsibility of all teachers.

Quality assurance should emphasise the importance of planning engaging and exciting learning experiences that will focus on achieving the standards and expectations defined through the experiences and outcomes. The curriculum levels and the three-dimensional approach to assessment (breadth, challenge and application of learning, including higher order thinking skills) will be used to inform expectations and the planning of coherent approaches to learning, teaching and assessment.

Moderation is particularly important at points of transition in order to share standards and expectations across sectors and providers. This will ensure confidence in

assessment judgements and reliability of information so that children and young people can experience continuity and progression in their learning.

The purpose of this documentation is to achieve a consistent approach to how we engage with the quality assurance and moderation process at Ayton and Reston Primary Schools.

## **ACHIEVEMENT OF A LEVEL IN THE BROAD GENERAL EDUCATION: 3-15**

Moderation Framework

### **GENERIC STATEMENT**

In order to demonstrate achievement of a Level in a Curricular Area, the learner is required to provide a range of evidence related to the Experiences and Outcomes *within* a Level, as well as towards learning at the *next* level.

In making a judgement about achievement of a Level, practitioners should consider the following questions:

1. **Has there been complete coverage of the EXPERIENCES AND OUTCOMES at this Level?** *(These will have been used to derive learning intentions and success criteria, and to inform assessment.)*
2. **Is there assessment evidence covering each of the SIGNIFICANT ASPECTS OF LEARNING for this Curricular Area?** *(Evidence will be in electronic records and/or portfolios.)*
3. **Does this evidence demonstrate learner progress in terms of BREADTH, CHALLENGE AND APPLICATION?** *(Curricular Area specific details can be found in the relevant Professional Learning Paper - these should be used to guide the moderation process.)*

If the answer to each of the above questions is "yes", the learner can be deemed to have achieved the Level; if the answer to any of the above questions is "no", the learner still has work to do to achieve the Level.

### **Key documents**

Three key Education Scotland documents (relevant to each Curricular Area) should guide teachers in the moderation process:

1. "Professional Learning Paper: Assessing Progress and Achievement";
2. "Progression Framework

### 3. Benchmark Statements

The Progression Framework should be used to support understanding in relation to Experiences and Outcomes, Significant Aspects of Learning, and Breadth, Challenge and Application.

#### **Breadth, Challenge and Application**

**BREADTH:** have achieved a breadth of learning across the experiences and outcomes for an aspect of the curriculum;

**CHALLENGE:** can respond to the level of challenge set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects;

**APPLICATION:** can apply what they have learned in new and unfamiliar situations.

#### **Summary**

		Used to...	Further details
Experiences and Outcomes	Benchmark Statements	Inform day-to-day learning and teaching	Learning intentions and success criteria should be derived from these; assessments should be planned from these.
Significant Aspects of Learning		Categorise assessment evidence	Assessment evidence should be collected and organised to cover each of these in a particular Curricular Area. This should be via electronic records and/or portfolios.
Breadth, challenge and application		Make judgements about achievement of a Level	Curricular Area specific guidance about the sorts of questions to ask when considering assessment evidence is available in the relevant "Professional Learning Paper".

For further details, see the "[Assessing progress and achievement professional learning resource](#)" on the Education Scotland website.