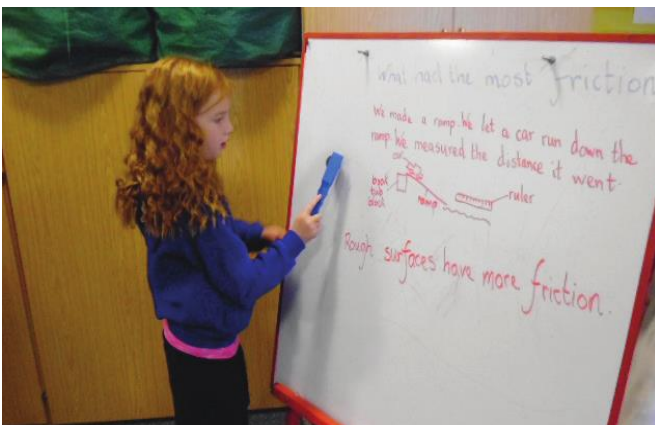


Dumfries and Galloway: Children, Young People & Lifelong Learning

Developing Excellence and Equity for All
through a robust Quality Assurance
and Moderation Framework



Developing, Supporting and Building Teacher
Confidence in Curriculum for Excellence Levels
to Raise Attainment for All

National Context



Dumfries and Galloway's Assessment and Moderation Framework supports and builds upon national guidance.

This includes:

National Improvement Framework Driver: Assessment of Children's Progress, 2016, 2017 and 2018

Statement for Practitioners from HM Chief Inspector of Education, 2016

Framework for Assessment: Building the Curriculum 5, 2010

Evaluating and Improving our Curriculum S1 – S3, 2015

HGIOS 4: 1.1: Self-evaluation for self-improvement; 2.3: Learning, teaching and assessment; 3.2: Raising attainment and achievement

Education Scotland Benchmarks, 2016 – 2017

Education Scotland Achievement of a Level, 2017

Curriculum for Excellence: Experiences and Outcomes, 2004

Scottish National Standardised Assessment, 2017

Key messages for schools from HM Chief Inspector of Education: August 2017

Education Scotland Moderation Cycle, 2017

GTCS Professional Standards, 2013.

'Assessment of children and young people's progress includes a range of evidence on what children and young people learn and achieve throughout their education learn and achieve throughout their education and how well this prepares them for life beyond school. This includes Curriculum for Excellence levels, skills, qualifications and other awards, and achievement of positive and sustained destinations.'

National Improvement Framework, 2018

Dumfries and Galloway Framework



This framework aims to support assessment and moderation practice and should underpin effective assessment practice in schools and builds on our 5 elements approach to Building Your Curriculum (BYC) It also reflects guidance from a range of sources:

Education Scotland Moderation Cycle offers clear guidance on effective assessment practice (**Appendix 1**)

Education Scotland CfE: Making Good Assessment Decisions 3-18 gives clear guidance on valid, reliable and management assessment practice to support teacher judgement and consistency of practice (**Appendix 2**)

Education Scotland Benchmarks set out clear lines of progression in learning and relate to the experiences and outcomes. The Benchmarks embed previous guidance such as Significant Aspects of Learning and incorporate curriculum organisers, experiences and outcomes to support planning for learning, teaching and assessment. These should be referred to when making a professional judgement about achieving a level and also during professional dialogue around progress.

Education Scotland Moderation Hub <http://bit.ly/2E95m5P>

Locally produced Building Your Curriculum (BYC) Materials on GLOW <http://bit.ly/2cFKMAp>

Locally produced Dumfries and Galloway Excellence and Equity Literacy and Numeracy Strategies and Rationale. <http://bit.ly/2n8dlmS>

[Raising Attainment Reflection Toolkit](#)

All schools will have their own clear progression pathways through their curriculum to support the assessment process. These pathways should be able to provide examples of evidence and further detail of progression through the levels.

Schools will create the conditions for effective learning, teaching and assessment:

- Involve learners regularly in dialogue about their progress and next steps.
- Use of relevant, real-life and enjoyable contexts and resources which build upon children and young people's own experiences.
- Ensure effective direct and interactive teaching.
- Provide opportunities for collaborative working and independent thinking and learning.
- Make meaningful links for learners across different curriculum areas.
- Embed the principles of Assessment is for Learning.
- Provide frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning.
- Develop problem-solving skills and approaches.
- Promote appropriate and effective use of ICT

Assessment

Schools will have clear approaches to assessing learning, progress and achievement. Assessment approaches will be matched to the needs of learners as part of the continuous process of planning for learning and teaching. This will reflect breadth, challenge and application of learning and will gather and triangulate assessment evidence.

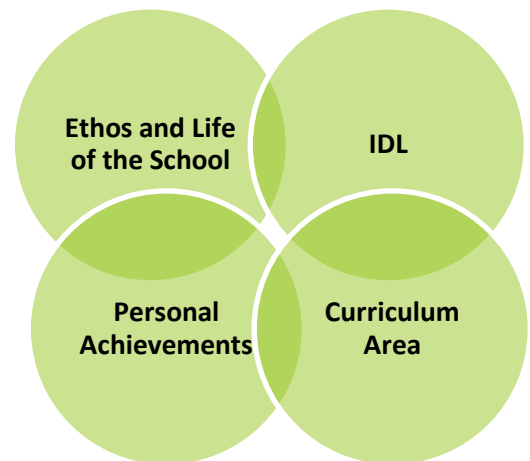
Effective assessment practice includes:

- Learner involvement in setting personal targets and next steps.
- Ongoing self-evaluation by learners, staff and school leaders.
- Identification of strengths and next steps.
- A range of approaches including relevant holistic assessment.
- Consideration of wider data analysis and performance information.
- **Moderation of standards using ES Benchmarks.**

Evidence will be gathered by the learner and teacher in a variety of ways (Say, Make, Write and Do) and across the four contexts for learning at key points in a learner's journey.

Learners should participate in the process and contribute to determining and gathering relevant evidence.

Assessment must be valid, reliable, fair and manageable for all involved and must be consistently applied.



'Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of children and young people. Across our learning community, we have shared expectations of standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum.'

How Good is Our School 4, 2015

Achievement of a Level

By 'achievement of a level' we mean the learner has achieved a **breadth** of learning across the experiences and outcomes for a significant aspect of learning, has responded consistently well to the level of **challenge** set out in these experiences and outcomes, has moved forward to more challenging learning in some aspects; and can **apply** what they have learned in new and unfamiliar situations.

Judgement of achievement of a level cannot be determined on the basis of evidence related to an individual outcome or provided by a single isolated piece of work or test.

All schools will submit teacher judgement of achievement of a level for learners in P1, P4, P7 and S3 to the Local Authority in June. (**Appendix 5**).

Please refer to the [D&G Achievement of a Level Booklet](#) for further information

Engage with Curriculum for Excellence
BUILDING YOUR CURRICULUM - 5 elements approach

Achievement of a level with a focus on professional judgement

Supporting teacher judgements

INSIDE: How do I know my pupils have achieved a level? Information to support teacher judgements

The learning landscape
Organisation for Economic Cooperation and Development Reports (OECD):
• Synergies for better learning: An International Perspective on Evaluation and Assessment (2013)
• Improving School in Scotland: An OECD Perspective (2015)

The National Improvement Framework (NIF)
National Priorities
• Improvement in attainment, particularly in literacy and numeracy;
• Closing the attainment gap between the most and least disadvantaged children;
• Improvement in children and young people's health and wellbeing; and

6 key drivers
• School leadership
• Teacher professionalism
• Parental engagement
• Assessment of children's progress
• School Improvement
• Performance Information

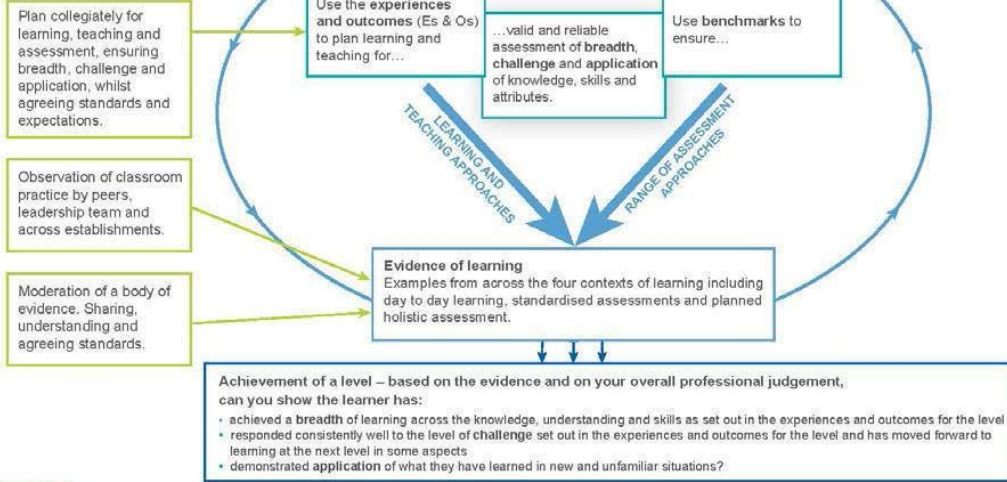
Professional Standards General Teaching Council Scotland (GTCS)
• Linking the Standards to your role
• Building on a strength
• Working on an area for development
• Exploring an interest

Raising Attainment for All (RAFA)
Stretch aims
Stretch Aim 1
To ensure that 85% of children within each SIMD have successfully experienced and achieved CFE Second Level Literacy, Numeracy and Health and Wellbeing outcomes in preparation for Secondary School by 2016.
Stretch Aim 2
To ensure that 85% of children within each SIMD have successfully experienced and achieved CFE Third Level Literacy, Numeracy and Health and Wellbeing outcomes in preparation for the Senior Phase by 2019.
Stretch Aim 3
To ensure that 95% of young people within each SIMD go on to positive participation destinations on leaving school by 2018.
Stretch Aim 4
To provide the leadership for Improvement, both nationally and locally, across the Raising Attainment for All Programme.

Dumfries & Galloway

Achievement of a level

Moderation



Good practice will see teachers in schools and clusters:

- **Planning** learning and assessment activities together
- **Using** curriculum progression pathways and benchmarks to support understanding of learner progression
- **Discussing** evidence from learners' work and teachers' professional judgements
- **Agreeing** strengths in learning and next steps
- **Ensuring** all learners with ASN have valid assessment opportunities
- **Collecting** relevant and sufficient evidence to inform judgements about the quality of that learning
- **Using** standardised assessments within the overall picture of learner progress

Scottish National Standardised Assessments (SNSA)

<https://standardisedassessment.gov.scot/>

From August 2017, national standardised assessments have been introduced to all schools across Scotland in aspects of reading, writing and numeracy, for all children in P1, P4, P7 and S3.

The results from the standardised assessments provide an additional source of nationally consistent information to inform teachers' professional judgement, both when planning next steps and when considering whether children have achieved Curriculum for Excellence levels.

The national standardised assessments are a diagnostic tool which sits alongside a wide range of other evidence, including ongoing classroom assessment of all aspects of literacy and numeracy. Taken together, ongoing assessment information and national standardised assessment results will provide a more complete and balanced picture of how children are progressing, giving teachers the information they need to support every child to succeed.

Streamline Assessment

'... SNSAs are very helpful, short focused assessments of specific aspects of Curriculum for Excellence literacy and numeracy. They cannot be used alone to confirm judgements of achievement of a level, and should not be used for that purpose. Use SNSAs in P1, P4, P7 and S3 at a time which suits the needs of your children. Use the results diagnostically to help you plan next steps in learning for individual children and groups.'

The introduction of the SNSAs is a good time to review and where necessary reduce the assessment burden on children. For many children, switching to the SNSAs will mean a significant reduction in the time they spend on standardised assessment. In secondary schools effective assessment helps teachers be sure that learners are achieving the standards expected at third and fourth curriculum levels. This will provide a robust basis on which to make choices for national qualifications in the senior phase, and at the appropriate levels.'

HM Chief Inspector of Education, August 2017

Guidance on using the ES Benchmarks

Education Scotland Benchmarks and Curriculum for Excellence experiences and outcomes are the key resource which schools should use to plan learning, teaching and assessment. These Benchmarks will also be used as the standard for moderation of achievement of a level in literacy and numeracy.

They streamline and embed a wide range of existing assessment guidelines including Significant Aspects of Learning and progression frameworks into one key resource:

- The Benchmarks support teacher professional judgement of achievement of a level.
- The Benchmarks should be used to monitor progress towards achievement of a level.
- Benchmarks should be used to review a body of evidence to determine if the standard has been achieved.

'It is not necessary for learners to demonstrate evidence of every aspect of learning within the Benchmarks before moving on to the next level. However, it is important that this is interpreted in ways to ensure no major gaps in children and young people's learning, for example with respect to the relevant organisers on each curriculum area.'

Education Scotland Benchmarks, August 2016

Benchmarks Do's and Don'ts

✓ Do	X Don't
<ul style="list-style-type: none"> • Use Benchmarks to help assess whether learners are making suitable progress towards the national standards expected and use the evidence to plan their next, challenging steps in learning; • Use Benchmarks to support decisions regarding the best pathway for individual young people to take in the senior phase; • Use Benchmarks to support reporting to parents; • Use and discuss benchmarks within and across schools to achieve a shared understanding of the national standards expected across curriculum areas. 	<ul style="list-style-type: none"> • Go straight to the Benchmarks when planning, use the Es and Os first; • Focus on individual benchmarks which may result in over assessing or duplicating records of learners progress; • Spend time collating excessive evidence to assess learner achievement; • Create over complex approaches to monitoring and tracking; • Use Benchmarks to assess Es and Os individually. Plan periodic, holistic assessments of pupils 'learning'.

Effective monitoring and tracking processes look at the learner holistically and are informed by assessment of evidence related to the Benchmarks and gathered from the four contexts for learning.

‘Moderation is a term used to describe approaches for arriving at a shared understanding of standards and expectations for the Broad General Education. It involves teachers 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 improvement in practices.*

Quality Assurance and Moderation, BTC 5

Moderation is integral to planning, learning, teaching and assessment. The process of moderation is not an activity that happens only at the end of a block or year. Teachers and practitioners, with senior leaders regularly consider a range of assessment evidence which demonstrates how well children and young people are making progress and achieving their potential.’

CfE A Statement for Practitioners from HM Chief Inspector of Education, August 2016

Teachers must be able to demonstrate confidence in their assessment of learners through a body of evidence to support their professional judgement.

All schools and clusters are expected to have a clear moderation process which supports the process within schools and across clusters (**Appendix 6**). Each year a sample of schools/ clusters will be involved in authority wide moderation.

It is expected at school level:

- An appropriate amount of time will be allocated through the working time agreement for planning, assessment and moderation.
- Schools should include quality assurance and moderation within their school improvement plans.
- Schools identify opportunities for moderation activity, which support cluster moderation (**Appendix 7**).
- Clear guidance and agreement on the focus for moderation within the school which engages all staff.
- Robust professional dialogue using Benchmarks; leading to valid and reliable teacher judgement of achievement of a level (**Appendix 8 and 9**).
- Adherence to timescales for Local Authority and national reporting of achievement of a level.
- Participation in Local Authority moderation (**Appendix 11**).

It is expected at cluster level:

- Will have an identified moderation co-ordinator.
- Clusters identify opportunities for moderation activity, by producing a moderation calendar which identifies time periods for moderation (**Appendix 7**).
- Each cluster holds an annual moderation event.
- Clear guidance and agreement on the focus for moderation within the cluster.
- Robust professional dialogue using Benchmarks; leading to valid and reliable teacher judgement of achievement of a level (**Appendix 8 and 9**).
- Adherence to timescales for Local Authority and national reporting of achievement of a level.
- Participation in Local Authority moderation (**Appendix 11**).

Evidence

Achievement of a level cannot be determined by evidence related to an individual outcome or provided by a single isolated piece of work or test. It should be holistic assessment demonstrating understanding as well as knowledge.

A quality body of evidence from across the four contexts of learning is used to support assessment judgement and decisions about next steps. However, teachers should not spend onerous time gathering evidence.

Evidence of learning may include:

- Examples from day to day learning.
- Learner conversations.
- Standardised assessment.
- Teacher observation, including peer classroom visits.
- Holistic assessments developed by teachers, planned as part of learning and teaching.

Moderation within S1 – S3 and the Senior Phase

Benchmarks are aligned with SQA assessment standards and contribute to tracking and monitoring of progress in learning in BGE. This will support the decision-making process which informs qualification choices for Senior Phase. The process of moderation is an intrinsic and well-established feature of the Senior Phase. This good practice should be embedded within BGE and lead to planned moderation activity as part of each establishment's quality assurance procedures **(Appendix 10)**.

In secondary schools

- Benchmarks will help ensure appropriate level of challenge for pupils at CfE third and fourth level;
- Teachers need to use robust assessment information from S1 to S3 to ensure learners make appropriate choices and are presented at the right level for NQs
- Courses for N5 assume learners have achieved relevant CfE fourth level Es and Os before beginning the course. This should be taken account of when options for S4 are being agreed.

Record of Moderation

Schools should record moderation activity which will be taken forward for cluster moderation and again at Local Authority **(Appendix 11)**

QAMSOs will share moderated samples for annual national moderation lead by Education Scotland.

The Local Authority, Clusters and schools will regularly review and refresh their moderation plans to reflect National developments in assessment.

References and Useful Links

Achievement of a Level poster

<https://education.gov.scot/improvement/Documents/achievement-of-a-level-poster.pdf>

National Improvement Framework

<http://www.gov.scot/Resource/0049/00491758.pdf>

National Improvement Hub

<https://education.gov.scot/improvement>

Delivering Equity and Excellence in Scottish Education – A Delivery Plan for Scotland

<http://www.gov.scot/Resource/0050/00502222.pdf>

Effective Observation Leading to Effective Assessment

<https://education.gov.scot/improvement/elc25effectiveobservation>

Key messages for schools from HM Chief Inspector of Education, August 2017

<https://education.gov.scot/improvement/Pages/keymessagesforschoolsAug2017.aspx>

The Moderation Cycle

<https://education.gov.scot/improvement/assess33-the-moderation-cycle>

Moderation Hub

<https://glowscotland.sharepoint.com/sites/PLC/moderationhub/SitePages/Home.aspx>

SNSA website

<https://standardisedassessment.gov.scot/>

SNSA – Teacher information

<https://standardisedassessment.gov.scot/teachers/>

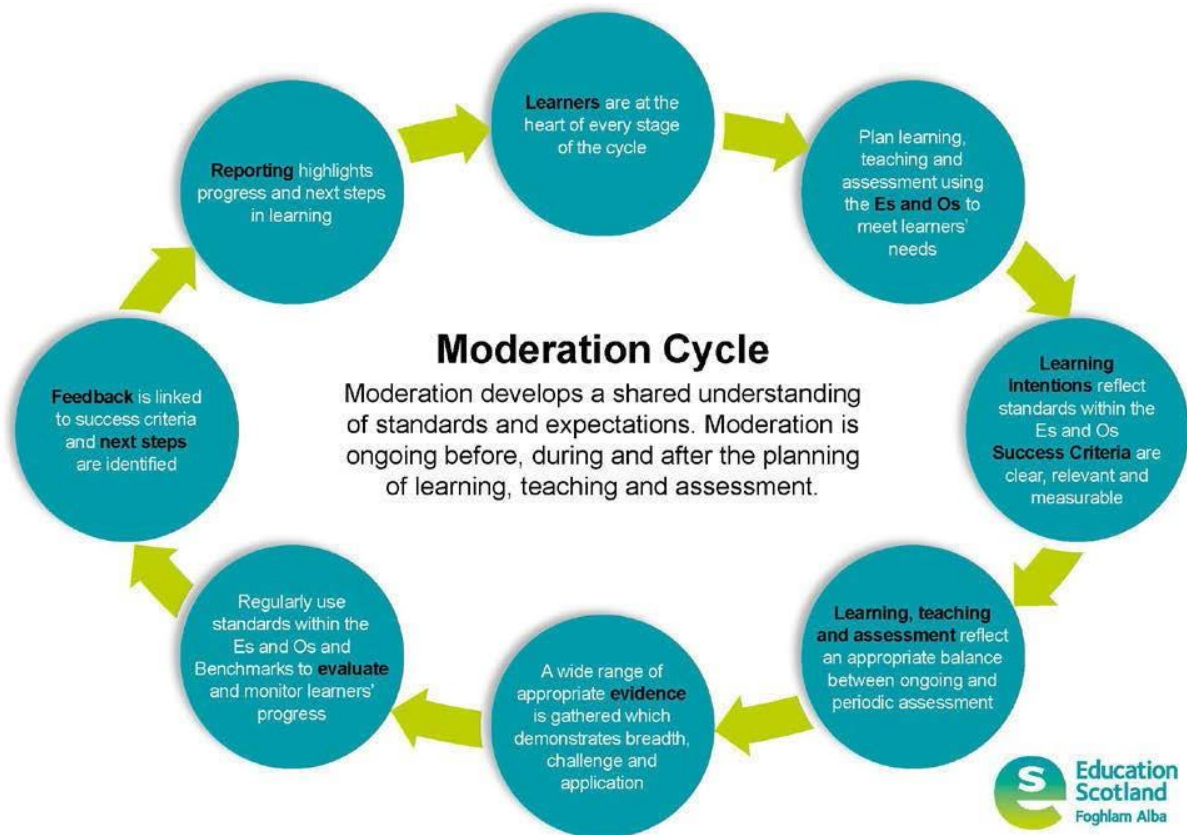
SNSA – Parents/Carers

<https://standardisedassessment.gov.scot/parents-and-carers/>

SNSA – Children and Young People

<https://standardisedassessment.gov.scot/children-and-young-people/>

Appendix 1 Moderation Cycle



<https://education.gov.scot/improvement/assess33-the-moderation-cycle>

Moderation is exactly the same in other curricular areas as it is in literacy and numeracy.

Moderation starts at the planning stage (**Appendix 12**) and involves discussions about:

- Experiences and outcomes
- Learning intentions
- Success criteria
- Assessment (breadth, challenge and application)
- Evidence
- Evaluation
- Feedback
- Next steps
- Reporting

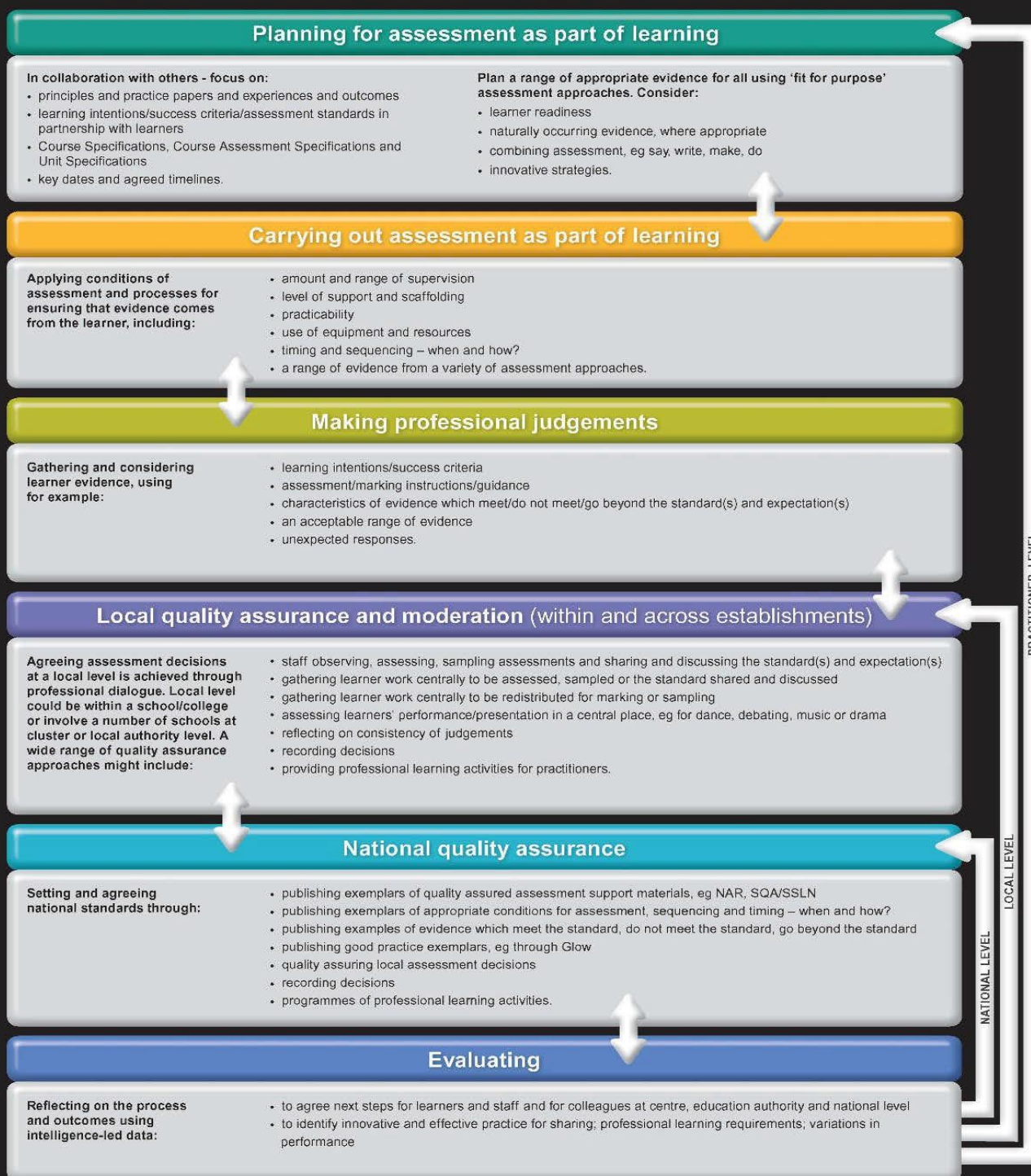
An audit tool can be found at the end of this document (**Appendix 13**) to support schools evaluate their progress in implementing the Moderation Cycle

Appendix 2

Making Good Assessment Decisions 3-18, SQA

Curriculum for Excellence: Making good assessment decisions 3-18

Assessment 3 to 18 must be valid, reliable, fair and manageable for all involved and must be consistently applied.



Long arrows signify that outcomes from the evaluation process inform future practice.

www.educationscotland.gov.uk/goodassessmentdecisions



Appendix 3

Monitoring and Tracking SEEMIS

Currently across our schools in Dumfries and Galloway, schools are using a variety of monitoring and tracking tools to track progress through the BGE.

Examples of some of these can be found on Glow. It is however important to note that these have been developed by individual schools to meet their requirements and by their staff to support the planned assessments within their curriculum.

Moving forward, it is proposed to provide a more consistent approach to monitoring and tracking progress and achievement by rolling out (May – Aug 2018) across all schools in Dumfries and Galloway, the new SEEMIS Progress + Achievement application. This application which can be used for all curricular areas can be customised to include additional pupil information e.g. attendance, SIMD, FME, ASN, LAC etc.

This will support our raising attainment strategy and will enable bespoke Dumfries and Galloway progress measures configuration to be set for all schools. As a result of this, data for individual will be able to be transferred from school to school within the local authority so supporting 2 – 18 monitoring and tracking and providing valuable information at points of transition.

Using the SEEMIS progress and achievement application will enable custom reports to be drawn down and generated for agreed monitoring and tracking periods for literacy and numeracy . This will help provide a better picture of progress of children and young people within levels as well as achievement of a level , in these areas across Dumfries and Galloway and will support more effectively directed interventions.

Appendix 4

Good Practice Example: Tracking Meeting Agenda to support Monitoring and Tracking

Evaluation of impact of current planning and teaching	Discuss pace and progression: <ul style="list-style-type: none">• Pupil progress and projection of achievement of a level.• Strengths/concerns.• Next steps for groups/individuals
Learning and teaching strategies and approaches	<ul style="list-style-type: none">• Discussion of specific pedagogical approaches and issues which will support learning in specific areas.• Opportunity to ensure focus to support/challenge individual teacher's practice in relation to planned professional learning as agreed at PRD.
Planned assessment	Support and challenge: <ul style="list-style-type: none">• Learning goals set and shared with pupils.• Enrichment and challenges.• Opportunities for personal achievement.• What assessment has been undertaken, what is the impact and what are the next steps?
Moderation	Discussion of moderation progress: <ul style="list-style-type: none">• What is working well?• How is it supporting practice?
Reporting	<ul style="list-style-type: none">• Record/ update progress within a level or achievement of a level.• Agreed actions to raise attainment.

Appendix 5

Proposed Framework to support CFE Teacher Judgement Timeline

The timeline below is provided to support schools / clusters supported by a cluster moderation coordinator establish a timeline to work towards developing confidence in teacher judgement submissions

Beginning of October	Completed CfE Teacher Judgement Summary from June sent to all schools Cluster Summary and Website report issued to all schools
By End of November **	Predicted performance extracted from SEEMIS monitoring and Tracking (date to be agreed) Summary %+ number predictions for achievement of a level ; P1, P4, P7 and S3 this session. Local Authority Moderation / Intervention activity identifies where targeted support required.
August – March	Cluster Moderation Activity as agreed in Cluster Moderation Plan
By end March **	Predicted performance extracted from SEEMIS monitoring and Tracking (date to be agreed) Summary %+ number predictions for achievement of a level P 3, P6 and S2 to support moderation shaping / interventions for following year.
April – May	Local Authority Moderation Activity
June	Schools submit final achievement of a level data for P1, P4, P7 and S3 via SEEMIS
Late June	Local authority performance team recode data for ScotXed submission

** To support moderation activity and linked interventions to raising attainment built in to this draft plan is the gathering of prediction evidence. This will allow for targeted work in schools and clusters to support interventions to raise attainment be identified. It anticipated that this information will be drawn directly from schools monitoring and tracking data from SEEMIS.

Appendix 6

Moderation: Roles and Responsibilities

Expectations : Roles and responsibilities			
Class Teacher	School Leadership Teams	Cluster Moderation Coordinator	Local Authority
<p>Key Actions</p> <p>Work with colleagues to develop a shared understanding of standards and expectations through moderation activities</p> <p>Ensure that assessment always supports planned learning and is based on a wide range of evidence and promotes progression, breadth and depth in learning</p> <p>Plan, design and carry out assessment as an ongoing part of learning and teaching</p> <p>Involve learners fully in assessment</p> <p>Evaluate evidence of learning to contribute to profiles and report on learners' achievements and progress</p> <p>Participate in CLPL to support quality assurance and moderation</p> <p>Contribute towards planned learning conversations with parents (as well as pupils and colleagues)</p>	<p>Key Actions</p> <p>Support staff in planning for assessment and moderation.</p> <p>Allocating time for collegiate planning and peer classroom visits.</p> <p>Provide supportive collegiate framework to moderation</p> <p>Contribute and participate in cluster / local authority moderation activities</p> <p>Review teacher judgements prior to submission to LA.</p> <p>Provide feedback to inform improvements</p> <p>Use of information from moderation process to inform self-evaluation data for planning for improvement across the school.</p> <p>Create robust monitoring and tracking systems which shows progress of all learners through the BGE</p> <p>Ensure prediction data available to Local Authority via SEEMIS Monitoring and Tracking</p>	<p>Key Actions</p> <p>Attend local authority training as Quality Assurance and Moderation Support Officer (QAMSO).</p> <p>Agree moderation timeframes across the cluster</p> <p>Gather information from cluster schools of staff involved in moderation.</p> <p>Participate in the process and provide information/support.</p> <p>Gather copies of moderation record from schools and cluster and allocated cluster moderation for the session.</p>	<p>Key Actions</p> <p>Attend national Assessment coordinator events and training.</p> <p>Make contact with and support cluster Moderators/ QAMSOs.</p> <p>Agree session timeframes.</p> <p>Gather cluster moderation information from cluster coordinators.</p> <p>Facilitate moderation process with Cluster Moderation coordinators.</p> <p>Discuss focus areas, % levels confirmed action points and key messages.</p> <p>Evaluate process.</p> <p>Use information to inform planning for moderation.</p>

Appendix 7

Example of a Cluster / School Moderation Framework: Achievement of a Level

Annual Moderation Plan	
April / May	<p>Agree school / cluster moderation focus for session (this should be incorporated in SIP)</p> <ul style="list-style-type: none"> Cluster moderation plan agreed which identifies curricular focus and benchmarks for moderation focus. Timeline established for collegiate working (WTA)
Aug - Easter	<p>Schools and Clusters should carry out moderation which provides opportunity for staff to engage in professional dialogue / activities to</p> <ul style="list-style-type: none"> support planning for learning and assessment, reviewing evidence of learning agreeing achievement of a level using benchmarks.
October / November	<p>Focus of Cluster Meeting – analysis of data / performance across the cluster – Education Officer in attendance</p>
Term 2	<p>Monitoring and Tracking Meetings to focus on predictions for achievement of a level; P1, P4, P7 and S3 this session.</p> <ul style="list-style-type: none"> Which children/ young people are / are not on track to achieve expected levels? Which children/ young people are / are not on track to achieve expected levels? Agree interventions for raising attainment Predicted performance extracted from SEEMIS monitoring and Tracking
Term 3	<p>Monitoring and Tracking Meetings to focus on predictions for achievement of a level; P3, P6 and S2.</p> <ul style="list-style-type: none"> Which children/ young people are / are not on track to achieve expected levels? Which children/ young people are / are not on track to achieve expected levels? Agree interventions for raising attainment Predicted performance extracted from SEEMIS monitoring and Tracking
April / May	<p>Local Authority Moderation (to be led by LA / QAMSOS and Cluster Moderation Coordinators) across schools and clusters:</p> <ul style="list-style-type: none"> Moderate the validity of teacher judgement evidence of learning from all clusters (Schools will be advised of evidence to bring prior to attending) Evaluate consistency of moderation process Share examples of successful practice in moderation Use prediction evidence to shape moderation plan for coming session
May / June	<p>Class teachers update as per school arrangements to record achievement of a level data for all pupils P1, 4, 7 and S3 School managers analyse achievement of a level data prior to submission to Local Authority Professional dialogue takes place as appropriate</p>
June	<p>Achievement of a level data submitted using agreed format for all children / young people in P1, P4, P7 and S3 for local and national reporting</p>

Appendix 8

Supporting Moderation Discussion

This bank of questions has been collated under each stage of the moderation cycle. They are prompts for professional dialogue. There is no expectation that all questions under each heading would be used at the same time. In practice, it is likely that only a few questions would be used while going through the moderation process. The choice of questions to be asked will vary as appropriate to the focus of the moderation activity.

Experiences and Outcomes

- * Do the experiences and outcomes link concepts appropriately?
- * Are the experiences and outcomes taken from a range of organisers?

Learning Intentions and Success Criteria

- * In what way are they appropriate for this group of children / young people?
- * In what way are they reflected in the assessment activities?
- * How has breadth, challenge and application been incorporated to the Learning Intentions and Success Criteria?
- * Are they at the correct level of challenge?
- * How effectively do the Learning Intentions and Success Criteria focus on the learning?

Quality Learning Experiences and Assessment

- * To what extent are there any 'ceilings'?
- * To what extent have you used a range of assessment approaches?
- * To what extent are the learners getting on-going feedback?
- * To what extent is this based on the success criteria?
- * To what extent does this allow the learner to demonstrate breadth challenge and application?

Holistic Task

- * Is the task at the appropriate level?
- * Does the task enable the teacher to gather evidence against the selected experiences & outcomes?
- * Will the task require the learner to draw on a range of learning?
- * To what extent does the task promote higher order thinking skills?
- * Which skills will be most needed?
- * Are breadth, challenge & application evident?

Range of Evidence

- * Does the evidence allow learners to demonstrate the application of their knowledge, understanding and skills?
- * What information / evidence of learning do you hope to get from this evidence?
- * To what extent does the evidence reflect "how much" and "how well"?
- * To what extent does it reflect breadth, challenge and application?
- * Do you have a range of evidence?

Evaluation of Learning

To what extent has the learner demonstrated they have :

- * met the success criteria?
- * met the required level of challenge?

- * achieved a breadth of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level?
- * demonstrated application of what they have learned in new and unfamiliar situations?

Feedback

- * To what extent are the learners getting on-going feedback on their work?
- * How effectively does the feedback outline what they did well based on success criteria?
- * How effectively does the feedback describe what they need to do to improve based on success criteria?

Next steps

- * Is an appropriate level of challenge set out in the next steps?

Appendix 9

Suggested Question Stems for Professional Dialogue: Moderation of Achievement of a Level

- To what extent does the evidence demonstrate the child has achieved the identified level?
- What strengths are apparent in the evidence?
- Is there sufficient range of evidence across contexts including day to day learning, standardised assessments and planned holistic assessment?
- Is there evidence of breadth, depth and challenge within the level?
- In what other contexts have children applied this learning in new and unfamiliar situations?
- Is there evidence that the child has moved forwards towards learning at the next level in some aspects?

If discussions agreed there was not be sufficient evidence of achievement of a level:

- What are the child's next steps towards achieving the level?
- What else do we need to know?
- How can this child be supported to make further progress?

Appendix 10

Approaches to Moderation BGE S1 – S3

A key document which supports the development of moderation in BGE S1 – 3 is:

Evaluating and Improving Our Curriculum S1-S3, Education Scotland, 2014

This document outlines the following key features of effective provision in the secondary sector:

- Staff have a clear and shared strategy for the development and assessment of literacy and numeracy to ensure smooth progression and achievement across the curriculum.
- The school has a clear overview of progress in literacy and numeracy.
- Across the school, staff have shared high expectations of literacy and numeracy standards.
- Young people are developing strong skills in literacy and numeracy across all curriculum areas.
- The skills are well referenced by staff to young people, and as a result, young people are aware of where and how they are using these skills, and why they are important.
- Pupils' work illustrating achieving a level is shared across staff.
- By the end of S3, Third level literacy and numeracy work has been quality assured and moderated by teachers from across the school. As a result, there is a shared understanding of expected standards in literacy and numeracy skills.

Examples of effective approaches to moderation include:

- Course structures which identify assessment requirements.
- Whole school and faculty Quality Assurance calendars which identify moderation opportunities.
- Moderation as a regular standing item on the agenda at faculty meetings.
- Teachers cross-marking assessments and engaging in professional dialogue about the results.
- Assessment materials, and marking schemes being developed and agreed across the department.
- Teachers using a range of resources provided by organisations such as Education Scotland to help understand standards.
- Subject networks undertaking moderation activities to agree standards and expectations when identifying achievement of a level.

These approaches can assist schools to explore and share what effective learning and teaching in literacy and numeracy looks like.

Appendix 11

Dumfries and Galloway: Children Young People and Lifelong Learning - Record of CfE Achievement of a Level Moderation Activity

School		Curricular Area	
Level		Subject (Secondary Only)	
Moderator(s)		DATE	

	Moderation Criteria	Quality of Evidence			Feedback to teachers/ department / school on strengths and areas for improvement
		Strong Evid.	Some Evid.	No Evid.	
PLANNING FOR ASSESSMENT	Bundles of Es and Os				Bundles of Es and Os
	The bundle of Es and Os fit well together to provide a coherent learning experience				
	Evaluating Learning Intentions and Success Criteria				Evaluating LI and SC
	The Lis and SC relate clearly to the Es and Os / Benchmarks selected and reflect the key learning being assessed				
	The Lis and SC reflect the level of challenge described in the language of the Es and O (eg describe, compare, evaluate)				
	SC are clear, relevant and measurable definitions of what success in learning looks like.				
	The success criteria do not place a ceiling on the achievement of the learner				
There is evidence that learners are involved in agreeing success criteria where appropriate					
LEARNING EXPERIENCE and ASSESSMENT APPROACHES	Quality of Learning Experiences and Assessment Approaches				Quality of Learning, Teaching and Assessment
	The learning experiences are appropriate for the Es and OS, success criteria and Benchmarks				
	The assessment approaches are appropriate for the ES and Os, success criteria / Benchmarks				
	There is evidence that the learning experiences and assessment approaches take account of the 7 principles of curriculum design: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence, relevance and the 4 contexts for learning.				
	The level of support and challenge in the learning experiences and assessment approaches is appropriate.				
	The learning experiences / assessment approaches do not place a ceiling				

	on the achievement of learners				
	The learning across the Es and Os is linked within a context?				
	The assessment evidence shows a range of assessment approaches (ie formative and summative / make, say, write and do, peer and self-assessment etc.				
	The feedback to learners is related to the success criteria and <u>allows them to set</u> targets for their next steps in their learning				
ASSESSED OUTCOMES	Overview of Assessment Evidence : Achievement of a Level				Overview of Achievement of a Level
	The evidence includes periodic / holistic assessments which show how much and how well a learner has progressed:				
	<ul style="list-style-type: none"> The assessment evidence brings together a number of Es and Os across organiser(s) and is appropriately balanced. 				
	<ul style="list-style-type: none"> The assessment evidence demonstrates breadth of learning across the knowledge, understanding and skills set out in the Es and Os for the level. 				
	<ul style="list-style-type: none"> The assessment evidence provides the opportunity for the learner to respond to the level of challenge in the Es and Os / Benchmarks 				
	<ul style="list-style-type: none"> The assessment evidence allows the learner to demonstrate application of learning in new and unfamiliar contexts 				
	<ul style="list-style-type: none"> The learner responds consistently well to the level of challenge set out in the Es and Os for the level and has moved forward in their learning at the next level in some aspects 				
	<ul style="list-style-type: none"> The assessment evidence comes from the four contexts for learning 				
	There are no major gaps in the learning for example with respect to the relevant organiser(s) in your curricular area.				
	What , if any, additional evidence or information would have been useful to help moderators confirm achievement of a level?				
	The judgements of the school are sound and appropriate			YES	No (if No please provide actions required on a separate sheet)

Appendix 12 ; Planning Proforma Exemplification

Planning fo Learning, Teaching and Assessment				
School		Curricular Area / Subject		
Stage (e.g. P5/S1)		Block e.g. August - October		
Date of Planning				
Organisers and bundles of Experiences and Outcome	Benchmarks	Learning Intentions and Success Criteria	Context for Learning and Assessment	Range of Learning Experiences and Assessment Evidence
		Learning Intentions We are learning to.....	Contexts for learning	Learning experiences
		Success Criteria Learners will be successful if they can	New and unfamiliar context(s) for assessment	Assessment evidence / activities

(adapted from planning proforma examples : Education Scotland and South Ayrshire)

Appendix 13 : Assessment and Moderation – Audit Tool

Evaluate your Schools Progress in Implementing the Moderation Cycle

(adapted from South Ayrshire documentation)

Where are you now :

		Embedded in the work of no or a minority of teachers (0 – 20%)	Embedded in the work of less than half (20 – 50%)	Embedded in the work of more than half (50 – 75%)	Embedded in the work of most (76-90%)	Embedded in the work of almost all (91 – 100%)
1	Learning, teaching and assessment are planned together from the outset. Assessment is considered to be an integral part of the planning process					
2	Learning, teaching and assessment are planned from the Es and Os					
3	Learners are actively involved in planning					
4	When planning learning ,teaching and assessment teachers begin by bundling Es and Os					
5	Bundles of Es and Os are linked by appropriate concepts					
6	When bundling Es and Os teachers plan for breadth across Es and Os and organisers					
7	When bundling Es and Os teachers plan to have appropriate level of challenge in learning, as described in the Es and Os					
8	When bundling Es and Os and planning assessment, teachers plan how and when learners will have the opportunity to apply their learning in new and unfamiliar contexts					
9	Learning intentions are planned carefully to reflect the standards set in the Es and Os					
10	Learning intentions 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					
11	Success criteria outline what a learner has to do to be successful in achieving the learning intention					
12	Success criteria are clear relevant and measurable					
13	Success criteria are co constructed with learners					
14	Teachers differentiate success criteria at times to show learners what they need to do to progress to the next stage or level					
15	Learners have regular opportunities to take part in peer and self assessment					
16	Learners can talk about the purpose of their learning and about their progress including next steps in learning					
17	Planning ensures that there is appropriate balance between ongoing and periodic assessment					
18	Teachers plan to develop higher order thinking skills of learners to improve challenge					
19	Ongoing assessment takes place on a day to day basis and / or the end of blocks of learning.					
20	The range of evidence will exist in different places and may include day to day learning, coursework including tests, observations, periodic holistic assessments and information from SNSA					
21	Assessment evidence demonstrates breadth, challenge and application					
22	Teachers regularly track and monitor progress through the BGE					
23	Standards in the Es and Os and Benchmarks are used to track, monitor and evaluate learners' progress					
24	We have clear information on the progress of all learners across the curriculum					

25	Staff are aware that benchmarks describe the minimum standards of achievement and should not put a ceiling on the achievement of learners					
26	Within the WTA teachers have been allocated time for moderation/ evaluation of evidence particularly when considering progress towards or achievement of a level					
27	Feedback to learners is clearly linked to success criteria					
28	Next steps in learning are identified using success criteria					
29	Learners have opportunities to take part in feedback discussions					
30	Learners have regular opportunities to record progress in their learning journey in profiles / personal learning plans					
31	Reporting highlights the learner's most recent progress and next steps in learning based on success criteria					

How do you know : Evidence

Next steps

