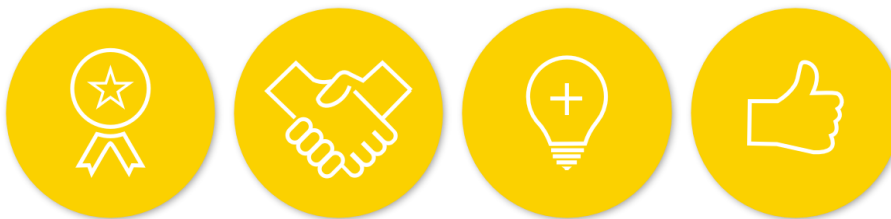
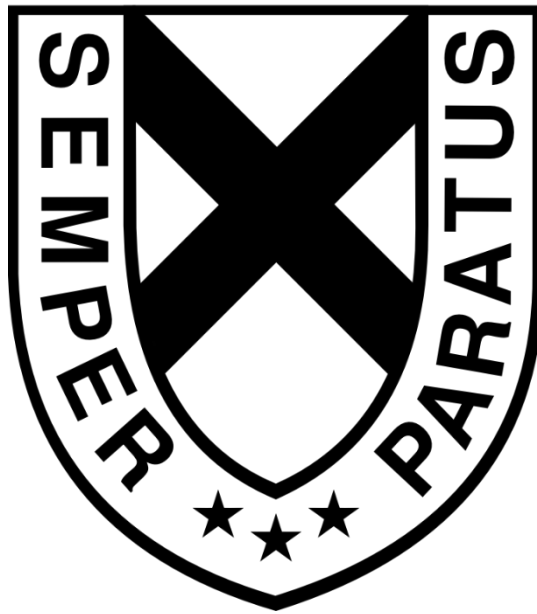


Grangemouth High School



**Assessment, Moderation & Verification
Policy**

BGE & Senior Phase

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Rationale

As a school we had undertaken improvement actions in the years immediately preceding Covid to improve our understanding of the moderation cycle and achievement of a level. This work had been led by a school improvement group and progress had been made including establishing separate BGE and Senior Phase policies, alongside the development of the BGE Marks book on OTB (Tracking system). This progress was interrupted by Covid and a subsequent shift in priorities. Moderation, particularly around achievement of a level in the BGE, was added to the School Improvement Plan for 22-23. This was acknowledged and reinforced as a priority following the HMIe inspection in December 2022.

This updated policy seeks to build on the pre-existing improvement work and address the improvement priorities identified by HMIe.

The Moderation Cycle

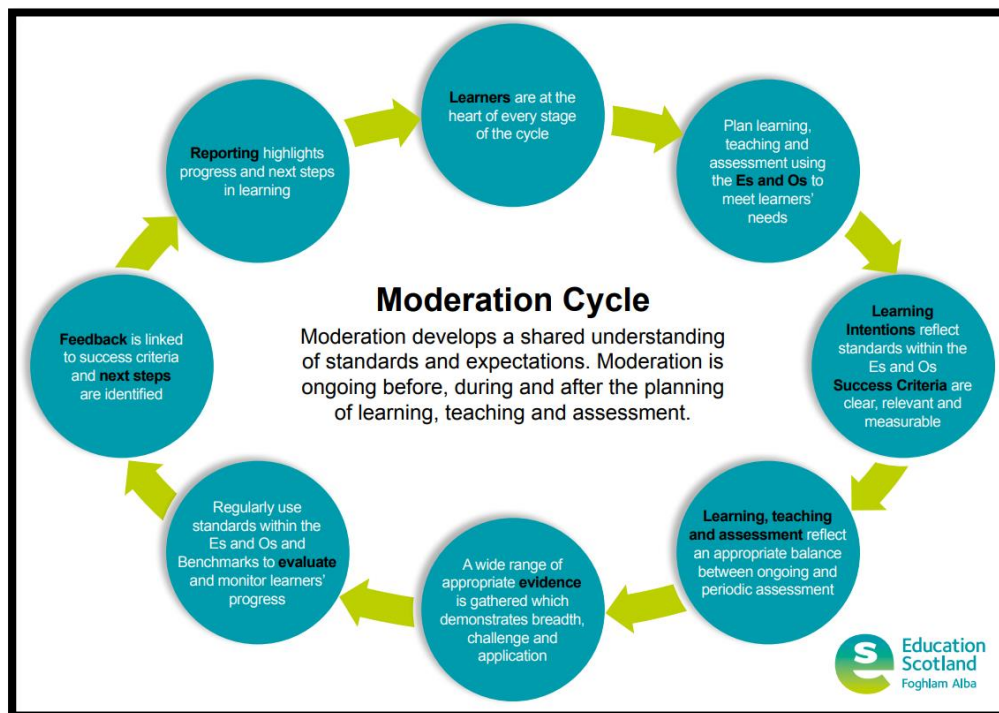
Moderation is the way in which we **arrive at a shared understanding of standards and expectations.**

Moderation starts at the planning stage of courses and continues throughout the learning, teaching and assessment process. Moderation is not an activity that happens only at the end of a block or year. Moderation is not the same as verification, although developing a shared understanding of standards and expectations is common to both processes.

The Moderation Hub on Glow states: *“The Moderation Cycle is designed for use by practitioners to support their understanding of the moderation process. Engaging in the moderation process with colleagues will assist practitioners in arriving at valid and reliable decisions on learners' progress towards, and achievement of, a level. Consequently, this will support the consistency of practitioners' professional judgement, both locally and nationally.*

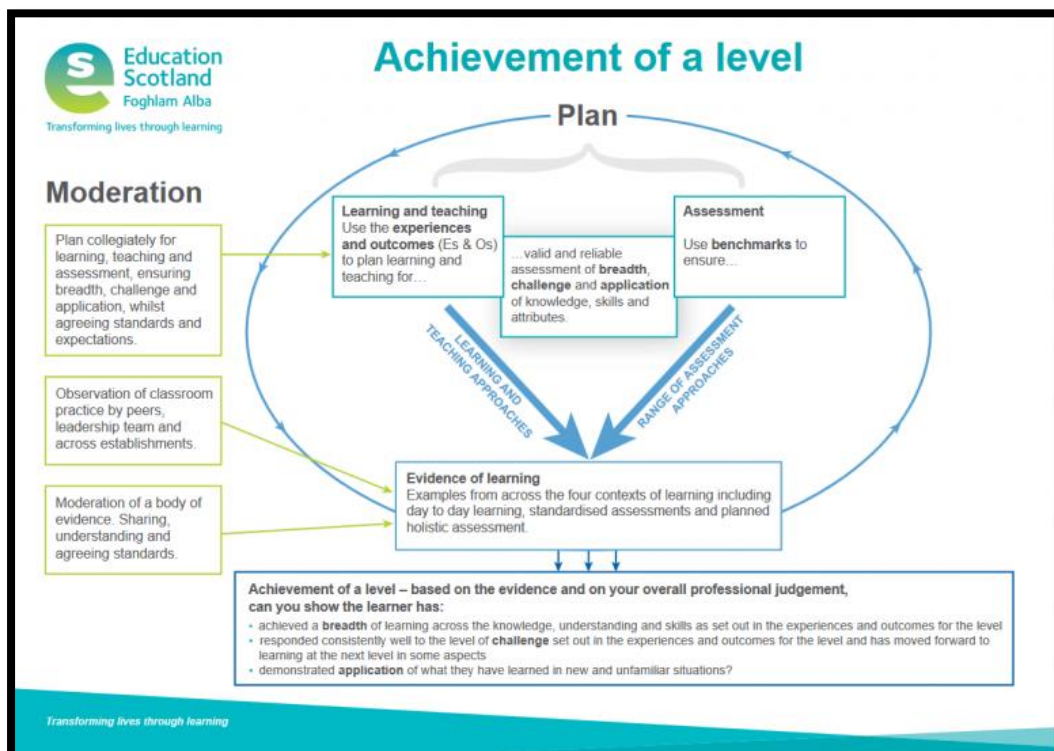
Turn over/ Moderation Cycle diagram

Education Scotland view moderation as a wide ranging and ongoing cycle around **teaching, learning, assessment and reporting**.



This process is explained in more detail in this presentation (click link below): [S:\Staff\Ppresentations for Staff\2023-34\Moderation\The ModerationProcess1.pptx](#)

The main purpose of this document is around **achievement of a level** in the BGE, as below.



BGE: Assessment

In our **HMIe Inspection Report (January 2023)** on QI 2.3 Learning, Teaching & Assessment, inspectors noted:

“All teachers should ensure they **use all information available to them to plan learning more effectively to support more young people to meet their aspirational grades.**”

“Senior leaders and teachers recognise that they would **benefit from more opportunities for moderation across all areas and stages, building on previous experience during COVID-19 restrictions. As planned, this should include moderation activities across subjects and with other schools.**”

“Teacher’s confidence in their professional judgements of achievement of a level is increasing. **There is a need to reengage fully in moderation activities both within and out with the school to ensure the reliability of these judgements.**”

“Teachers need to continue to **develop a greater understanding of national standards, particularly at fourth CfE level.**”

*The section that follows is taken from Education Scotland’s “**Assessment within BGE 2020/21 (Update) – April 2021**” which sets out considerations teachers need to make when planning assessment in the BGE. See also the associated webinar for this document at: <https://education.gov.scot/improvement/learning-resources/assessment-within-the-bge-2020-21-webinar/>*

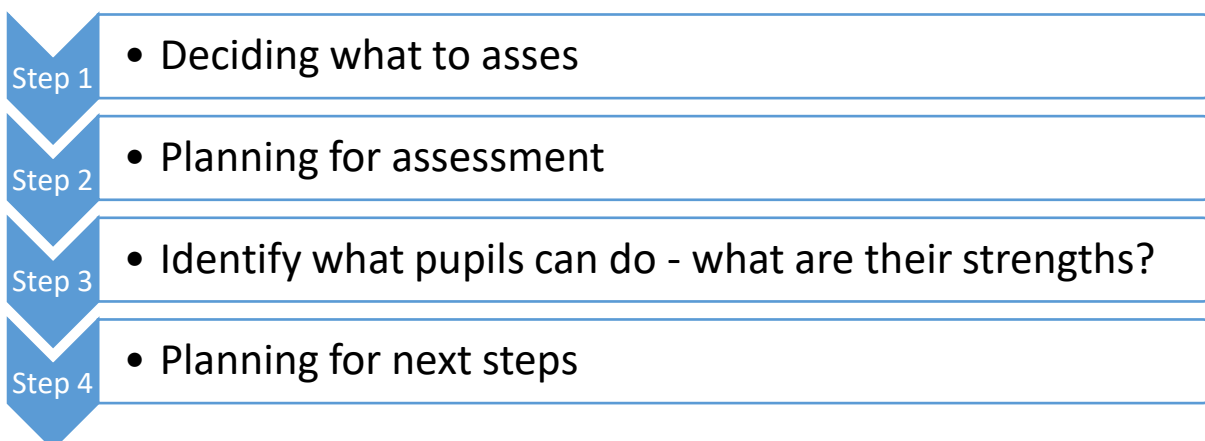
Assessing the progress of children and young people in the BGE

The following steps should be considered when assessing the progress of children and young people. These steps are not prescriptive and should be used alongside a deeper understanding of the learning, teaching and assessment (moderation) cycle.



This icon indicates further reading to support your thinking.

There are four key steps in the assessment of learning:



Step 1: Deciding what to assess

- ☐ Choose the curriculum area / organiser(s) you want to focus on.
- ☐ Choose a context in which to assess the organisers.

Step 2: Planning for assessment

- ☐ Identify and bundle relevant *Experiences and Outcomes* and consider appropriate *Benchmarks* that will support assessment. Focus on the *key concepts and the knowledge, understanding and skills* you expect children and young people to have.



[Curriculum for Excellence Benchmarks | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

- ☐ Use forward planning from this session, previous assessments, learning activities and tasks - including those carried out during the period of remote learning - to support evaluations of the progress made by children and young people.
- ☐ Where available, use *school or local authority progression frameworks* to identify the specific skills, knowledge and understanding children and young people might have and use these to plan your discussions with them.

Local authority frameworks can be found on GLOW and Teams.

Step 3: Identifying what children and young people can do; What their strengths are?

- ☐ A *range* of approaches, including *peer and self-assessment*, can be used to identify what children and young people can do and what their next steps in learning are.



[Dylan Wiliam - Self and peer assessment | Practice exemplars | National Improvement Hub \(education.gov.scot\)](#)

<https://education.gov.scot/improvement/learning-resources/dylan-wiliam-formative-assessment/>

- ☐ Consider where *individual or small group* work with children and young people is most effective in enabling you to assess levels of understanding.
- ☐ *Questioning* is a key part of good dialogue between practitioner and child or young person. The *range and style* of questions you use will need careful planning and be age/stage appropriate.



<https://education.gov.scot/improvement/learning-resources/dylan-wiliam-using-assessment-strategies-to-support-feedback/> (includes a section on questioning)

- ☐ Use *starter questions* linked to previous learning to promote dialogue and support deeper thinking.

Examples of these are:

☐ What can you tell me about...?

☐ How could you sort these?

☐ Why have you done it that way?

☐ What happens when we...?

☐ What can be done when...?

☐ Give an example of...

☐ More in-depth questions may follow to identify what learners know and to clarify next steps in learning. You may wish to refer to Blooms Taxonomy to support your design of higher order thinking skills (HOTS) questions. Below are some examples:

☐ *Remembering*: List, define, describe, show, name, what, when.

☐ *Understanding*: Summarise, compare and contrast, estimate, discuss.

☐ *Applying*: Apply, calculate, complete, show, solve, modify.

☐ *Analysing*: Separate, arrange, classify, explain, analyse.

☐ *Creating*: Integrate, modify, design, create, what if..., formulate, generalise.

☐ *Evaluating*: Assess, rank, test, explain, discriminate, support.

☐ A next stage might be to plan opportunities to allow children and young people to demonstrate breadth, challenge and application of their learning through high quality assessment.

☐ Spend time with children and young people discussing and explaining their thinking.

This will be beneficial as it will allow you to see what the understanding is for each learner to support planning for next steps at this level and whether or not they need further reinforcement at the previous level.

☐ The use of effective feedback that informs next steps in learning is crucial. Plan and provide opportunities to support self and peer reflection and review. For example, children and young people could note what they can do with ease and what problems they found more challenging in relation to specific activities.



<https://education.gov.scot/improvement/learning-resources/dylan-wiliam-using-assessment-strategies-to-support-feedback/>

Step 4: Planning next steps

☐ Children and young people should be at the heart of planning learning, teaching and assessment. For example, *learning intentions* should be shared with children and young people and they should be involved in the co-creation of *success criteria*.

☐ From your discussions with learners you will have a good idea of what they can do and which areas need reinforcement.

☐ Next steps may be different for each child or young person depending on their prior learning.

☐ A bespoke programme of work may be beneficial for a short period of time to reinforce different areas of learning for some children and young people.

☐ Consider the validity of available evidence in terms of progress through and achievement of CfE levels.

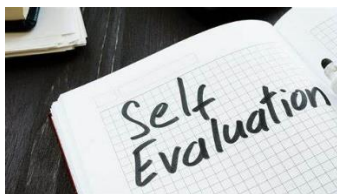
☐ Engage in professional dialogue with colleagues (stage/level partners) to moderate and plan collegiately at all stages of the learning, teaching and assessment (moderation) cycle. Education Scotland has produced guidance on setting up digital moderation that can be found on the Moderation Hub.



Another way of thinking about the assessment process, is to think of this as part of the pupil's "story" of their learning – their past, present and future.

A "***Policy Into Practice***" summary has been created around this theme to support you in applying the key elements in your own practice.

BGE Assessment: Self-Evaluation



The tool below is to support dialogue and planning around assessment, both in and across faculties. It is intended to ensure our assessment practice accurately informs learning and teaching, meets the needs of our pupils and supports accurate reporting to parents and pupils on their progress.

Self-Evaluation of assessment practice

How well does your assessment practice <i>consistently</i> include clear <i>learning intentions and success criteria</i> for your pupils?
Current practice
Improvement priorities (consider what needs to be changed, who will do this, and by when)
How consistently are the <i>Experiences & Outcomes</i> and <i>CfE Benchmarks</i> used to frame your assessment practice?
Current practice
Improvement priorities (consider what needs to be changed, who will do this, and by when)

How far is there a range of opportunities in your assessment practice for pupils to demonstrate their learning – ie, based on what they *say, write, make and do*?

Is there a balance of *formative and summative* assessment?

Current practice

Improvement priorities (consider what needs to be changed, who will do this, and by when)

How well does your assessment practice include opportunities for pupils to experience:

- Breadth
- Depth
- Challenge

What do these look like in your assessment practice?

Current practice

Improvement priorities (consider what needs to be changed, who will do this, and by when)

Does your assessment practice provide pupils with clear guidance on their *next steps in learning*?

Are pupils given opportunities to discuss and reflect on their learning? In what ways?:

- With each other (peer assessment)
- With you / their teacher (learning conversation*)

Current practice

Improvement priorities (consider what needs to be changed, who will do this, and by when)

**A learning conversation does not always need to include face to face dialogue. There are several ways this can be achieved. As a school we are developing a process and tools to support this key aspect of learning and teaching.*



Further reading & support around BGE assessment:

[Dylan Wiliam: Assessment strategies | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

BGE: Moderation

Principles & Practice

Determining if a pupil has achieved of a CfE level is *based on teachers' overall professional judgement, informed by evidence* (see Achievement of Level diagram on page 3). In our school, much (but not all) of that evidence will be captured in our tracking and monitoring system.

While many aspects of achievement of a level are informed by a variety of assessments framed around the Es & Os and benchmarks, these are also supplemented by the teacher's day to day experience of the pupil and their progress. It is therefore vital that teacher judgement is agreed collectively through moderation to ensure these judgements are consistent across subjects (and schools) and robust.

Our BGE Moderation Toolkit

Below is the toolkit to support teachers and Principal Teachers in moderating achievement of a level in the BGE and record moderation discussions and next steps.

<https://forms.office.com/r/K3GfWsMMkc>

Senior Phase: Moderation & Verification

Principles & Practice

Introduction

Verification is a crucial element of the quality assurance of our senior phase assessments. It ensures that all candidates entered for the same qualification are assessed fairly and consistently to the specified standard

Every SQA centre is responsible for operating an effective and documented internal quality assurance system. This is a requirement of being an SQA approved centre.

The Purpose of Internal Verification

The majority of SQA qualifications are internally assessed by centres, which means that at Grangemouth High School our own assessors are responsible for deciding how candidates have performed in relation to the national standards for the qualification.

The internal verifier's role is critical in ensuring that assessments are appropriately conducted and that any possibility of malpractice is minimised (*see Malpractice section of our Senior Phase Policy*). At Grangemouth High School, each Faculty adopts an effective internal verification system which ensures that:

- valid assessments are used for each qualification
- assessments are capable of generating sufficient evidence to allow
- candidates to
- show that they have met the national standard
- all assessors are familiar with the national standard
- assessors reach accurate and consistent decisions for the same qualification for all
- candidates in their centre in line with national standards

Section 4 of New Approach to Quality Assurance (SQA, 2013) states that “*internal assessment and verification activities are clearly documented, consistent with SQA requirements and ensure the quality and consistency of assessment.*”

Assessment and internal verification processes are documented for all presentations in line with SQA requirements.

The verification process includes ensuring that all candidates are aware of their result / mark and have the right to appeal this. The assessor should be first to judge any appeal by a candidate. If the candidate remains dissatisfied with the result, the internal verifier should then judge the evidence again and the final result should be recorded in the table in checklist 4.

As a minimum our documented internal verification policy and procedures will include:

- Pre-assessment procedures*
- Post assessment procedures (**standardisation****)
- Record of candidate appeals (see appendix 1)

***Pre-assessment checks** must include the date and version of the unit assessment being used. *You must ensure you use the most up to date version.* If you require access to SQA Secure to download assessments,

Unit Assessment Support Packs can be found on your *SQA subject page*. These are *usually* for guidance only and can be adapted. However, please check your subject arrangements.

It is vital you follow and do not amend the requirements of the Unit Assessment Specifications. These are the national standards that pupils must meet to pass. If you feel the Unit Assessment Specifications do require amendment, *you must submit this to SQA for Prior-Verification.* You can find advice on this on the SQA Internal Verification page (see link on next page), SQA subject pages or you can speak to the SQA Co-ordinator.

Sample size: It is recommended that the minimum sample size for internal verification is 6 pupils or all pupils if the class is below 6, which should be unlikely).

****Standardisation activities** can be one of a range of options to check the validity and consistency of teacher assessment judgements against the national standards:

- *Agreement Trials:* This standardisation activity is appropriate for product evidence. Assessors consider examples of candidates work, together with the assessment scheme. Any discrepancies in judgements should be discussed to reach a shared understanding.
- *Dual Assessment:* In this activity, also known as peer assessment, two assessors assess the same candidate. This type of standardisation is particularly appropriate for performance, practical and process skills.
- *Cross Assessment:* In this standardisation activity, assessors exchange candidate evidence to review, discuss and agree on interpretation of the standard. The assessors may have used a different assessment or followed different procedures, but they should be judging the candidate evidence against a common standard.
- *Evidence Review:* In this activity, the internal verifier collates a range of candidate evidence and asks for a group of assessors to discuss any discrepancies between their individual judgements.
- *Double Marking:* This is similar to blind marking as it is generally used with written evidence. In this activity, assessors exchange the same candidate evidence to check each other's interpretation of the marking scheme and apply a common standard. (**PTO**)

- **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:

- a. The evidence is anonymised with the candidate's evidence removed
- b. More commonly, two or more assessors mark the same evidence but are unaware of the mark avoided by the other.

This policy is accompanied by a brief “***Policy Into Practice***” document which summarises the key points in this policy to support your internal processes.

Retention of Assessment Evidence for External Verification

SQA may also retrospectively verify assessment evidence. It is therefore essential that subjects retain all assessment evidence **until 31 December the following session after presentation.**

SQA Support for Internal Verification



Further advice on support on internal verification is available from the SQA here: [Internal Verification Toolkit - National Qualifications - SQA](#)

SQA Understanding Standards

Teachers are also encouraged to make regular use of SQA Understanding Standards resources to support their assessment judgements. Updates on these resources, events and webinars are published weekly by SQA and shared via email with all staff via the SQA Centre News bulletin.

The two links below will take you directly to the main understanding standards pages where there is guidance, exercises and annotated scripts to support teachers. You will need to use the drop down options to find your subject and level.



<https://www.understandingstandards.org.uk/Subjects>

<https://www.sqa.org.uk/sqa/72989.html>

Our Senior Phase Internal Verification Toolkit

<https://forms.office.com/r/K3GfWsMMkc>

Turn over / Internal verification: Candidate appeals

Internal verification: Candidate appeals

All pupils/candidates have the right to appeal an internal assessment.

Please copy, use and retain the form below if you are required to deal with any requests for appeals for assessments carried out in school.

Record of Candidate appeals

Candidate	Date of appeal	Assessor Response	Verifier Response	Final result
		Accepted / Rejected	Accepted / Rejected	
		Accepted / Rejected	Accepted / Rejected	
		Accepted / Rejected	Accepted / Rejected	
		Accepted / Rejected	Accepted / Rejected	
		Accepted / Rejected	Accepted / Rejected	