

# Moderating teacher assessment

## *Guidance for schools and clusters*

*2016/2017*

## Guidance for moderating teacher assessment in schools and clusters

The Welsh Government (WG) has introduced a national verification programme to improve the consistency, reliability and confidence in teacher assessment. Cluster moderation is a critical part of this process. This document provides information and advice to improve the organisation of cluster moderation and consistency in moderating pupils' work at key stages 2 and 3.

Following consultation on proposals to strengthen arrangements to improve reliability, consistency and confidence in teacher assessment, it is now compulsory for all schools to participate in cluster moderation.

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*This guidance is produced jointly by all four education consortia.*

## 1. What is cluster moderation?

Cluster moderation is when teachers from schools within an identified cluster consider the range of work of an individual learner and, taking overall performance into account, arrive at an agreed standard for the body of work i.e. by confirming a 'best-fit' level. In certain subjects this will apply to separate attainment targets as well as the subject as a whole.

Without effective standardisation and moderation at school level it is more difficult to make accurate judgements and offer constructive feedback when it comes to cluster moderation. See '*A brief guide to assessment in schools*' for more detail on the principles of effective standardisation and moderation.

## 2. What are the responsibilities of the Headteacher?

In order to comply with the Welsh Government Statutory assessment arrangements for the Foundation Phase (FP) and end of Key Stages 2 and 3 (2016/2017) headteachers must ensure that:

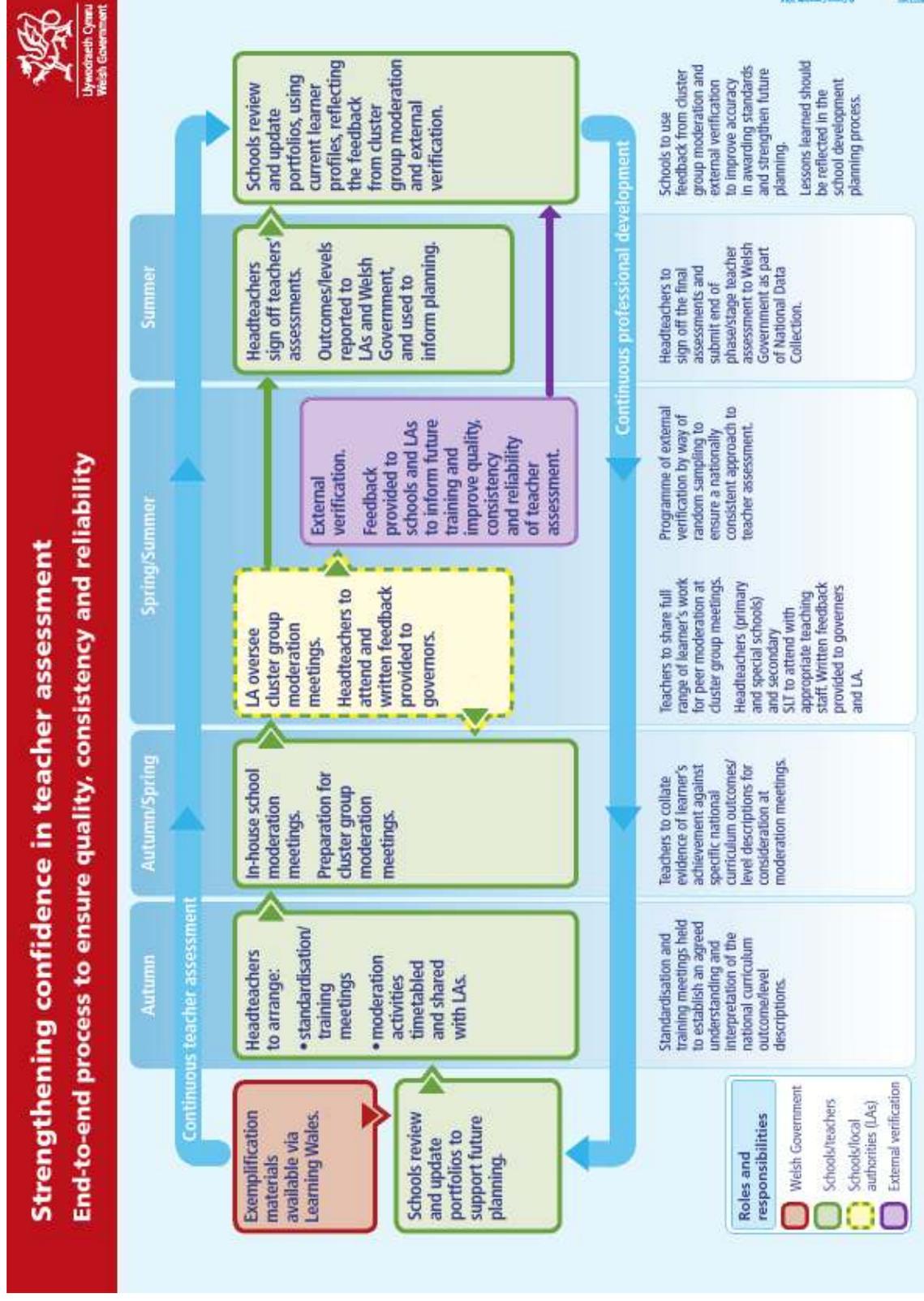
- their own school representatives attend all cluster group moderation meetings;
- they allow appropriate time for cluster group moderation meetings, and network with other headteachers within the cluster group to coordinate teachers' availability;
- their own teachers select learner profiles from their classes as evidence for the cluster group's moderators to consider;
- they support their teacher representatives to share the outcomes of cluster group meetings with other staff;
- agreed decisions and outcomes from cluster group meetings are implemented by all relevant staff within their own school, prior to end of key stage teacher assessment.

Headteachers must ensure that for **English, Welsh first language or Welsh second language, Mathematics and Science**, cluster group meetings for Key Stages 2 and 3 transition include robust arrangements for moderation of examples of Year 6 and Year 9 learner profiles selected from within the cluster group's own schools.

## 3. Who should attend cluster moderation events?

Cluster moderation events focus on English, Welsh first language or Welsh second language, Mathematics and Science at key stage 2 and key stage 3 and therefore it is for the headteacher to decide the most appropriate teacher(s) to attend. Welsh Government advice proposes that headteachers should also attend or, in the case of secondary schools, a member of the senior leadership team (SLT).

#### 4. When should moderation take place?



The Welsh Government end-to-end progress chart indicates the times in the school year when standardisation and moderation activities need to take place. The cluster moderation meeting is a culmination of assessment activity throughout the year, but also feeds back into future planning and practice.

This is taken from the Welsh Government Statutory Guidance 2014. A revised version will be issued shortly for 2015.

Moderation meetings in a school to assign levels to the work of individual pupils can be programmed into the school's calendar at an early stage. In some schools these meetings happen termly and may involve other schools too. This preparatory work, along with standardising meetings, supports teachers in their daily teaching and assessing of learners but also stands the school in good stead for the cluster moderation event in the summer term.

Cross-school moderation at secondary level is also good practice and to be encouraged

The timing of the cluster moderation must fit the reporting schedule set by Welsh Government taking into account that time will be needed in some schools, following the cluster moderation, to review and possibly amend the levels assigned to year 6 and year 9 pupils.

Each local authority or consortium will write out to schools with the key dates for training activity leading up to the cluster moderation meetings. See Appendix 1 for the sort of scheduling which will need to happen; the schedule will vary between consortia.

### 5. How should the cluster meeting be organised?

It is essential that the Headteachers nominate a colleague to act as a Chairperson for each cluster event. There will be training offered from the consortia for this role. It will be the responsibility of the Chair to complete the feedback proforma following each subject cluster moderation event.

The responsibilities of the Cluster Chair, headteachers and teachers before, during and after the cluster moderation are detailed below.

#### BEFORE cluster moderation

<b>Cluster Chair</b> (nominated by cluster) should:	<b>Headteachers</b> should:	<b>Teachers</b> should:
<ul style="list-style-type: none"> <li>• Set dates for all cluster standardisation and moderation events, informing the LA/consortium of cluster moderation dates. (Appendix 1, completed for your consortium, will provide dates for what schools must do and when).</li> <li>• Agree appropriate time allocations for each subject within the cluster (at least half a day is suggested for each subject)</li> <li>• Remind cluster headteachers of the criteria in this guidance for the selection of pupils whose books and other records of learning will constitute the learner profiles (see also subject guidance in this document).</li> </ul>	<ul style="list-style-type: none"> <li>• Remind all relevant staff of feedback from previous cluster moderations and ensure advice has been acted upon.</li> <li>• Network with other head teachers within the cluster group to coordinate teachers' availability.</li> <li>• Plan for the release of relevant teachers and ensure they attend moderation training events in the Autumn term.</li> <li>• Plan for the release of relevant teachers for preparation activities and guarantee their attendance at cluster moderation events.</li> <li>• Ensure that any agreed protocols for cluster moderation are shared with</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that tasks are designed to enable pupils to demonstrate skills across a wide range of activities and contexts, addressing the requirements of the subject's programmes of study.</li> <li>• For each subject, select the pupils whose books and other records of learning will constitute the learner profiles considered during cluster moderation. At the end of key stage 2 this will be the work of one pupil judged overall to be at level 4 and one at level 5. At the end of key stage 3 this will be the work of one pupil judged overall to be at level 5 and one at level 6.</li> <li>• Prepare the learner profiles,</li> </ul>

<ul style="list-style-type: none"> <li>Secure agreement on a common approach to signposting within the learner profiles, such as the use of post-its.</li> </ul>	<p>appropriate staff.</p> <ul style="list-style-type: none"> <li>Ensure in-school standardisation and moderation are completed prior to cluster moderation.</li> <li>Quality assure (standardise and moderate) the judgements already made in-house.</li> </ul>	<p>as above, by writing a commentary on each, justifying the overall level awarded and signposting where, in the body of work, characteristics of the level or levels are in evidence (Appendix 2)</p> <ul style="list-style-type: none"> <li>Prepare to attend cluster events as a representative of the school and be ready to demonstrate understanding of the application of National Curriculum levels across the range of work expected in the subject.</li> </ul>
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## The cluster moderation meeting

<b>Cluster Chairs</b> (nominated by cluster) should:	<b>Headteachers</b> should:	<b>Teachers</b> should:
<ul style="list-style-type: none"> <li>• Lead moderation meetings ensuring:               <ul style="list-style-type: none"> <li>- there is a clear understanding by all attendees of the purposes of the moderation meeting;</li> <li>- relevant, focused and unambiguous discussion is at the heart of debate on levels of attainment seen in the learner profiles;</li> <li>- all participants understand the concept and application of 'best-fit' judgements;</li> <li>- NC level descriptions are the <b>ONLY</b> reference used when deciding on best-fit levels;</li> <li>- appropriate time is dedicated to moderating all attainment targets for each learner profile;</li> <li>- learner profiles from every cluster school are moderated in each of the core subjects;</li> <li>- key messages from the cluster moderation are recorded and sent to all cluster schools;</li> <li>- suitable technology is available, where appropriate e.g. laptop, visualiser, projector and speakers;</li> </ul> </li> <li>• Summarise and note down feedback from headteachers and teachers on the procedures followed, range of work seen and levels agreed for each of the learner profiles.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend end-of-key-stage cluster moderation meetings with their relevant teachers. If this is not practicable for all subjects a member of the SLT could deputise for the headteacher.</li> <li>• Ensure their own teachers take the required collections of pupils' work (learner profiles), including commentaries, as evidence for consideration at the cluster group's moderation meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Bring to the meeting the required learner profiles. Each learner profile is the collection of each pupil's work, with commentary which explains the level awarded and also signposts the reader to evidence in the books. It is important that the collection of work includes pupils' books and other relevant evidence; it is not necessary to bring multiple copies of these collections (learner profiles).</li> <li>• Bring the commentary, which forms part of the learner profile, on each pupil's attainment and justifies the best-fit level awarded.</li> <li>• Contribute to the moderation of work with professional objectivity and constructive comment.</li> <li>• Observe and note good practice to feed back into the teacher's own practice and across the school.</li> </ul>

## AFTER Cluster Moderation

<b>Cluster Chairs</b> (nominated by cluster) should:	<b>Head Teachers</b> should:	<b>Teachers</b> should:
<ul style="list-style-type: none"> <li>• Complete feedback proforma for each school cluster (Appendices 3, 4 and 5)</li> <li>• Complete and return report sheet for the meeting to LA/consortium along with cluster report.</li> </ul>	<ul style="list-style-type: none"> <li>• Support and provide opportunities for their teachers to share the outcomes of cluster group meetings with other staff.</li> <li>• Allow time for class teachers to revisit teacher assessment levels, where appropriate, following cluster feedback.</li> <li>• Agree revised levels with relevant teachers.</li> <li>• Ensure agreed decisions and outcomes from cluster group meetings are implemented by all relevant staff within their own school i.e. prior to end of key stage teacher assessment where these relate to levels awarded to pupils in year 6 and 9.</li> <li>• During the summer term or beginning of the autumn term implement recommendations from the cluster meeting which relate to whole school planning and assessment and provide appropriate professional development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and amend, as necessary, levels which were awarded to pupils in years 6 and 9 prior to cluster moderation.</li> <li>• Participate in any further internal moderation to finalise levels for all pupils with colleagues.</li> <li>• Share outcomes of cluster moderation with other relevant staff and review current practices.</li> </ul>

## 6. Learner profiles – what do teachers need to take to the meeting?

A learner profile should be as straightforward as the pupils' book or books which show evidence of the characteristics of levels and relevant attainment target(s). Other work which would give the complete picture of a pupil's standards might include a theme/topic book, audio visual recordings, reading record. A commentary by the teacher to justify the level awarded and signpost the reader to the evidence completes the learner profile (Appendix 2). There is no set number of tasks which can or should be signposted in this way.

For the cluster moderation meeting in the summer term, each school will need to present two learner profiles:

- KS2 - one for a pupil whose work is a best-fit level 4, and another for a pupil whose work is a best-fit level 5
- KS3 - one for a pupil whose work is a best-fit level 5, and another for a pupil whose work is a best-fit level 6

For both primary and secondary schools, this represents one learner profile at the expected level and one at the expected level plus 1.

A cluster may wish to extend this range of work by agreement e.g. primary schools also bring a best-fit level 6, a secondary school also brings a best-fit level 4.

## 7. Learner profiles – what is a best-fit judgement?

It is vital to know that what a school takes to a cluster moderation event reflects the standards at which all learner profiles have been levelled at the end of a key stage.

Arriving at a level which best-fits the evidence is a professional judgement by the teacher and not a formulaic process of aggregating scores or sub-levels, though it should take into account weightings across Attainment Targets in English and Welsh. A rounded or best-fit judgement is one that:

- is based on knowledge of how the pupil performs across the range of work required in the subject;
- takes into account different strengths and weaknesses in the learner's performance and the degree of support the pupil has been given;
- is checked against adjacent level descriptions to ensure that the level judged to be the most appropriate is the closest overall match to the learner's performance;
- is criteria referenced (i.e. commentary, with signposting to the relevant examples in the body of a pupil's work, indicates why work is characteristic of the level).

Typically, a learner **at the lower end of a level** shows mainly characteristics of that level across a range of work, but may still show characteristics of the previous level in some aspects of the work.

A learner **securely within the level** demonstrates the characteristics of that level across a range of work.

A learner **at the top end of a level** demonstrates clearly characteristics of that level across a range of work with a some examples of characteristics of the next level.

*Borderline judgements* (i.e. where the evidence indicates that a judgement must be made between two possible levels still require a single, unequivocal level to be awarded. At the end of the key stage, learners' attainment must be reported in terms of the most appropriate whole outcome or level.

## 8. How do some schools and clusters prepare for cluster moderation?

**Case Studies on managing Teacher Assessment** (see also Appendix 7 for embedding standardisation and moderation into school practice)

### **School A**

- The primary school head teacher plans a series of standardisation meetings for all staff, including teaching assistants, covering all year groups from reception to Year 6.
- Staff meetings are dedicated to standardisation on a half-termly basis to encourage a shared understanding of 'level-ness'.
- Regular in-school moderation meetings, of learner profiles from all year groups, are held on a termly basis involving all staff.
- The head teacher ensures that the school is represented at all cluster standardisation and moderation events.
- End of phase/key stage in-school moderation of learner profiles involves all staff to ensure consistency of teacher assessment, prior to statutory cluster moderation meeting in March/April.
- School submits end of key stage assessment data.

### **School B**

- The secondary head teacher school liaises with core subject leaders to ensure a regular cycle of in-school standardisation and moderation sessions is incorporated into the annual meetings calendar and complements the cluster cycle of standardisation and moderation meetings.
- At subject level, heads of department plan a series of standardisation sessions, as part of departmental meetings on a half-termly basis, involving all department members.
- At subject level, heads of department plan a series of moderation sessions, as part of departmental meetings on a termly basis, involving all department members.
- The head ensures there is SLT and subject representation at all core subject cluster standardisation and moderation events.
- End of key stage in-school moderation of learner profiles involves all relevant departmental staff to ensure consistency of teacher assessment, prior to statutory cluster moderation meeting in March/April/May.
- School submits end of key stage assessment data.

## **9. Frequently asked questions regarding cluster moderation**

### **Q. Why is the guidance different for each core subject?**

**A.** There are variations in the guidance within each core subject depending on the skills and range of each particular core subject and also on the number of attainment targets. For English, Welsh and Welsh Second Language, a weighting is applied to each attainment target. In English this is an equal weighting, in Welsh and in Welsh Second Language this weighting is greater for oracy than it is for reading and writing. The weighting in Welsh Second Language also varies from KS2 (oracy 70% reading 15% writing 15%) to KS3 (oracy 60% reading 20% writing 20%). There are subtle differences when approaching each subject area and whilst there are guiding principles applicable to all core subjects regarding both standardisation and moderation, teachers should be aware of the specific expectations regarding each subject.

### **Q. Do we need to produce a 'published' profile for our cluster moderation meetings?**

**A.** No. A learner profile should be as straightforward as the pupil's book or books which show evidence of the characteristics of levels and relevant attainment target(s). Other work which would give the complete picture of a pupil's standards might include a theme/topic book, audio visual recordings, reading record etc. What then turns the pupil's work of that year into a learner profile is the commentary which a teacher writes about the work to explain and justify how the overall level awarded is a best fit and reflects the range of work covered. The commentary should signpost the reader to examples of the pupil's work which are characteristic of a level. Where there is more than the single attainment target (AT) in a subject, the commentary should show how a level is justified for each AT and then provide a summary judgement as to why, on balance, the totality of the work is at the level awarded.

### **Q. Do we need to make multiple copies of our learner profiles for the cluster moderation meeting?**

**A.** No. This is impractical but a round-robin activity can be very productive, with teachers looking at learner profiles in turn. A visualiser can be extremely helpful to support discussion during the process.

### **Q. Does every teacher need to attend every cluster moderation meeting in the summer term?**

**A.** It is for individual schools to decide who attends cluster moderation, but it is important that school leaders have sufficient first-hand knowledge of the process to enable them to be sure that their school's judgements are accurate and that the judgments have the professional agreement of the cluster. If issues are not voiced in the meeting because class teachers have not felt able to draw attention to them, the value of the process is weakened and school leaders will not have the level of confidence they should have as a result of the process.

**Q. What further supporting documentation is available for the school and cluster to use?**

- A.** The Welsh Government has produced a number of guidance documents to support teacher assessment;

*Ensuring consistency in teacher assessment Guidance for key stages 2 and 3* Welsh Government, 2008

Subject specific (English, Welsh, Maths, Science) *Guidance for key stages 2 and 3* Welsh Government, 2008

*Making the most of assessment 7-14* Welsh Government, 2010

*Statutory assessment arrangements for the end of Foundation Phase and key stage 2 and 3* Welsh Government, annually

Copies of these documents can be downloaded from the Learning Wales website [www.learningwales.gov.uk](http://www.learningwales.gov.uk)

- B.** The four education consortia across Wales have produced '*A brief guide to assessment in schools*' which contains further guidance on the place of moderation in the continuum of the assessment process. This is available on the consortia websites.

## Appendix A: Example of a consortium schedule for cluster moderation

The activities, schedule and the participants will vary from consortium to consortium and will be re-issued each year by them to fit with Welsh Government deadlines and local circumstances.

Activity	Timescale	Participants	Funding
Clusters to identify a Cluster Chair for assessment	The name of the Cluster Chair to be submitted To.... (officer) By.... (date)	Headteachers / Senior leader within each cluster	n/a
LA / Consortium lead for assessment to attend regional training	<i>Date....</i> <i>Place....</i>	Lead from each LA (where appropriate)  Consortium Chair (where appropriate) for assessment	
Cluster Chairs attend training	<i>Date....</i> <i>Place....</i>	Cluster Chairs Consortium lead for assessment	
Cluster Chairs brief schools in cluster on requirements and agree meeting timings and venues	<i>By date.....</i>	Headteachers / SLT within each cluster	
Cluster Chairs inform LA/Consortium of dates and venues for cluster moderation	<i>By date.....</i>	Cluster Chair  LA/Consortium assessment leads (where appropriate)	
Schools prepare for cluster moderation and verification i.e. internal moderation of levels, selection of learner profiles, completion of commentaries.	<i>Before....(date)</i>	All teaching staff in schools  Cluster Chair	
Clusters meet per subject to moderate levels awarded	<i>Recommended start and end dates... e.g. April 11<sup>th</sup> to May 13<sup>th</sup></i>	Relevant teachers for each subject Headteachers/ SLT / Teachers LA/Consortium staff	
Schools prepare for national verification if selected	<i>After.....(earliest date when verifiers begin visits to schools)</i>	Schools  Verifiers	

## Appendix B

**Learner profile commentary** (for use during the cluster moderation process)

School: \_\_\_\_\_

Subject		Best-fit level awarded	
<i>Reasons for awarding the best-fit level (Signpost to evidence in the profile and, where there is more than one AT, state and justify the best-fit level for each)</i>			
<b>Summary justification for the level awarded</b>			

**Appendix C**  
**Adroddiad Cymedroli Clwstwr / Cluster Moderation Report**

<b>Clwstwr/ Cluster</b>	
<b>Awdurdod lleol/ Local authority</b>	
<b>Pwnc/ Subject</b>	
<b>Dyddiad / Date of meeting</b>	
<b>Presennol/ Present</b>	<i>Enw/Name</i> <i>Rôl/Role</i> <i>Ysgol/School</i>
<b>Gwybodaeth am y broses cymedroli / Information about the moderation process:</b>	
<b>Deilliannau'r Cymedroli / Outcomes of the moderation:</b>	
<b>Recommendations for individual schools/cluster:</b>	
<b>Arwyddwyd ar ran y clwstwr / Signed on behalf of the cluster:</b>	

## Appendix D

### Guidance on completing the cluster moderation report

#### **Gwybodaeth am y broses cymedroli / Information about the moderation process:**

Were level 4 and level 5 profiles brought to the meeting by every primary school?

Were level 5 and level 6 profiles brought to the meeting by every secondary school?

Did any school bring learner profiles at any other level e.g. a Y6 pupil at level 6. Was this helpful?

How was the moderating process organised on the day e.g. did all present see every profile or did different groups consider different sets of learner profiles? How many learner profiles were looked at by each moderator?

Was reference made to exemplification of learner profiles at different levels?

Was there evidence that all the profiles had been moderated internally in schools before the meeting?

Had schools provided sufficient evidence to award an appropriate best-fit level?

Which schools, if any, needed to provide more evidence and in what areas?

Which schools, if any, presented any learner profiles which were considered to be best practice?

Other comments

#### **Deilliannau'r Cymedroli / Outcomes of the moderation:**

Was there agreement on the judgements of level 4 learner profiles? What were the issues?

Was there agreement on the judgements of level 5 learner profiles? What were the issues?

Was there agreement on the judgements of level 6 learner profiles? What were the issues?

Were there issues with the judgements of any particular school i.e. were their judgements more generous or more harsh than the consensus reached in the moderation?

Will they need to produce more evidence which will ensure a better range?

Will they need to reconsider levels awarded to pupils' work which was not brought for moderation?

Other comments

#### **Recommendations for individual schools/cluster:**

What recommendations were made to individual schools?

What lessons are there for the cluster?

In what ways could the cluster strengthen existing moderation processes?

Other comments

## Appendix E

### Adroddiad Cymedroli Clwstwr / Cluster Moderation Report (Example)

<b>Clwstwr/ Cluster</b>	Ysgol Hefin Morgan		
<b>Awdurdod lleol/ Local authority</b>	East Glamorgan		
<b>Pwnc/ Subject</b>	English		
<b>Dyddiad / Date of meeting</b>	April 29, 2015		
<b>Presennol/ Present</b>	<b>Enw/Name</b>	<b>Rôl/Role</b>	<b>Ysgol/School</b>
	Ceri Jones	Y6 teacher	Ysgol Plas y Brenin
	Chris Patchell	Headteacher	Ysgol Plas y Brenin
	Dafydd Tomos	Head of English	Hefin Morgan High
	Heulwen Samuel	Deputy Head	Hefin Morgan High
	Mari Lloyd	Y6 teacher	Tregannog Primary
	Elin Edwards	Headteacher	Tregannog Primary
	Shane Watkins	Y6 teacher	Taff Vale Primary
	Kelly Rawle	Headteacher	Taff Vale Primary
<b>Gwybodaeth am y broses cymedroli / Information about the moderation process:</b>			
<ul style="list-style-type: none"> <li>Representatives from each primary school brought Level 4 and Level 5 learner profiles (Year 6 pupils) to the meeting and the secondary school brought Level 5 and Level 6 profiles (Year 9 pupils). None of the primary schools will be awarding Level 6 this year.</li> <li>It was agreed to split into two groups to review the profiles. Both groups moderated 6 learner profiles each.</li> <li>With reference to the learner profiles and the National Curriculum level descriptions, the content of the profiles and the best-fit levels awarded were discussed.</li> <li>There was evidence that all the profiles had been moderated internally in schools before the meeting. The profiles were signed by the teachers involved and dated accordingly.</li> <li>The groups agreed that most schools had provided sufficient evidence to award an appropriate best-fit level for the pupils.</li> <li>It was noted that Ysgol Plas y Brenin needs to provide more evidence of assessing attainment in oracy and further evidence of reading was required in Hefin Morgan High's profiles.</li> <li>The evidence provided in the Taff Vale Primary profiles was very effective with a wide range of literary and non-literary writing.</li> </ul>			
<b>Deilliannau'r Cymedroli / Outcomes of the moderation:</b>			
<p>Following discussion, it was agreed that the profiles were mostly consistent. There was good consistency between most of the primary schools' Level 5 profiles and the secondary school's Level 5 learner profile. There was general agreement about the best-fit levels awarded but the following was noted:</p> <ul style="list-style-type: none"> <li>Not enough evidence in the Hefin Morgan High profiles (see above). The school will revise their profiles to include suitable evidence of reading attainment in their profiles.</li> <li>Ysgol Plas y Brenin Level 5 profile – the group agreed that the profile reflected a Level 4 because there were insufficient characteristics of a Level 5. In light of this, the school will make any necessary changes to its end of Key Stage teacher assessment levels.</li> </ul>			
<b>Recommendations for individual schools/cluster:</b>			
<ul style="list-style-type: none"> <li>As a cluster, we have agreed a common form of signposting evidence in the learner profiles.</li> <li>Hefin Morgan High will seek to arrange a standardisation meeting and a moderation meeting with other secondary schools to compare the range of work and standards achieved.</li> <li>Ysgol Plas y Brenin is to review its interpretation of the level descriptions and for next year will liaise with Taff Vale Primary to compare judgements on standards.</li> </ul>			
<b>Arwyddwyd ar ran y clwstwr / Signed on behalf of the cluster:</b>			



## Appendix F: Sample process for embedding in-school standardisation and moderation processes

	ENGAGED	DEVELOPING	EMBEDDED
<b>IN-SCHOOL STANDARDISATION</b>	<ul style="list-style-type: none"> <li>Teachers meet to discuss aspects of individual pieces of work across the range of levels and year groups for each core subject and across each Attainment Target (AT) in English in and Welsh.</li> <li>Characteristics from level descriptions- are identified, discussed and agreed.</li> <li>These pieces of work are annotated to indicate characteristics of a level.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers engage in discussion of individual pieces of work sampled in each core subject and separate ATs in En/Wel.</li> <li>The samples reflect a range of learning contexts (e.g. literary and non-literary stimulus or numerical/scientific reasoning).</li> <li>The school clearly plans and has in place arrangements for ensuring and maintaining a shared understanding of national curriculum standards.</li> </ul>	<ul style="list-style-type: none"> <li>All staff (including TAs) engage in discussion of individual pieces of work sampled in each subject.</li> <li>The samples reflect a range of subject contexts (e.g. cross-curricular stimulus and application).</li> <li>The school uses agreed samples of their learners' work as a reference set of exemplars (e.g. standardised portfolio for each core subject / AT (En/Wel)).</li> <li>The school annually reviews portfolios to ensure ongoing added value and relevance to the reference set of exemplars.</li> <li>The head teacher annually reviews the procedures for in-school standardisation.</li> </ul>
<b>IN-SCHOOL MODERATION</b>	<ul style="list-style-type: none"> <li>Head teachers identify and plan for moderation processes within school</li> <li>All teachers engage in the discussion of learner profiles for pupils in Y 6 and 9,</li> <li>In English and Welsh discussion includes coverage and levelling of all attainment targets (ATs).</li> <li>Adjacent levels are considered and an overall best fit level judgement is agreed</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics from level descriptions are identified, discussed and agreed</li> <li>Learner profiles are annotated to indicate characteristics of a level</li> <li>Learner profiles reflect the range and skills exemplified in the National Curriculum</li> <li>Cluster agreed learner profiles are referenced to ensure consistency of teacher assessment</li> </ul>	<ul style="list-style-type: none"> <li>Through the moderation process, careful consideration is given to valid task-setting in order to offer pupils opportunities to demonstrate higher level skills and ensure that the tasks measure the skills intended.</li> <li>The school reviews the procedures for in-school moderation on an annual basis.</li> </ul>

<p><b>CLUSTER STANDARDISATION</b> (all schools represented)</p>	<ul style="list-style-type: none"> <li>• Representative teachers meet to discuss aspects of the individual pieces of work (sampled for each AT in English and Welsh).</li> <li>• Characteristics from level descriptions for are identified, discussed and agreed.</li> <li>• These pieces of work are annotated to indicate characteristics of a level.</li> </ul>	<ul style="list-style-type: none"> <li>• The samples for each subject AT (En/We) considered reflect a range of learning contexts (e.g. literary and non-literary stimulus or numerical/scientific reasoning).</li> <li>• The cluster clearly plans and has in place arrangements for ensuring and maintaining a shared understanding of national curriculum standards.</li> </ul>	<ul style="list-style-type: none"> <li>• The samples for each subject / AT (En/We) considered reflect a range of subject contexts (e.g. cross-curricular stimulus and application).</li> <li>• Each school uses standardised samples of learners' work as a reference set of exemplars to include in their school standardisation portfolios.</li> <li>• The cluster annually reviews their own moderated portfolios to ensure ongoing added value and relevance to the reference set of exemplars.</li> </ul>
<p><b>END OF KEY STAGE CLUSTER MODERATION</b> (all schools represented)</p>	<ul style="list-style-type: none"> <li>• Head teachers identify and agree a cluster moderation meeting date.</li> <li>• Teacher(s) from each school are released from schools to attend(s) the cluster moderation meeting.</li> <li>• Each school provides internally moderated learner profiles (covering all ATs for En/We).</li> <li>• To ensure consistency of teacher assessment, agreed decisions and outcomes from cluster meetings are implemented by all relevant staff within their own school, prior to final End of Key Stage assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers provide and discuss the Level 4, 5 and 6 learner profiles of Y6 and Y9 pupils.</li> <li>• Characteristics from level descriptions are-identified, discussed and agreed with consideration of adjacent levels. This includes each AT in English and Welsh.</li> <li>• Commentary on learner profiles signpost characteristics of a level.</li> <li>• An overall best-fit level judgement is agreed for each learner profile, with due consideration given to each AT in English and Welsh.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers provide and discuss Level 3 and/or Level 7 learner profiles as appropriate to the context for each school.</li> <li>• The cluster selects a moderated learner profile illustrating best fit judgements that is representative of the agreed level across the cluster. A copy is made available in each school as a cluster agreed reference for teacher assessment to be considered along with the exemplar 'national' learner profiles.</li> <li>• The cluster annually reviews the cluster agreed representative learner profiles to ensure ongoing added value and relevance to the reference set of exemplars</li> <li>• The cluster head teachers review the procedures for cluster moderation in conjunction with the annually published <i>Statutory assessment arrangements for the end of Foundation Phase and Key Stages 2 and 3</i> document from WG.</li> </ul>