



# **DURANTS SCHOOL – POLICY DOCUMENT**

## **Moderation and standardisation**

**2024**

Approved by J. Thaxton  
Assistant Head Teacher/ Exams Officer

A handwritten signature in black ink, appearing to read 'J. Thaxton', is positioned below the printed name and title.

***Reviewed and updated: September 2023 (J. Thaxton)***

***Next review date: September 2024***

## **Purpose**

The purpose of the policy is to promote fairness and consistency for all and to meet awarding organisation requirements.

## **Standardisation and moderation in assessment context**

Standardisation is developing an understanding of standards and expectations of attainment that each level or grade demands. The **standardisation process is an essential precursor to summary assessments being made**. It involves teachers establishing together whether their views of what constitutes attainment in relation to levels/grades are accurate and reliable. To check the accuracy of these judgements teachers could use standardisation materials provided by exam boards at GCSE/GCE or exemplar assessments at KS3 which have been levelled previously or materials used from the standards files which provide exemplar work at different levels.

Moderation is a process, which **helps teachers to be confident that they are applying standards consistently** and allows for any differences to be resolved. This ensures that teacher assessments are fair to pupils and provides an accurate picture of progress for parents and offers information so that progress can be evaluated.

Moderation is essential in developing confidence in teacher assessment, both within the profession and externally. It ensures that accurate and consistent judgements are made which inform planning for progression.

## **Aim**

This policy is to set out the Internal Moderation process and standardisation with regard to AQA/ ASDAN qualifications in our centre and links to the Non-Examination Assessment policy. The aim of this policy is to ensure that:

- Internal moderation practices are valid and reliable, cover all tutors/assessors and meet the requirements of the awarding organisation
- Internal moderation procedures are fair and open
- Accurate and detailed records are kept of internal moderation decisions
- Relevant standardisation tools to be available allowing Teachers/ Assessors to have access to online standardisation T-OLS (<https://www.aqa.org.uk/exams-administration/coursework-controlled-assessment-nea/standardisation/teacher-online-standardisation>) and documentation

## **General Internal Moderation Principles**

1. It is essential that assessment decisions are in line with the qualification standards. The internal and external moderation process is in place to ensure that all assessments are applied consistently for all candidates and that the final judgement is accurate, reliable and recorded.
2. Internal moderation should be on going throughout the course, with feedback being given to the assessors. There should be evidence of feedback being actioned where necessary.
3. Summative internal moderation must be carried out prior to candidates being entered for external moderation. Only those assessors whose candidates have fully met the standards can be entered for external moderation. Entering those who have not met the standards will jeopardise the success of those who have met the standards. If a tutor is found to be entering candidates for moderation who have not met the standards, disciplinary procedures may be implemented.
4. It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked student work as requested <\\\\internal.durants.school\\SHARED-DATA\\ASSESSMENT\\MODERATION>
5. All assessment evidence, which has been internally moderated, must be kept onsite until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding body.
6. Where more than one member of staff assesses learners on the same course or similar courses, the School will arrange internal, centre standardisation events to review the assessment practices and decisions of each member of staff. This ensures that assessment decisions and recommendations for the award of credit to learners are based on common understanding and practices.

## **Responsibilities of centre**

The Centre will:

- Ensure that all assessment activities are valid, appropriate and fit for purpose
- Apply a strategy that will provide a representative sample across all tutors/assessors
- Create a plan of internal moderation in relation to all assessment activities
- Define, maintain and support effective internal moderation roles, including the provision of training where required
- Provide standardised documentation to support internal moderation activity and record keeping
- Ensure that feedback and outcomes of internal and external moderation support future development of good practice
- Carry out an annual evaluation and review of internal moderation policy and procedures

Role	Standardisation	Moderation
Classroom Teacher/ Assessor	<p>Use the standardised materials provided by exam boards/standards files to develop a common understanding of the demands of a grade/level.</p> <p>Complete T-OLS in spring term</p>	<p>Teacher needs to determine a level/grade judgement based on all they know about each pupils learning and attainment.</p> <p>At all Key Stages, staff meet together to discuss the judgements they are making. The starting point of moderation should be a teacher's knowledge of the pupil.</p> <p>Evidence is selected to demonstrate how a pupil is attaining in a broad range of contexts.</p>
Head of Department	<p>Ensure that all staff within the department is able to identify the requirement of each level/grade.</p> <p>Identify and support staff that will benefit from further familiarisation and support.</p>	<p>Ensure that the teachers' judgements on standards and progress are being used to plan future work that matches the pupils' attainment.</p> <p>Actions that need to be taken:</p> <ul style="list-style-type: none"> <li>• Create opportunities for teachers to moderate and discuss their assessments.</li> <li>• Ensure moderation issues are on every agenda for departmental meetings.</li> <li>• From moderation activities identify elements of the curriculum that the pupils find difficult.</li> </ul>
SLT	<p>Ensure that all staff have an accurate and reliable view of what constitutes attainment in relation to levels/grades.</p>	<p>Moderation is an established feature of continuous school improvement.</p> <p>The consistency and reliability of judgements is further underpinned by regular moderation activities.</p>

## **The internal moderation process**



NB: internal moderation should be conducted after each Asdan qualification unit, AQA Non-Examinable Assignment (NEA), Teacher Devised Assessment (TDA) or Externally Set Assignment (ESA) following the appropriate mark scheme and guidance.

**Appendix:**

**ARP Moderation cycle 2021 - 2023**

Subject	KS3	KS4	KS5
	ARP 1	ARP 2	ARP3
<b>CLL</b>	Summer 2023	Autumn 2021	Summer 2022
<b>Maths</b>	Autumn 2021	Summer 2023	Autumn 2022
<b>PSHE&amp;C/ RSE</b>	Summer 2022	Autumn 2022	Summer 2023
<b>KUW</b>	Autumn 2022	Summer 2022	Autumn 2021
<b>Examination Entries/ Standardisation*</b>	AQA UAS- 1 piece per term	AQA UAS- 1 piece per term ELC NEA/ TDA/ ESA- after each paper	AQA UAS- 1 piece per term GCSE/ Vocational- after each paper Asdan- after each unit

**Qualifications T-OLS cycle 2021 - 2024**

Subject	KS3	KS4	KS5
	ARP 1	ARP 2	ARP3
<b>AQA Step up to English</b>		Spring 2022	
<b>AQA Mathematics ELC</b>		Spring 2023	
<b>AQA Science ELC</b>		Spring 2024	
<b>Asdan Employability</b>			Autumn 2021
<b>Asdan PSD</b>			Autumn 2022
<b>Asdan Programmes</b>	Spring		
<b>NCFE food and cookery</b>			Spring

<b>Moderation Record Sheet (General Qualifications)</b>	
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<b>Subject</b>		<b>Level</b>		<b>Awarding Body</b>	
<b>Details of Assessment Opportunity</b> (Title, type of assessment, date etc.)					
<b>Assessor</b>		<b>Moderator(s)</b>		<b>Date of Moderation</b>	

<b>Findings – appropriateness, accuracy, consistency of grading etc.</b>

<b>Action</b>