Assessment and Moderation

for learners with Complex Additional Support Needs
What is moderation?

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

- Moderation is **integral** to the planning of learning, teaching and assessment.
- Moderation takes an **ongoing, collegiate approach** to learning, teaching and assessment.
- Practitioners moderate assessment judgements by taking account of a **sample of evidence from different sources** to discuss standards and the progress of learners.
- The **process** of moderation is not an activity that happens only at the end of a block or year
- Moderation is used for all learning regardless of level – Foundation milestones to Level 4
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.

- Reporting highlights progress and next steps in learning
- Learners are at the heart of every stage of the cycle
- Plan learning, teaching and assessment using the Es and Os to meet learners’ needs
- Learning Intentions reflect standards within the Es and Os
- Success Criteria are clear, relevant and measurable
- Feedback is linked to success criteria and next steps are identified
- Regularly use standards within the Es and Os and Benchmarks to evaluate and monitor learners’ progress
- A wide range of appropriate evidence is gathered which demonstrates breadth, challenge and application
- Learning, teaching and assessment reflect an appropriate balance between ongoing and periodic assessment

For Scotland’s learners with Scotland’s educators
Moderation…the process

Moderation starts at the planning stage and involves discussions about:

• Experiences and outcomes
• Learning intentions
• Success criteria
• Assessment (breadth, challenge and application)
• Evidence
• Evaluation
• Feedback
• Next steps
• Reporting
For ALL learners:

• learning, teaching and assessment should be planned together from the outset.

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

• Es and Os should be bundled to link concepts appropriately

• Planning should account for differentiation
• **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:
  o Outline what the learner has to do to be successful in achieving the learning intention
  o Be clear, relevant and measurable
  o Be co-constructed with learners (where possible)
• **Learning, teaching and assessment** should be:
  
  o planned together using the Es and Os.
  
  o planned to allow opportunities for **breadth, challenge** and **application**.

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

• The range of **evidence** will exist in different places (e.g. day-to-day observation within and outwith class, videos/photos, learner conversations, periodic assessments).

• **Evidence** should demonstrate **breadth**, **challenge** and **application**.
• Standards within the **Es and Os** and **Benchmarks** should be used to **evaluate** and monitor learners’ progress.

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

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

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

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

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

• General advice and guidance can be found in the document ‘**Reporting to Parents and Carers Guidance for schools and ELC settings**’.
Assessment - Achievement of a Level

Achievement of a level – based on evidence and teacher’s professional judgement, has the learner showed they have;

- achieved a **breadth** of learning across the knowledge, understanding and skills?
- responded consistently well to the level of **challenge** and has moved forward to learning at the next level in some aspects?
- demonstrated **application** of what they have learned in new and unfamiliar situations?

It is not necessary for learners to demonstrate mastery of every individual aspect of learning within Benchmarks at a particular level before moving on to the next level. However, it is important that there are no major gaps in their learning when looking across the major organisers in each curriculum area.
Benchmarks- Do’s and Don’t’s Summary

Do

• 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 for reporting locally at school level;

• discuss Benchmarks within and across schools to achieve a shared understanding of the standards expected.

For Scotland’s learners with Scotland’s educators
Benchmarks- Do’s and Don’t’s Summary

Don’t

• go straight to the Benchmarks when planning
  • use the Es and Os first;

• focus on individual Benchmarks which may result in over/micro-assessing or duplicating records of learners’ progress;

• spend time collating excessive evidence to assess learners’ achievement;

• create overly-complex approaches to monitoring and tracking;

• use Benchmarks to assess Es and Os individually.
  • plan periodic, holistic assessment of pupils’ learning.

For Scotland’s learners with Scotland’s educators
Resources

Moderation hub

Benchmarks
https://education.gov.scot/improvement/Pages/Curriculum-for-Excellence-Benchmarks-.asp

Milestones
https://education.gov.scot/improvement/learning-resources/Milestones%20to%20support%20learners%20with%20complex%20additional%20support%20needs%20-%20Literacy%20and%20English
The Moderation Hub is a virtual learning environment delivering career-long professional learning on all aspects of the moderation cycle. It provides:

- Professional learning on moderation
- An in-depth look at each step of the moderation cycle
- A one-stop-shop for key documentation