TURNBULL HIGH SCHOOL '

MODERATION POLICY *

MODERATION EXPLAINED

What is Moderation?

In its widest sense, moderation is a building of a shared understanding of standards and expectations for any course, and providing accurate professional judgements on pupil progress based on these. During the process of moderation, these judgements are shared, discussed and aligned with the national standards for the appropriate level/course to reach the most appropriate outcome.

Professional judgements are based on demonstrated application of the skills, knowledge and understanding of any course. These judgements must be moderated to ensure that they are realistic.

Moderation is a collaborative activity, done within a department and across departments.

In the BGE:
- " the *Moderation Cycle* summarises the approach to understanding standards
- " teachers are familiar with the *Moderation Cycle*
- " Moderation is ongoing before, during and after the planning of learning, teaching and assessment.

In the Senior Phase:
- " the principles of moderation continue to be an embedded process in the planning of Learning, Teaching and Assessment
- " there is a different reference point of comparing evidence with the assessment criteria stated in the relevant *Course Specifications* and exemplified by *SQA Understanding Standards materials*
- " These documents support staff to meet expectations of professional judgement in line with national standards
- " Moderation within departments will ensure fairness for all young people and ensure that robust standards are maintained

Professional Judgement

Professional judgement, valued expertise and knowledge of young people are all vital in ensuring that the assessment judgements are a fair, robust, consistent and realistic assessment of a young person's demonstrated attainment.

All professional judgements for courses/levels must be:

- valid
- reliable
- practicable
- equitable
- fair

Every outcome carries weight and significance personally, socially, educationally and economically. In other words, achievement of a level, a grade or an award has a meaning for the young person but also a meaning and a value in the wider world. For this reason, it is crucial that all young people are treated fairly and equitably. Teacher Professionalism is key.

Equity, Equality, Inclusion and Fairness for all young people

There may be a range of factors that impact on young people' access to learning. When making judgements on outcomes, it is important to bear this in mind, especially in the following cases:

AAA	Young people who have AAA or who would have reasonable adjustments in place for any assessment or exam (for example a reader or scribe).
Illness	Where illness or other personal circumstances might have affected performance, centres should also review a young person's performance in alternative assessments of similar demand when making their judgements.
Barriers to learning	Young people who experience barriers to learning including those who have: • caring responsibilities • care-experienced • interrupted learning due to illness/disability

Any discussion of fairness must take account of the possibility of bias. When coming to a decision about a young person's estimate, decisions must be based on a candidate's evidence rather than their personal circumstances, so that decision are as objective and consistent as possible.

Special mention must be made of what might be called 'implicit bias'. Implicit bias originates from assumptions or stereotypes based on characteristics such as background, gender, disability, race and ethnicity. Research strongly suggests that implicit bias may be a contributing factor to assessment judgements, and it is for this reason that SQA's e-marking procedures includes the suppression of young people' personal data. You need to think about potential bias in the estimates you provide.

Candidate evidence should be valued for its own worth and merit as an indicator of course attainment, and a conscious effort should be made to consider and avoid the negative impact of potential implicit bias. You should do this as you finalise your estimates by considering the accuracy of the decisions you make alongside candidate data on background, gender, disability, race and ethnicity, at both class and cohort presentation level.

Use of standardisation procedures can decrease the potential for bias in grading decisions. Moderation across departments will ensure fairness for all young people and that robust standards are maintained.

Standardisation procedures ！

The internal verifier/moderator should arrange standardisation processes to support all assessors in their judgement of candidate evidence. Standardisation takes place before, during and after assessment decisions are made, as follows:

- standardisation without scripts
- standardisation with scripts
- quality assurance of assessment decisions

These activities allow any subjectivity and/or discrepancies between assessors' judgements to be identified and allow adjustments to remedy these. Departmental resources/good practice will be shared in **> Staff > 08 Learning and Teaching > Moderation.**

There are different ways of carrying out standardisation. The internal verifier should make sure that the standardisation exercise used is appropriate for the type of evidence generated by the chosen assessment method — for example by observation, product evaluation, written/oral questions or a combination of these methods.

Each of these standardisation exercises encourages co-operative working and fosters professional development. They also lead to a shared understanding of national standards, thereby ensuring fair, accurate and consistent assessment judgements. There are benefits for any assessor in checking their judgement, particularly for new qualifications and awards. Teaming a new assessor with an experienced assessor is also an ideal way to provide support for a new assessor.

MODERATION IN THE BGE

Standardisation Methods

Agreement trial	This standardisation exercise is appropriate for product evidence. Assessors consider examples of candidate work, together with the assessment scheme. Any discrepancies or differences in judgement should be discussed to reach a shared understanding.
Blind marking	This standardisation exercise is appropriate for written evidence and aims to reduce any bias by an assessor, however unintentional. There are two ways to carry out blind marking. In one form, the evidence is anonymous as the candidate's details are removed. In the other, more commonly used form, two or more assessors mark the same evidence but are unaware of the mark awarded by the other. Any discrepancies in marks, or application of the marking scheme, are discussed to reach a shared understanding.
Cross assessment	In this standardisation exercise, assessors exchange candidate evidence to review, discuss and agree on the interpretation of the standard. The assessors may have used a different assessment or followed different procedures, but they should be judging candidate evidence against a common standard. Cross assessment can be particularly useful for centres with alternative or satellite centres, or who have a partnership arrangement for qualification delivery.
Double marking	This is similar to blind marking as it generally used with written evidence. In this exercise, assessors exchange the same candidate evidence to check each other's interpretation of the marking scheme and apply a common standard. It can be particularly useful to discuss any borderline decisions.
Dual assessment/ Peer Assessment	In this standardisation exercise, also known as peer assessment, two assessors assess the same candidate. This type of standardisation is particularly appropriate for performance, practical activities and process skills. Each assessor should make an independent initial judgement, discuss any discrepancies and reach a consensus judgement.
Evidence review	In this exercise, the internal verifier/moderator collates a range of candidate evidence and asks a group of assessors to discuss any discrepancies between their individual judgements. This allows professional development as well as ensuring a shared understanding. It can be particularly useful for any new qualifications or awards.

Sampling

It is good practice for us to develop a sampling strategy that allows the internal verifier/moderator to check that each assessor is making consistent assessment judgments, in line with the standard/benchmark, for each group of candidates over time.

This will allow the internal verifier/moderator to review assessment judgements and identify any inconsistencies at an early stage. The internal verifier/moderator can then ensure that action is taken

to address these issues. This may involve expanding the sample, or sampling the work of these assessors again later in the delivery of the qualification. It is important that this should be a supportive activity that ensures confidence in the assessment process and provides professional development.

A range of assessment methods should be included in the sample, and the number of candidates sampled should be proportionate. If this is a new qualification to Turnbull High School, a higher level of sampling would be expected to reduce any quality assurance risks. The internal verifier/moderator should therefore sample assessments from every candidate group assessed by every assessor. This should include any instances of remediation, where the assessor has required the candidate to supply additional evidence because of a minor shortfall or omission. Such instances must be formally noted by the assessor.

The following factors should be considered in selecting the sample:
- " new assessors — either new members of staff or new to the qualification
- " a new qualification in Turnbull High School
- " any changes to the unit or assessment since the last delivery
- " any issues previously identified by internal or external quality assurance
- " different methods of assessment used with different candidate groups
- " different modes of delivery (full/part-time, online, partnership arrangements)
- " coverage over time to ensure that all assessments within a qualification are internally verified/moderated
- " candidates in alternative or satellite assessment sites such as the Secondary Wellbeing Support Service

Like standardisation, sampling should take place at different points throughout the delivery of the qualification, and not be left until assessment has been completed. This allows the internal verifier/moderator to address any concerns before external verification and the submission of candidate results, by expanding the sample or sampling again later at a later stage. It is important that sampling is 'fit for purpose'. If the qualification is highly knowledge based, the records of that knowledge evidence and the associated assessment judgements should be sampled as part of the verification process. If the qualification involves performance or practical activities, sampling should include not only evidence such as candidate logs and assessor observation reports, but also methods to gauge how the assessment judgments were made, such as the participation of the internal verifier/moderator in dual assessment exercises.

It is good practice to document your sampling activity. Activities can be recorded using the forms in the Appendix, or equivalent departmental forms. Such records should include the date at which sampling activity took place. SQA, and the accrediting and regulatory authorities, all have policies on record-keeping.

Please note that under no circumstances may an internal verifier be involved in the verification of their own assessment judgements or any assessments which they have developed.

Please find the EDC Summary in Appendix 4 of this document

<center>**MODERATION IN THE BGE !**</center>

Moderation is a process that supports staff in Understanding Standards in the following areas:

- " Achievement of a level in the BGE
- " Meeting Assessment Standards for National 3, National 4 courses
- " Meeting Assessment Standards for SQA units at all levels
- " Grading an internally-assessed course component of a National 5, Higher, or Advanced Higher course
- " Grading a full course at National 5, Higher, Advanced Higher levels to provide a estimated result

<center>**EXAMPLES OF MODERATION IN THE SENIOR PHASE**</center>

SQA Verification

External verification is a process whereby SQA will check staff understanding of applying the appropriate assessment judgements to ascertain an outcome based on the national standard. Verification can be visiting, as is the case with many of the practical subjects, or course materials can be uplifted and checked by a verification team at the SQA.

Verification activity takes place every session and this is outlined in the SQA Key Dates that are issued on an annual basis.

The Internal Verification process is a check to ensure staff are applying assessment judgements for SQA-generated assessments as per the SQA guidance.

The term Verification is used when:

- " Secure SQA-generated assessments are used for final assessments, and internally-assessed course components or for units
- " The conditions of assessment replicate those set out in the Course Specification
- " SQA-generated Marking Instructions are used and applied to make relevant assessment decisions

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Verification is a specific part of the Moderation Cycle.

In the Senior Phase this is specifically an SQA-driven process to check national standards have been applied to the delivery of SQA Assessments,
Conditions of Assessment, Assessment Standards and Marking Instructions

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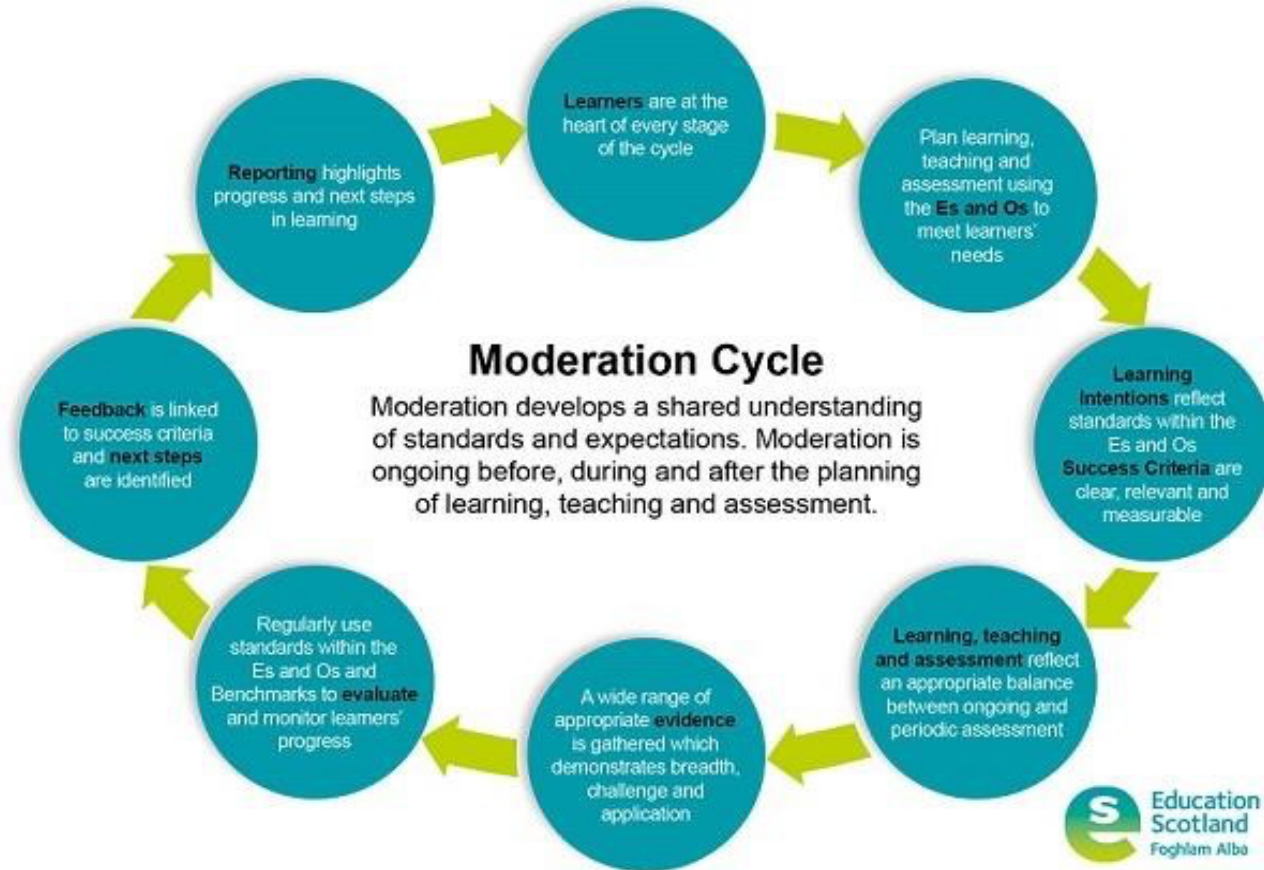
The aim of both of moderation and Internal verification processes is to reach a shared understanding of standards.

MODERATION

IN THE BROAD GENERAL EDUCATION PHASE

The Moderation Cycle

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.

The Moderation Cycle Explained

Learners are at the heart of every stage of the cycle	Learners should be actively involved at each stage of the cycle, from planning through to evaluating evidence
Plan learning, teaching and assessment using the Experiences/Outcomes to meet learners' needs	• Learning, teaching and assessment should be planned together from the outset • Learning, teaching and assessment should be planned from the Experiences/Outcomes • Experiences/Outcomes should be bundled to link concepts appropriately
Learning Intentions reflect standards within the Experiences/Outcomes. Success Criteria are clear, relevant and measurable	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 do successful in achieving the learning intention • Be clear, relevant and measurable • Be co-constructed with learners
Learning, teaching and assessment reflect an appropriate balance between ongoing and periodic assessment	Learning teaching and assessment should be planned together using the Experiences/Outcomes. Planned to allow opportunities for breadth, challenge and application. There should be an appropriate balance between ongoing and periodic assessment.
A wide range of appropriate evidence is gathered which demonstrates breadth, challenge and application	A wide range of evidence should be considered when making judgements around progress towards achievement of a level. The range of evidence will exist in different places (jotters, displays, learning conversations, periodic assessments). Evidence should demonstrate breadth, challenge and application. Evidence can be from what a young person has written, said, made or done.
Regularly use standards within the Experiences/Outcomes and Benchmarks to evaluate and monitor learners' progress	Standards within the Experiences/Outcomes 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.
Reporting highlights progress and next steps in learning	Reporting should highlight the learners most recent progress and next steps in learning. Further advice can be found in the document "Reporting Parents and Carers Guidance for schools and ELC settings"
Feedback is linked to success criteria and next steps are identified	Feedback should be clearly linked to success criteria. Next steps in learning should be identified using the Success Criteria Feedback discussions should be ongoing throughout lessons. Learners should have the opportunities to take part in feedback discussions when reviewing learning over a period of time in order to set longer term goals (eg as part of the profiling or Personal Learning Planning process)

Moderation – Collegiate Planning

When planning takes place collegiately, moderation discussions become part of everyday practice. Collegiate practice ensures practitioners are discussing and agreeing the standards from the outset. This allows practitioners to discuss and plan opportunities for learners to demonstrate breadth, challenge and application in learning experiences and in planned assessments. Planned assessments should include opportunities for pupils to be able to Say, Write, Make and Do. Planning for Excellence Sheets are used for this purpose. See Appendix 1.

Moderation – Observation of Learning and Teaching

Observing learning and teaching is part of the moderation process. Observing learning and teaching allows practitioners to share ideas and to moderate their judgements about learner progress together. It is important to have a clear emphasis on the purpose of observing learning and teaching, for example by focussing on:

- " The progress of particular learners (eg if achievement of a level is borderline)
- " A particular aspect of the moderation process (eg learning intentions and success criteria)
- " Gathering evidence for assessment
- " Standards within a particular curriculum area or subject

Moderation – Reviewing Evidence

Practitioners should have regular opportunities to moderate a body of evidence in order to share, understand and agree on standards. It is particularly important to moderate samples of evidence when considering progress towards or achievement of a level. Evidence should be reviewed against the standards in the Experiences/Outcomes and Benchmarks.

Moderation – Benefits of Moderating Teacher Professional Judgement
- " Improved planning and collegiate accountability
- " Improved consistency in quality of learning and teaching
- " Improved assessments
- " Improved reliability of teacher professional judgements
- " Improved pupil understanding of judgements of their learning
- " Improved transparency
- " Improved attainment
- " Improved pathways into the senior phase

Moderation – A Turnbull High School Context
- " Moderation within departments is part of departmental Quality Improvement Calendar, and the Forms shown in Appendix 1 and Appendix 2 (or departmental equivalent) are used to document how professional judgements have been agreed
- " Within Turnbull High School every department has a written BGE Moderation Statement
- " Moderation of planning of the BGE is a continuous process
- " Moderation of professional judgement related to achievement of a level takes place twice a year, in December for S1/S2 and May for S3
- " Cross-curricular themes with be moderated periodically, in line with the school quality improvement calendar ie Literacy across learning, Numeracy across learning

Evaluating moderation in Turnbull High School

When evaluating moderation within our quality improvement cycle, we should ask the following questions:

- " How are we doing?
    - o Is there a shared understanding of standards embedded within the Experiences/Outcomes?
- " How do we know?
    - o How robust and reliable is teacher professional judgement within our department?
    - o What evidence do we have?
- " What are we going to do now?
    - o Which aspects of the Moderation Cycle require a stronger focus in our department?

Key messages from Education Scotland

Key messages from Education Scotland

MODERATION *

IN THE SENIOR PHASE

Moderation in the Senior Phase

The principles as set out in the Moderation Cycle continue to be relevant in the Senior Phase, however the point of reference for decision making shifts from Experience/Outcomes and Benchmarks to being the SQA Course Specifications, Assessment Standards and Understanding Standards.

CLPL

Production and Quality Assurance of Estimates

Construction of moderation and assessment within the planning of learning and teaching

Verification of assessments

MODERATION IN THE SENIOR PHASE *
PROVIDING ESTIMATES *

CLPL

All staff are required to ensure their professional knowledge and understanding takes account the key areas outlined:

- " read the updated guidance from SQA [National Courses: guidance on gathering evidence and producing estimates](#)
- " undertake [Quality Assurance of Estimates](#) training provided by SQA in the SQA Academy
- " staff should engage with subject-specific [SQA Understanding Standards](#) materials to ensure they are clear on the standards and can apply these in all assessment decisions
- " In addition, dialogue should take place departmentally, in order to ensure a common application of SQA standards
- " Subject-specific SQA Course reports should be read by all staff to generate dialogue

Where appropriate, relevant CLPL should be undertaken to ensure standards are understood, and all departmental staff are upskilled to take account of the important professional judgements required for this process.

When planning for assessment, staff have knowledge of national assessment requirements and requirements of awarding and accrediting bodies. Staff apply professional judgement to evidence gathered, which is then subject to moderation.

Moderation 'partners,' where teachers work in pairs or groups to confirm each other's assessment decisions and to moderate evidence over a period of time, can be an effective way to reinforce assessment standards. It is good practice to extend moderation activity beyond the centre to a local or regional level, where possible. Partnerships across East Dunbartonshire are available through PDGs and Trio partners across local authority boundaries could provide valuable scope for professional dialogue.

MODERATION IN THE SENIOR PHASE *
PROVIDING ESTIMATES *

Roles and Responsibilities

All Colleagues in Turnbull High School have an important role to play in the moderation cycle:

- " individual teachers
- " Principal Teachers
- " SMT

EDC have outlined Roles and Responsibilities to clarify these for staff. These have been changed to suit the context of Turnbull High School.

Head Teacher and SMT
- " Review Tracking information throughout the academic year
- " Overview of the process of collating evidence and determining estimating grades
- " Engage with School and Authority Results Support Tools
- " Engages with, quality assures, in close liaison with SMT and Principal Teachers, the accuracy of estimated grades
- " SQA sense-checking alignment with SQA processes/expectations
- " Identifying and accounting for unusual trends/patterns of attainment □ Heads of centre sign off the outcomes per subject
- " Ensures all estimates are submitted to SQA.

Principal Teachers Curriculum
- " Review Departmental Tracking information throughout the academic year
- " Lead Departmental moderation activities throughout the year
- " Lead the process of collating evidence and determining estimated grades in their ! department
- " Engage with Local Authority moderation activities
- " Engage with West Partnership and/or national moderation/verification events
- " Engage in National Understanding Standards webinars
- " Responsibility for quality assuring the accuracy of estimated grades in line with the SQA's guidance
- " Leads department discussion with respect to the determination of estimated grades for each candidate
- " Engage with School and Authority Results Support Tools
- " Inputs estimates and have these checked by one other member of their department (Quality Assured). In a single person department, this should be another colleague within the school.

Principal Teachers Pastoral Care and SfL
- " Review Departmental Tracking information throughout the academic year
- " Provide an overview of candidates with exceptional circumstances and/or AAA to PTs Curriculum and the SQA Coordinator where appropriate

Teachers
- " Engage in Department moderation Activities throughout the year
- " Engage in National Understanding Standards webinars (where possible)
- " Collate and review evidence for each candidate in their class(es) and determines estimated grades in close liaison with their department
- " Share estimates with their Principal Teacher
- " Contribute to department discussion with respect to the determination of estimated grades for each candidate
- " Contribute to quality assuring the accuracy of estimated grades in line with SQA guidance

Different subjects have different assessment requirements, which could be a factor in estimating, depending on the nature of the evidence and the way it is generated. Throughout the process, it is important to allocate sufficient time to raise questions, to discuss and to reflect. This should include considering issues related to equity for all candidates.

Documenting moderation discussions

Please see the forms in the Appendix which are there as a guide as to how best to document moderation discussion. These forms are not mandatory, but the details that are contained in them are – departments should ensure that any departmental forms being used cover the same information.

Appendix 2	**Appendix 2** can be used to record assessment decisions relating to a number of pupils and this can be extended to suit the purpose of the moderation activity. ***This method allows for an overview of decisions across a department.***
Appendix 3	**Appendix 3** can be used to record assessment decisions relating to a single candidate.

Justification for decision making

It is **imperative** that decision making relating to Professional Judgement is documented and the justification for decision-making part of the form includes a detailed explanation of the reasons for professional decisions being made. These decisions must be based on demonstrated evidence and should already be clearly documented in tracking and monitoring procedures, interventions and subsequent communications to parents.

MODERATION IN THE SENIOR PHASE
PROVIDING ESTIMATES

Types of Evidence and key considerations for generating estimates

Estimates take account of:

- " Tracking and Monitoring
- " Reporting
- " Prelims (that cover the whole course)
- " Prelims (that partially the whole course)
- " Class tests
- " Folio work
- " Home Learning Tasks
- " A and B type tests
- " Additional Prelim style exams
- " Assignment
- " Other benchmarking tests/assessments
- " Evidence of sustained/increased commitment following on from the prelim exam
- " Professional Judgement
- " Departmental Quality Assurance Calendar

Estimates Based on demonstrated attainment

Consideration of conditions for Synoptic Assessments, Integrated and Practical assessments

Evidence of application of learning in unseen circumstances

Gathering Key Evidence with Strong Predictive value to be able to allocate grades A, B, C, D, NA

Predictive value considerations - course coverage? Similarity to course assessment, nature of the evidence, skills correlations, date, number of sittings

Appropriate level of demand - cognisance taken of course specification and grade descriptions

Moderation activities ensure assessment is planned, completed and reviewed appropriately

Conditions of Assessment determine the predictive value of the evidence gathered

Gathering evidence to produce an Estimate

An estimate is a judgement of a final grade and band for a <u>graded</u> National Course across all assessment components. It is based on a holistic review of a candidate's demonstrated attainment as indicated by assessment evidence gathered at centre level. It is imperative that each estimate is a realistic evidence-based prediction of a candidate's final attainment in the course assessment.

SQA Academy
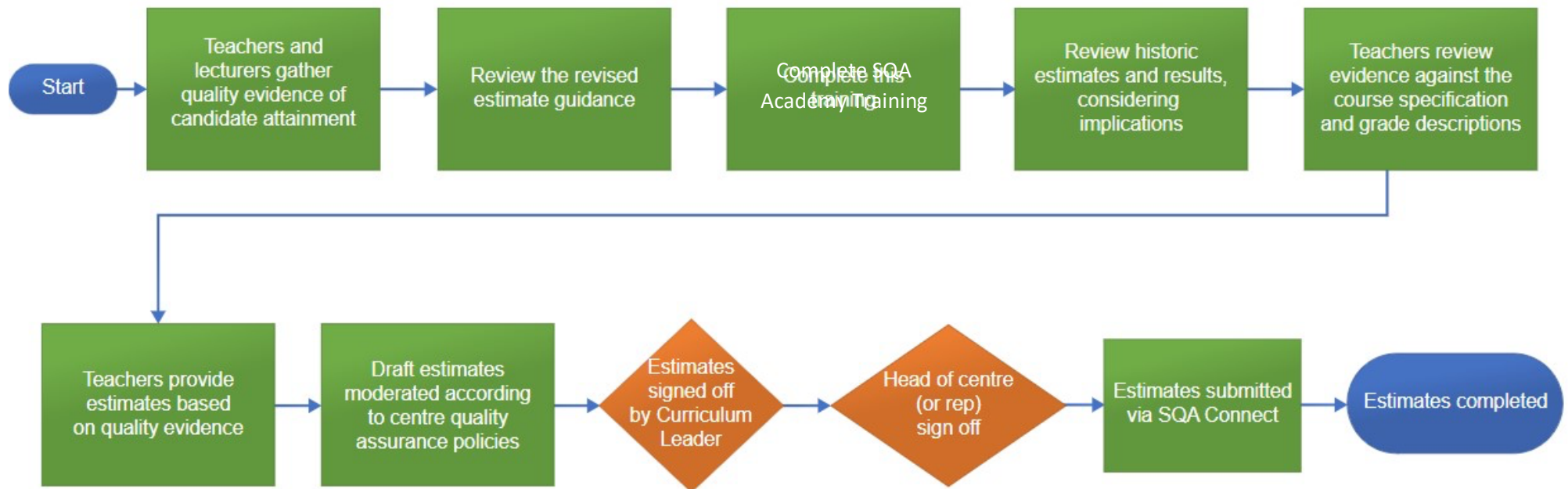
Historic Estimates

Prior to embarking on the process of producing estimates, staff should review historic estimates and results, considering implications

- " All staff reflect on the individual data in relation to the accuracy of previous Estimates.
- " It is important for staff to consider estimates alongside data from previous cohorts — both estimates and awarded grades. If there are discrepancies, consider what may have caused this, and whether any estimates should be adjusted for current cohort accordingly[1].
- " Performance in specific Course Components should be reviewed and considered.
- " As part of this, consideration should be given to absolute and relative attainment.
- " With sound moderation of assessment judgements in place, the task of producing candidate estimates can be approached with confidence.

Quality Assurance

Quality assurance processes are in place to confirm the robustness and consistency of the estimates submitted to SQA.

Having gathered estimates, the following Challenge Questions can be used to support the department in implementing this policy:

Have all judgements been made after consideration of inclusion, equality and any additional support needs of candidates?

Is there an improvement in performance within the cohort, and can this be justified?

Is there a deterioration in performance within the cohort, and can this be explained?

Is there evidence of any significant changes in achievement over the last three years, excluding results from 2020?

Are there reasons and/or evidence that could explain these changes?

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[1] Grades awarded in 2020 should not be included in these comparisons as they were not generated by the usual awarding process.

Appendix 1 - Planning for Excellence Sheets

Skills for Learning Life and Work	Context for Learning:	Higher Order Skills Development
Literacy		**Knowing** — Identifying, Labelling, Naming, Selecting, Stating. _Focus On..._
Numeracy	**Experiences and Outcomes:**	**Understanding** — Classifying, Explaining ideas or concepts, Giving examples. _Focus On..._
Health and Wellbeing	SUBJECT / Literacy / Numeracy / H&W	**Application** — Carrying out, Changing / Modifying, Constructing, Preparing, Producing, Solving. _Focus On..._
Employability, Enterprise and Citizenship	Learning Intentions and Success Criteria/Learning and Teaching Approaches	**Analysis** — Comparing, Finding, Illustrating, Organising, Selecting. _Focus On..._
Thinking	Homework/Family Learning Activity/Link to Wider Achievement	**Synthesis** — Combining, Creating, Designing, Modifying, Planning, Revising. **Evaluation** — Checking, Defending, Describing, Justifying. **Systems Thinking** — Foreseeing consequences. _Focus On..._ **Creativity** — Brainstorming, Imagining, Modifying, Producing.

Employability Skills

Communication	.	Organisational	.
Teamwork	.	Time Management	.
Problem Solving	.	Adaptability	
Initiative and Self Motivations		Leadership	.
Interpersonal		ICT/Literacy/ Numeracy	.

Benchmarks

Assessment Evidence

Next Steps/Pupil Feedback

The Planning for excellence sheets we have already created can be married with Records in Appendix 2 and/or 3 to fulfil the Learning and Teaching journey through the Moderation Cycle.

There are other versions of Planning for Excellence Sheets in the Turnbull Toolkit and these are being used in departments to document and support course/lesson planning.

Departments have also developed their own versions of these to reflect their needs, and examples of these can be seen in the relevant department folder in:

> Staff
> 08 Learning and Teaching
> Moderation

Appendix 2 - Record of Moderation – Planning/Review of Learning/Teaching/Assessment

Record of Professional Judgements

Details of what is being moderated (include number of key pieces of evidence used, types of key evidence)	Department	Course and Level	Staff involved in Moderation Activity Including roles where appropriate

Candidate	Details of discussion (refer to processes for internal moderation, details of quality assurance activity undertaken)	Evidence Base (reference to AAA where applicable)	Decisions agreed including justification	Completion Date

Appendix 3 - Record of Moderation – Internal Moderation of Assessment Decisions

Record of Professional Judgements

Pupil Name and Subject	Details of what is being moderated (include assessment/evidence base, number of key pieces of evidence used, types of key evidence, reference to AAA where applicable)	Level	Marked by:	Moderated by:

Marks allocated as such: !

   Marker   **Moderator**

Details of discussion in relation to this candidate (processes for internal moderation, details of quality assurance activity undertaken)	Decisions agreed including justification

Following professional dialogue, marks agreed by: !

Marker	Moderator	Date

Appendix 4 - Stages of Moderation – PDG Groupings

Stages of Moderation

This document is to help support and scaffold Subject Lead Teachers prepare for the moderation process of National, Higher and Advanced Higher Assessments within PDG groupings. Through PDG meetings, subject leads will agree 'Moderation Partners'. Each subject may be at a different 'Stage of Moderation' as detailed below. External moderation partners should select the Stage that you feel you are currently at as a group. The 'Areas to Consider' are areas for reflection on that day and can be used to scaffold the moderation conversations. Other elements may come into the conversations and/or you may overlap stages.

Which stage of Moderation are you at? !

	AREAS TO CONSIDER
STAGE 1 - BRAINSTORM SESSION	☐ Ensure all subject teachers clear on the Course Specification and subject specific updates ☐ Have all subject teachers engaged in appropriate understanding standards training for their subject and level? Where there are questions around understanding standards, has there been consideration about asking for support from the SQA? ☐ Are there components of the course that can be prioritised at the moment? ☐ Are there shared issues at the moment and can practice be shared to allow teachers to overcome these? ☐ Agree components of the course, which will be prioritised for your future moderation work?
STAGE 2 – SELECTING ASSESSMENT TASKS	☐ Identification and sharing of possible assessments that can be utilised across the authority. ☐ Split into groups to have initial discussions, looking at each of these on screen and considering the challenge questions. ☐ Discuss any changes that would help to improve any of these. ☐ Once agreed, these could be looked at for further discussions to take place following the PDG meeting.
STAGE 3 - MODERATING THE ASSESSMENT TOOL	☐ Assessment tools have been agreed and selected so now they can begin to be moderated. ☐ Split into groups to look at each of the agreed tools and consider the challenge questions (Appendix 5) for each one. ☐ Some schools may have utilised these tasks already. Can this enrich the discussion for others, sharing their experience? ☐ Looking at the selected tools, do they cover the breadth of course components required - are there any gaps? ☐ Once completed and agreed, these could be uploaded to and shared via the Teams space.
STAGE 4 - MODERATING EVIDENCE	☐ Some subjects may be at a point of moderating evidence. ☐ Utilise the Teams space to share a selection of evidence and work in groups to agree that the evidence fits the criteria set. ☐ Consider the challenge questions ☐ Once completed and agreed, these could be uploaded to and shared via the Teams space

Standardisation Exercises	Sampling Assessment Decisions	Maintaining Assessment and Moderation Records
This is the cross marking of a small sample of scripts **before** bulk marking to set the standard. Teachers will work together to consider evidence from a sample of pupils based on the marking instructions to share understanding of the success criteria. ✓ Cross marking: generally used with written evidence, in which assessors exchange the same pupil evidence to check each other's interpretation of the standard. ✓ Blind marking: Mostly used with written evidence, this is intended to reduce any unintentional bias. In one form of blind marking, two assessors mark evidence, but each are unaware of the other's mark. Discrepancies between the marks can then be resolved. ✓ Dual Assessment: For practical performances and presentations, both assessors and moderator assess the same pupil at the same time comparing assessment judgements and interpretation of the standard.	Following the marking process, select a sample of pupil evidence. This should be sampled using the 'square root' formula – i.e. 5 scripts from of 25. The scripts selected should include (where possible): ✓ A range of pupil groups ✓ An age/stage gender mix of pupils ✓ Evidence that has achieved the national standard and evidence where pupils have not achieved the national standard. Examples of post-marking marking moderation might include: ✓ Cross marking using a different colour of pen. ✓ Annotation of pupil evidence. ✓ Completing of marking grid. The outcomes of internal and external moderation be given as feedback to the assessors and used to inform next steps including refinement of future assessment and teaching and learning.	✓ All records and evidence gathered in moderation exercises, including any feedback to assessors and pupils, should be kept as evidence of internal and external moderation activity. ✓ All assessment that leads to certification must be sampled and signed off by the internal moderator before pupil results are sent to SQA. The records that are kept will include: ✓ Validated assessment material (SQA developed/commercial or in-house) ✓ Reports of any meetings, including standardisation exercises ✓ Checklists and marking schemes annotated/developed where required ✓ Pupil scripts – with annotation ✓ Records of all sampling activity ✓ Feedback to assessors

Appendix 5 – Assessing and Estimating Performance (EDC) !

Where assessment instruments are used to assess and estimate performance:		
✓ Evidence should be gathered from an appropriate range of sources and years. When creating an assessment tool from previous SQA past papers, it is important that assessments are made up of questions from three separate years. This saves time as questions have been validated by SQA in previous years.	✓ Conforms to specific SQA Guidance on assessment for 20-21.	✓ Appropriate weight given to each individual piece of evidence in accordance with its predictive value.
	✓ Individual components and units are adequately and proportionately sampled (if realistically possible).	✓ Marking schemes correctly and consistently applied to national standard.
✓ Evidence should be from a range of SQA assessments and examinations and/or commercially produce papers or items for this academic year.	✓ Individual tasks/questions set at the correct level of the course to allow attainment (A to C) to be demonstrated.	✓ All pupils are treated fairly, equitably and without bias.
	✓ Time allocations (and word limits) replicate course assessment.	✓ Cut off scores set to an appropriate level for the standard set in the assessments.
✓ Completed assessment instruments must be appropriately secured to ensure they are not in the public domain.	✓ Overall assessment is an appropriate within the criteria/specification for the level assessed.	✓ Previous attainment trends considered.
		✓ Estimates are generated at the end of the course and are based on demonstrated attainment.
	✓ Centre agreed marking schemes provide sufficient detail.	

Questions for Departmental Meetings

Once you receive estimated grades from your teaching staff, consider the questions below and liaise with your staff to ensure you are confident that the estimated grades are fair, reliable and consistent:

- *Have staff followed the guidance agreed?*
- *Have I ensured all pupils have been treated fairly, equitably and with without bias by:*
    - o *Using the appropriate evidence to support estimated grades for each pupil.*
    - o *Being consistent across pupils in analysing evidence and generating estimated grades.*

Appendix 7 - SQA Review Meetings Documentation (Departmental Analysis)

(To be completed by PT Subject in advance of SQA Review Meeting)

SUBJECT: LEVEL:

		Challenge Questions	Completed ( )
PLANNING	Course Specification	Is there a clear understanding of the requirements of the course assessment, including the changes for this year? The skills, knowledge and understanding that each component assesses? Understanding standards pre-delivery meeting taken place within department. All staff in the department have completed the SQA Academy training for determining estimated grades at National 5, Higher and Advanced Higher	
LEARNING and TEACHING	Learning and Teaching	Has coverage been ensured for each component required for the course assessment in 2020-21? If not, how many components have been used to generate estimated grades?	
ASSESSMENT	Assessment Tasks	Do the chosen assessment activities allow for breadth, challenge and application in each component being assessed? Has the content of the assessment activities been considered to allow for high quality predictive evidence rather than quantity of evidence?	
	Moderation of assessment tool	Across the East Dunbartonshire Subject Network: • has a shared understanding of standards been agreed across 2/4 key pieces of assessment? • has the level of challenge within the assessment tool been agreed and is in line with the appropriate SCQF level?	

		• Is there agreement around any modifications to the assessment tool (e.g. wording, content, order of questions etc.)? • Is there a shared understanding of the marking instructions, including accepted/not accepted (where applicable)? Is there a shared understanding of: • Grade boundaries • Appropriate course coverage • Level of demand • Order of course delivery Did the assessment include appropriate levels of differentiation for grades A and C?	
EVIDENCE	Collation of evidence	Have you gathered evidence across the relevant components of the course required? Do you have adequate key evidence to make a judgement? Has your evidence been generated under appropriate assessment conditions and does it contain an appropriate level of demand?	
	Moderation of pupil evidence <u>Link with Moderation Activities</u>	Have standardisation exercises been completed? Please tick as appropriate: • Cross marking • Blind Marking • Dual Assessment • Other (please specify) Have you had an opportunity to undertake professional dialogue with subject networks at different levels – **department/faculty, authority** and locality or West Partnership level (where appropriate)? Across the East Dunbartonshire Subject Network… - have marking instructions been moderated where appropriate? - Is there a shared understanding of the marking instructions, including accepted/not accepted (where applicable)? - Has there been the opportunity to look at pupil evidence (where available) and agree on marking/standards? Evidence is stored securely for each pupil	

PROFESSIONAL JUDGEMENT – EVIDENCE - BASED APPROACH	Ensuring a Holistic Judgement Arriving at the Final Band Estimate	Are your decisions measured against the relevant aspects of the course assessment to ensure it is a holistic professional judgement? Have you considered every individual pupils' set of circumstances? Is the band assigned based on demonstrated attainment?	
	Analysis of data	At departmental level: - has the estimate data been analysed with regards to previous years' results (patterns, trends, progression rates (H&AH only)? - Has a rationale been provided where any anomalies to previous years may have occurred?	

Key Evidence Summary To be completed by PT Subject prior to Review Meeting

This document provides an overview of the types of evidence expected across subjects in line with SQA documentation and those agreed during Moderation events. The types of key evidence will provide a helpful overview for senior leaders as each establishment engages in dialogue with staff/principal teachers on predictive values.

SUBJECT	LEVEL	NUMBER OF KEY PIECES OF EVIDENCE	TYPES OF KEY EVIDENCE	PROCESSES USED FOR MODERATION	FURTHER INFORMATION

Signed	
Dated	

Agenda for SQA Review Meeting

Principal Teachers (Subject)
Quality Assurance • Have all staff followed the agreed guidance and considered the key questions opposite? • Are all staff across a subject being consistent in the evidence used? • Have subject networks facilitated opportunities throughout the session for practitioners to be involved in internal and external moderation activities? **Data Analysis** • Do overall estimated grades fall within agreed parameters for this session based on the data from the last 4 years (excluding 19-20 results)? If not, what evidence do we have to justify the difference? • Are my overall estimated grades largely in line with previous subject NQ Progression rates within your school? If not, what evidence do I have to justify the difference? **Action Points/Next Steps**

Appendix 8 - SQA Review Meetings Documentation (Whole School Analysis)

Agenda for SQA Review Meeting – Sense-Checking of Whole School Results)

Senior Management Team	East Dunbartonshire Council (for reference)
Once you have received pupil estimated grade data, use the questions below to ensure you are confident that the estimated grades are fair, reliable and consistent: • " Are estimated grades largely in line with previous subject NQ Progression rates within your school? If not, what evidence has been provided to justify this? Does the evidence stand up to scrutiny? • " Do subject estimated grades 'fit' the prior profile of the pupil and their expected performance in other subjects? Example from SQA: Take a small sample of pupil pupils across certain subject areas (Sciences). Do the same pupils appear in approximately similar orders? • " Are there any anomalies in terms of individual pupil performance across the range of subjects they are being presented for and therefore may require further consideration? • " If school results do not correlate with previous attainment results do you have robust evidence to support changes?	East Dunbartonshire Council Education Department will undertake a range of activities to quality assure and provide guidance to individual schools/subjects as follows: • Quality Improvement Officers will support the facilitation of collaborative and collegiate activities within subject groups to validate assessment instruments and moderate assessment examples. • " Quality Improvement Officers will respond to requests for external support with validation and moderation from small departments. • " Quality Improvement Officers will fully consider and facilitate (where possible) any requests for SQA Appointee support. • " EDC Education will complete an analysis of performance for each individual subject and level; and cumulative whole school attainment data for all cohorts. • " EDC Education will complete a sense check of estimates and compare previous attainment trends; progression values; and whole authority attainment trends. We will provide feedback to individual schools.

Appendix 9 – Parental Communication !

Individual learner Record of Evidence:
National 5, Higher and Advanced Higher Estimated Grades !

Subject:		Level:	

Information for individual learners

Learner Name:
Comments relevant to the individual learner's circumstances: *(for example, agreed assessment arrangements, details of the learner's specific disruption to learning, private candidate entered and resulted by the centre)*

Assessments undertaken	Date(s) of assessment	Condtions of Assessment (eg closed/open book)	Marks/grades for each assessment	Any specific quality assurance activity
Estimate (grade, band)				
Any other relevant information				

I can confirm that the estimated grade for this learner is accurate and based on their attainment which is demonstrated through assessment evidence. This assessment evidence has been subject to application of our internal quality assurance systems, and any relevant feedback from SQA's national quality assurance exercise has been reviewed and acted upon where appropriate.

I have reviewed the estimated grade(s) and am satisfied that the evidence base for the estimated grade(s) is robust.

Signed: **Date:**

Principal Teacher Subject

References and Further Reading

[Turnbull Toolkit](#)

[National Moderation Hub – Moderation Cycle](#)

[SQA Internal Verification: A guide for Centres](#)

[SQA Internal Verification Toolkit](#)