

Quality Assurance and Moderation Support Officer (QAMSO) programme

Assessment and Moderation

Aims:

- To outline **key features** of assessment and moderation
- To consider **validity** and **reliability** of the moderation process
- To identify **support** available to ensure continuous improvement
- To provide information on the national moderation **programme for 2019/20**
- To **reflect** and consider next steps in moderation

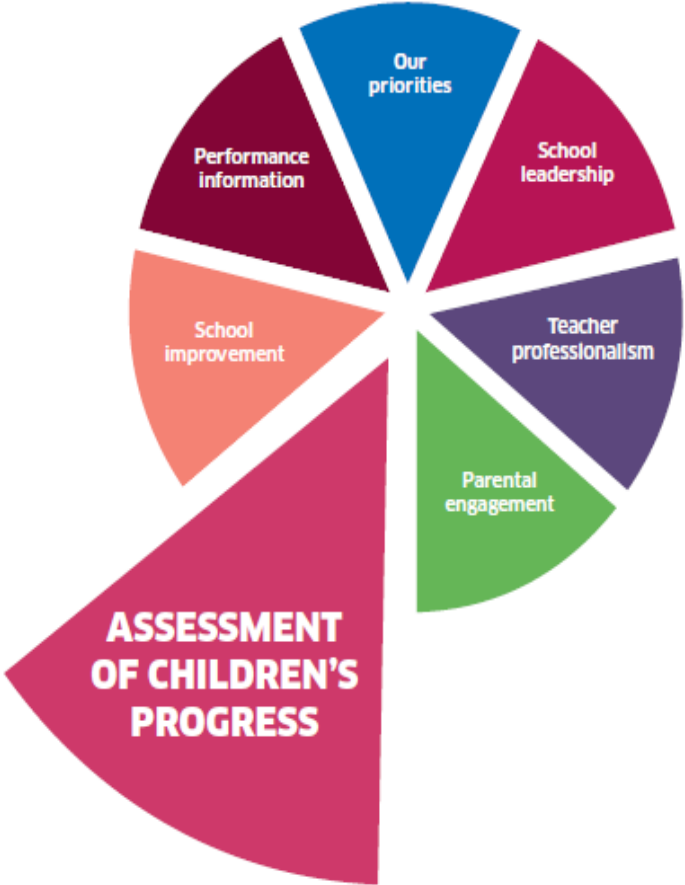
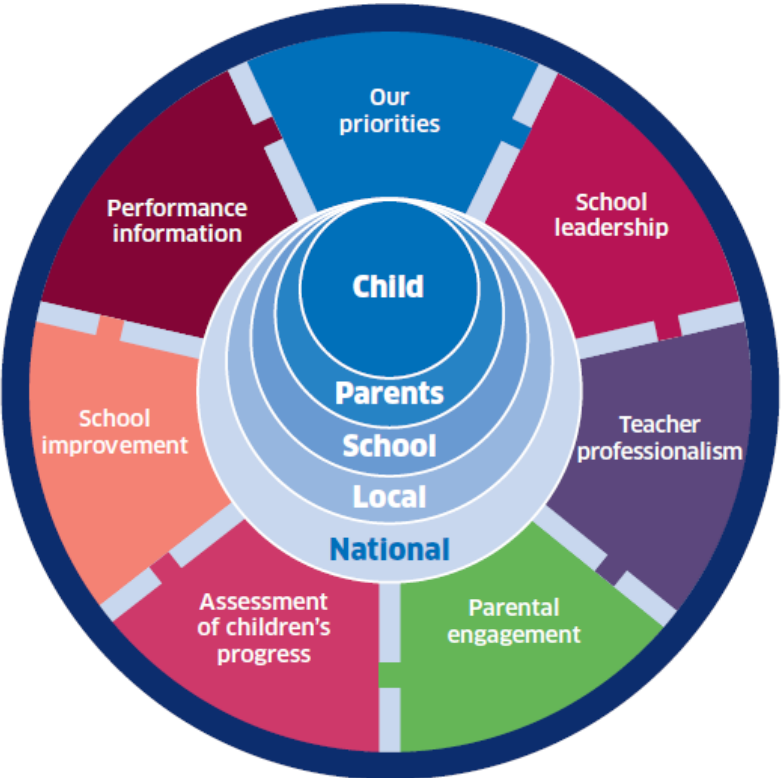
Quality Assurance and Moderation Support Officer (QAMSO) programme

A national programme of events focusing on numeracy, reading, writing and listening and talking

Aims to:

- Support local authorities and schools to develop a **better understanding of standards** in literacy and numeracy
- Support **effective assessment and moderation**, including the development of high quality, holistic assessments
- Share **good practice**
- Enable local authorities and schools to have greater confidence in the **validity** and **reliability** of **teacher professional judgement**

National Improvement Framework



Quality Assurance & Moderation Support Officers

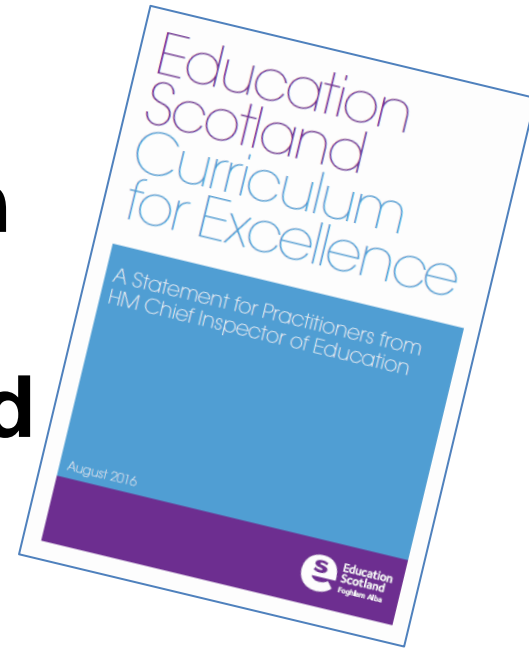
- QAMSO programme began in session **2016/2017** – numeracy and writing
- **Session 2017/18** – numeracy, writing and **reading**
- **Session 2018/19** – numeracy, writing, reading, **listening and talking**
- Includes **all** levels: Early to fourth

Session 2018/19 – Additional events:

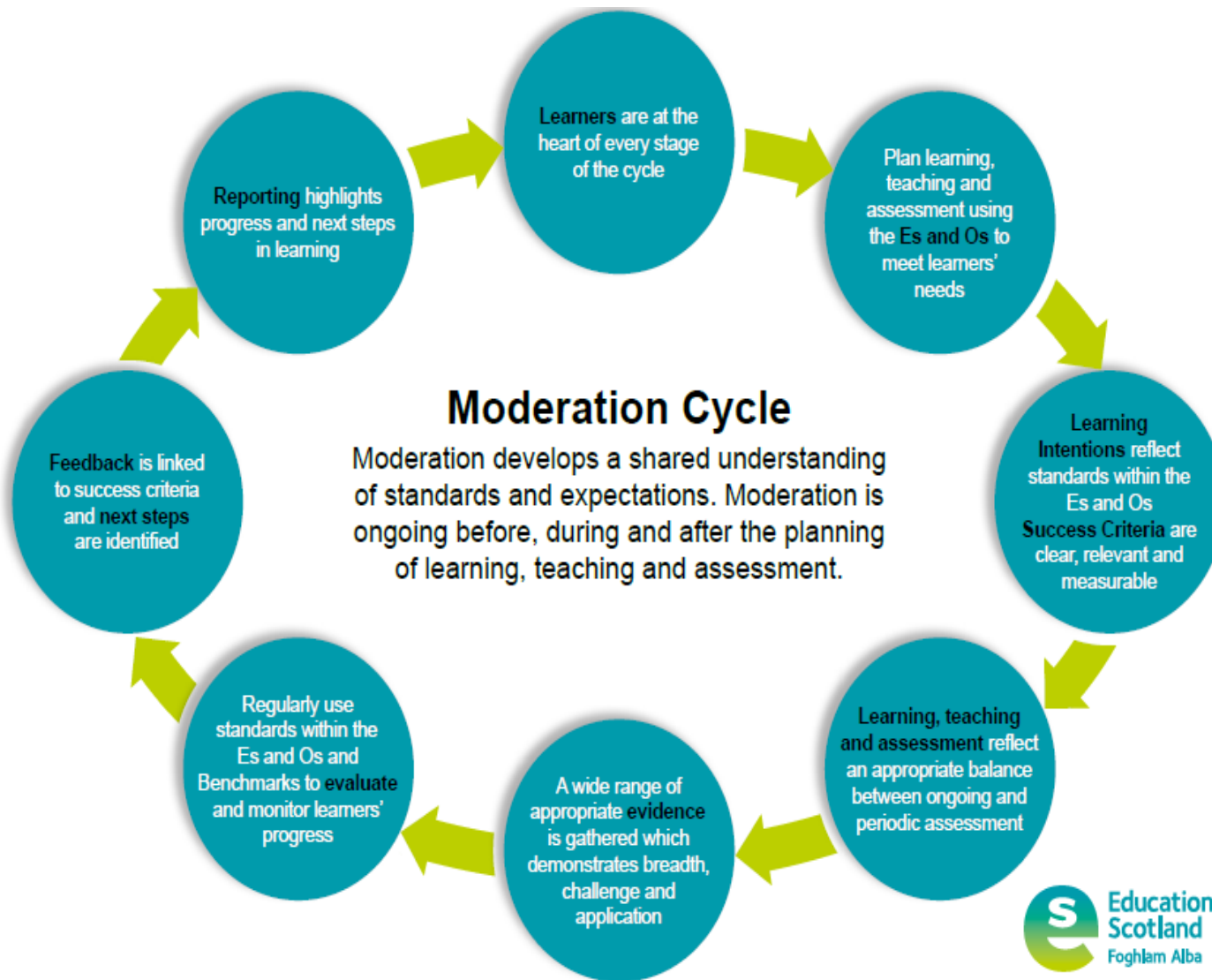
- Two national events for **existing QAMSOs** i.e. those who had undergone national training over the previous two years
- **Local authority/RIC** events on assessment and moderation

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







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 reviewing and evaluating evidence

- 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

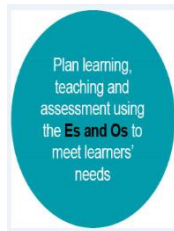
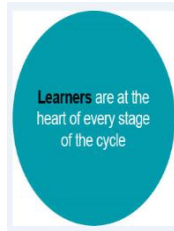
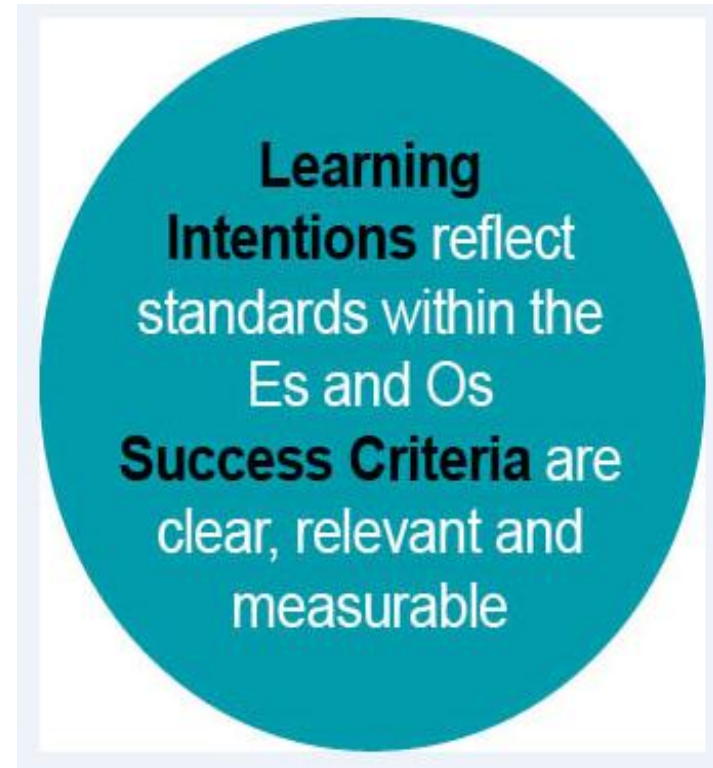


Learners are at the heart of every stage of the cycle

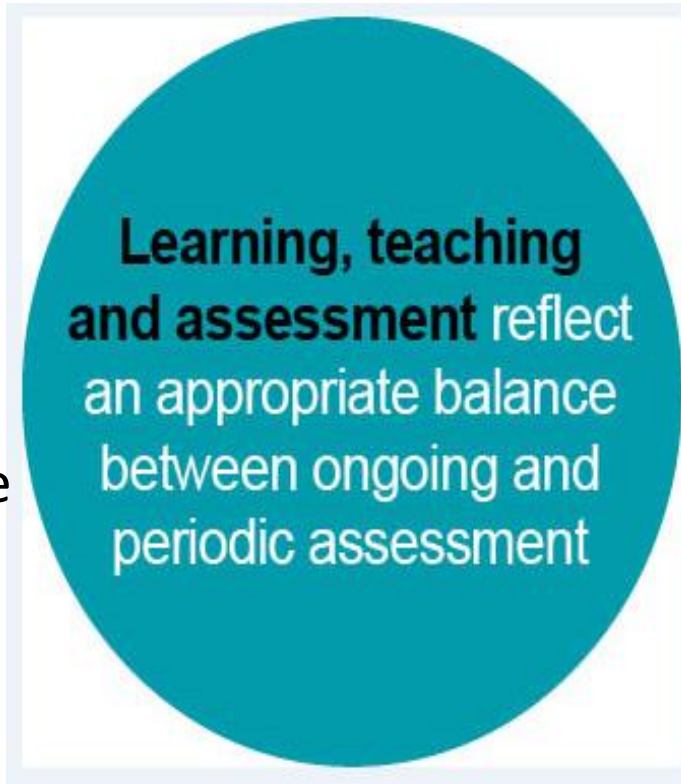


Plan learning, teaching and assessment using the **Es and Os** to meet learners' needs

- **Learning intentions** 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 be successful in achieving the learning intention
 - Be clear, relevant and measurable
 - Be co-constructed with learners



- **Learning, teaching and assessment** should be:
 - Planned together using the Es and Os
 - Planned to allow opportunities for **breadth, challenge** and **application**
- There should be an appropriate balance between **ongoing** and **periodic** assessment



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

- 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. jotters, displays, learner conversations, periodic assessments)
- **Evidence** should demonstrate **breadth**, **challenge** and **application**

A wide range of appropriate **evidence** is gathered which demonstrates breadth, challenge and application

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, teaching and assessment reflect an appropriate balance between ongoing and periodic assessment

Learning Intentions reflect standards within the **Es and Os**
Success Criteria are clear, relevant and measurable

High Quality Assessments...

Range of evidence of progress and achievement:

- Observing day-to-day learning within, and outwith, the classroom
- Coursework, including tests
- Learning conversations
- **Planned periodic assessments**
- Information from the Scottish National Standardised Assessments (SNSA)

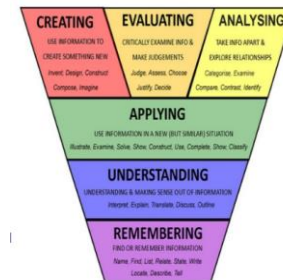


A wide range of appropriate **evidence** is gathered which demonstrates breadth, challenge and application

High Quality Assessments...



- By providing opportunities to gather evidence of **breadth, challenge** and the **application** of learning, well designed, holistic assessments complement ongoing assessment by helping to evidence learners' progress
- **In particular, a high quality, holistic assessment will allow learners to apply their learning in new and unfamiliar contexts**
- By focusing on discrete bundles of Experiences and Outcomes, well planned holistic assessments help tackle bureaucracy
- Periodic, high quality assessments should also:
 - Reflect real life contexts
 - Create independent problem solvers
 - Promote higher order thinking skills.



Literacy example

I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. **LIT 2-13a**

*I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. **LIT 2-15a***

*To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. **LIT 2-16a***

*To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. **LIT 2-18a***

When listening and talking with others for different purposes,
I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more. **LIT 2-09a**

Literacy example

‘Fake news’ is being highlighted as a growing issue. We need to be aware that not everything we read will come from a reliable source.

The following reports about 2 recent events have come from different sources. Make notes as you read, to support a group discussion about which reports you think are accurate and reliable, which are not and your reasons for these judgements.

Scottish National Standardised Assessments (SNSA)

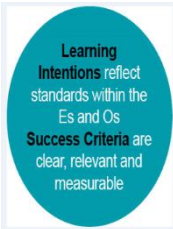
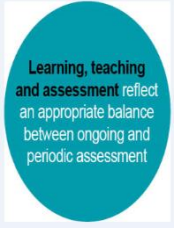
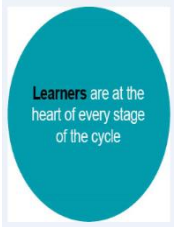
Assessment is a central part of everyday learning and teaching for children and young people and helps to identify where **strengths** lie and where **more support is required...**

- The SNSAs are a **diagnostic tool** to support improvement in learning
- Should be used as **part of a range** of evidence to...
- **Inform** teachers' professional judgement on pupil progress
- The SNSAs **cannot say** if a child or young person has achieved a level
- Can be carried out **at any point** in the year



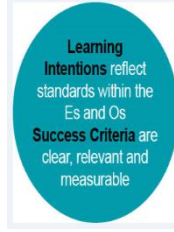
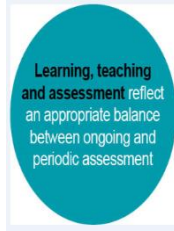
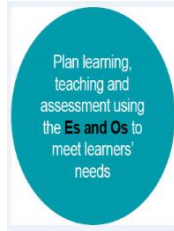
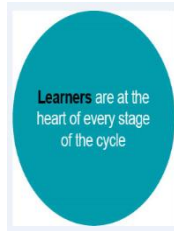
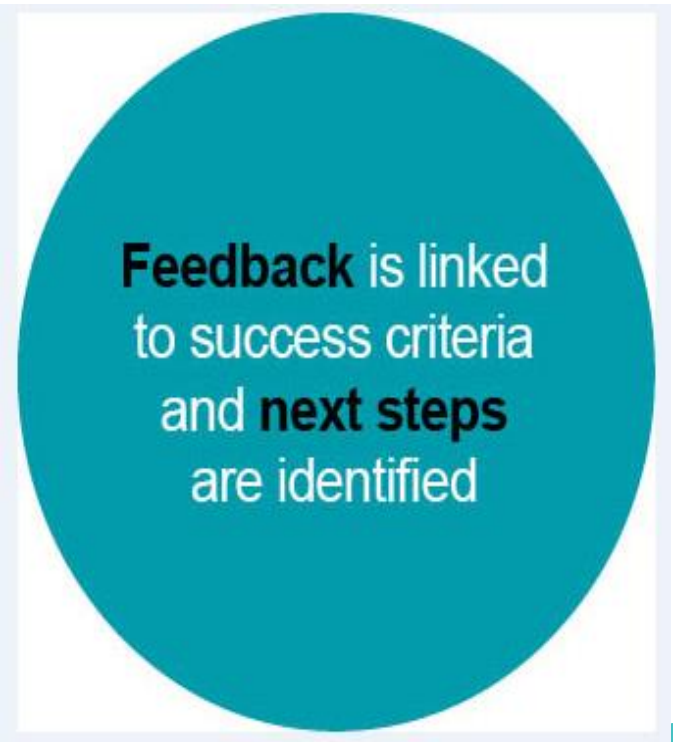
A wide range of appropriate **evidence** is gathered which demonstrates breadth, challenge and application

- 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 learners most recent progress and next steps in learning
- Further advice and guidance can be found in the document **‘Reporting to Parents and Carers Guidance for schools and ELC settings’**

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

Learning, teaching and assessment reflect an appropriate balance between ongoing and periodic assessment

A wide range of appropriate **evidence** is gathered which demonstrates breadth, challenge and application

Regularly use standards within the Es and Os and Benchmarks to **evaluate** and monitor learners' progress

Feedback is linked to success criteria and **next steps** are identified

Education Scotland
Foghlam Alba

Reporting to Parents and Carers
Guidance for schools and ELC settings

The purpose of this guidance is to support schools and authorities in taking account of the National Improvement Framework (NIF) driver, Parental Engagement, when developing their approaches to reporting. Many schools demonstrate highly effective practice when reporting to parents. This guidance has been developed to improve the quality and consistency of reporting, ensuring parents have the information they need to support their child's learning. It builds on the advice and guidance as outlined in **Building the Curriculum 5**, published in 2011. It is for teachers and practitioners including those who work in schools, Early Learning and Childcare settings, youth work, colleges and local authorities.

The **National Improvement Framework** highlights the importance of engaging learners and parents/carers effectively in approaches to reporting. Crucially, it emphasises the value of ensuring parents/carers are supported to enable them to play an active role in their children's learning and achievement.

Reporting highlights progress and next steps in learning

Key Messages – Achievement of a Level

Achievement of a level – based on the evidence and on your overall professional judgement, can you show the learner has:

- achieved a **breadth** of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level?
- responded consistently well to the level of **challenge** set out in the experiences and outcomes for the level 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 children's and young people's learning when looking across the major organisers in each curriculum area.

Best practice in moderation identified by QAMSOs...




- Assessment & moderation is a priority across the local authority
- Regular meetings with QAMSOs, and QAMSO experience used to plan events
- Clear focus through steering groups
- Tiers of drivers – QIOs/HTs/Moderation Coordinators/Teachers – shared expectation of all
- Effective use of in-service - moderation planned for
- Sectors working together - primary/secondary
- Calendar of planned moderation events throughout the session
- Each school contributing to evidence gathering for QAMSO and local events

Best practice in moderation identified by Assessment Coordinators...




- Clarity of vision from the top of the LA
- Shared understanding of the value of moderation across the LA
- Consistency of message across clusters and LA
- School improvement plans include a focus on moderation
- Working Time Agreement outlining moderation as a priority
- Clear expectations for the role of senior staff
- Investment in leadership
- Professional learning opportunities offered

National Support



curriculum for excellence
building the curriculum 5
a framework for assessment


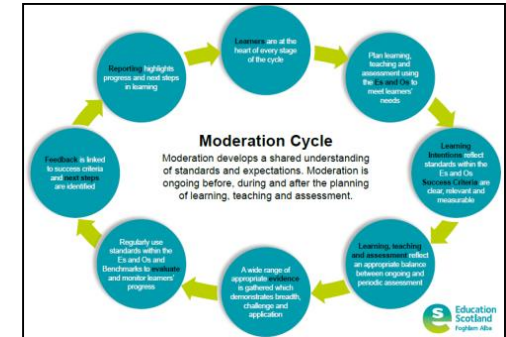
- > SUCCESSFUL LEARNERS
- > CONFIDENT INDIVIDUALS
- > RESPONSIBLE CITIZENS
- > EFFECTIVE CONTRIBUTORS



Education
Scotland
Curriculum
for Excellence

A Statement for Practitioners from
HM Chief Inspector of Education

August 2016

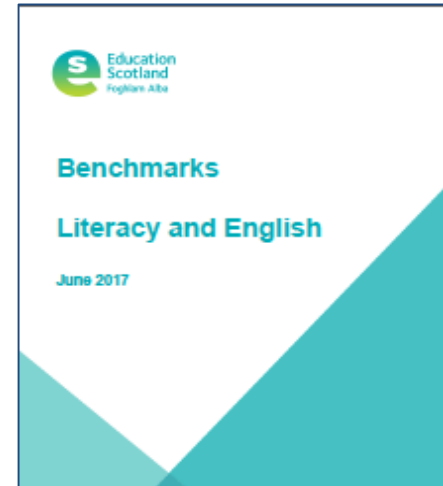
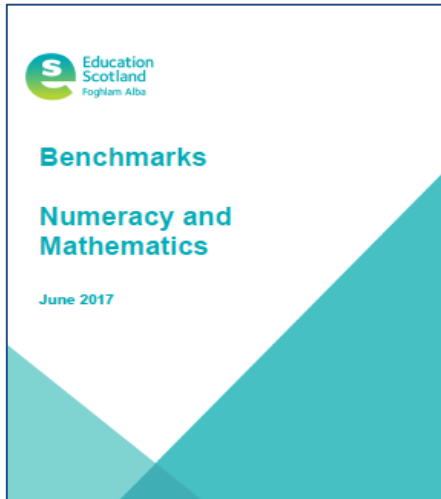



Key messages for schools from Interim Chief
Inspector of Education, Graeme Logan

Embed Curriculum
for Excellence, streamline
assessment and close the
poverty-related
attainment gap

National Support

Final Benchmarks published June 2017

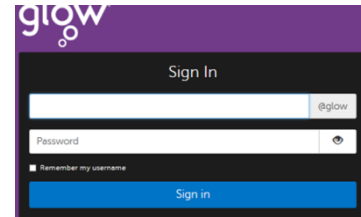


Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Estimation and rounding	<i>I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.</i> MNU 0-01a	<ul style="list-style-type: none"> Recognises the number of objects in a group, without counting (subitising) and uses this information to estimate the number of objects in other groups. Checks estimates by counting. Demonstrates skills of estimation in the contexts of number and measure using relevant vocabulary, including less than, longer than, more than and the same.
Number, money and measure	<i>I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.</i> MNU 0-02a	<ul style="list-style-type: none"> Explains that zero means there is none of a particular quantity and is represented by the numeral 0. Recalls the number sequence forwards within the range 0 - 30, from any given number. Recalls the number sequence backwards from 20. Identifies and recognises numbers from 0 to 20. Orders all numbers forwards and backwards within the range 0 - 20. Identifies the number before, the number after and missing numbers in a sequence within 20. Uses one-to-one correspondence to count a given number of objects to 20. Identifies 'how many?' in regular dot patterns, for example, arrays, five frames, ten frames, dice and irregular dot patterns, without having to count (subitising). Groups items recognising that the appearance of the group has no effect on the overall total (conservation of number). Uses ordinal numbers in real life contexts, for example, 'I am third in the line'. Uses the language of before, after and in-between. Counts on and back in ones to add and subtract. Doubles numbers to a total of 10 mentally. When counting objects, understands that the number name of the last object counted is the name given to the total number of objects in the group.
	<i>I use practical materials and can 'count on and back' to help me understand addition and subtraction, recording my ideas and solutions in different ways.</i> MNU 0-03a	

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support teachers' professional judgement of achievement of a level
Enjoyment and choice Reading Writing Finding and using information Understanding, analysing and	<p><i>I regularly select, address, read to or watch text on my own and find interesting, and I can explain why I prefer certain texts and authors.</i> LIT 1-12a / LIT 2-12a</p> <p><i>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.</i> LIT 1-12a</p> <p><i>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear.</i> LIT 1-12a</p> <p><i>Using what I know about the features of different types of text, I can find, select, sort and use information for a specific purpose.</i> LIT 1-12a</p> <p><i>I am learning to make notes under given headings and use them to select and identify relevant ideas and problems and create new texts.</i> LIT 1-12a</p> <p><i>To show my understanding across different areas of learning, I can identify and consider the purpose</i></p>	<ul style="list-style-type: none"> Selects books using for example, cover, title, author, illustrator and blur. Selects texts for enjoyment and other purposes. Explains preferences for particular texts and authors. Keeps an increasing number of commonplace frequency words, key reading words, core topic words and words of personal significance. Uses a range of word recognition strategies independently. Decodes unknown words by sounding and pronouncing familiar letter patterns and blends. Uses contextual clues to read and understand texts. Makes use of punctuation and layout to help read with understanding and expression. Reads about a familiar piece of text adding expression, demonstrating understanding. Recognises the key features of fiction and non-fiction texts. Uses contents, index, headings, sub-headings, and diagrams to help locate information. Finds key information from a text using different strategies. Makes notes under given headings for different purposes. Recognises the main ideas of texts. Makes appropriate suggestions about the purpose of the text. Asks and answers literal and inferential questions about texts.

The Glow Moderation Hub

- Glow (login required)
- Universal resource
- Links to relevant ES resources (e.g. BtC5), National Improvement Hub, Moderation Cycle
- Sections on each stage of Moderation Cycle include:



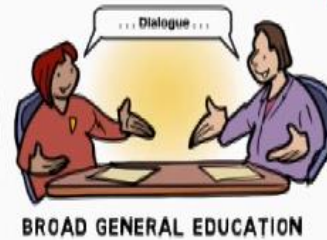
- ❖ Explanation
- ❖ Presentation
- ❖ Workshop
- ❖ Self evaluation
- ❖ Moderation documents



The Glow Moderation Hub - Animation



2002



THE NATIONAL
DEBATE ON EDUCATION



THE WORLD OF ASSESSMENT

QAMSO events – 2019/20

Generic Quality Assurance and Support Officer (QAMSO) training for **new** QAMSOs.

This training will support practitioners to:-

- Develop a deeper understanding of **each element** of the moderation cycle
- Create **high quality** assessments
- Develop a deeper **understanding of standards** within the Experiences and Outcomes
- **Participate** in moderation activities
- **Organise** moderation events in their own context

QAMSO events – 2019/20

- **4 days** training in total
- **Two cohorts** of QAMSOs.
- Suitable for headteachers, DHTs, PTs, class teachers and Local Authority staff
- LAs invited to nominate practitioners for each cohort

- **Cohort 1** start date: 11 September 2019 - Glasgow
- **Cohort 2** start date: 12 September 2019 - Glasgow

Further dates:

- **Cohort 1:** 2 October 2019; 21 January 2020; 25 March 2020
- **Cohort 2:** 3 October 2019; 22 January 2020; 26 March 2020

National moderation events

Purpose

- To provide an opportunity to moderate nationally
- To moderate planning, assessment and learner evidence from term one/two
- Sharing good practice in learning, teaching and assessment
- Give constructive feedback on learning, teaching and assessment

National moderation events

Events

- Initially October - December
- Per level for numeracy, reading, writing, listening and talking

Venues

- Glasgow/Edinburgh

Materials for practitioners to bring

For one learner:

- Planning of learning, teaching and assessment
- Learner evidence
- Teacher feedback and next steps
- Any reporting comments

National moderation is for others, not necessarily QAMSOs

What does moderation look like in your own context?

How are you doing?

- Is there a shared understanding of effective moderation?
- Do you have a policy on assessment and moderation?

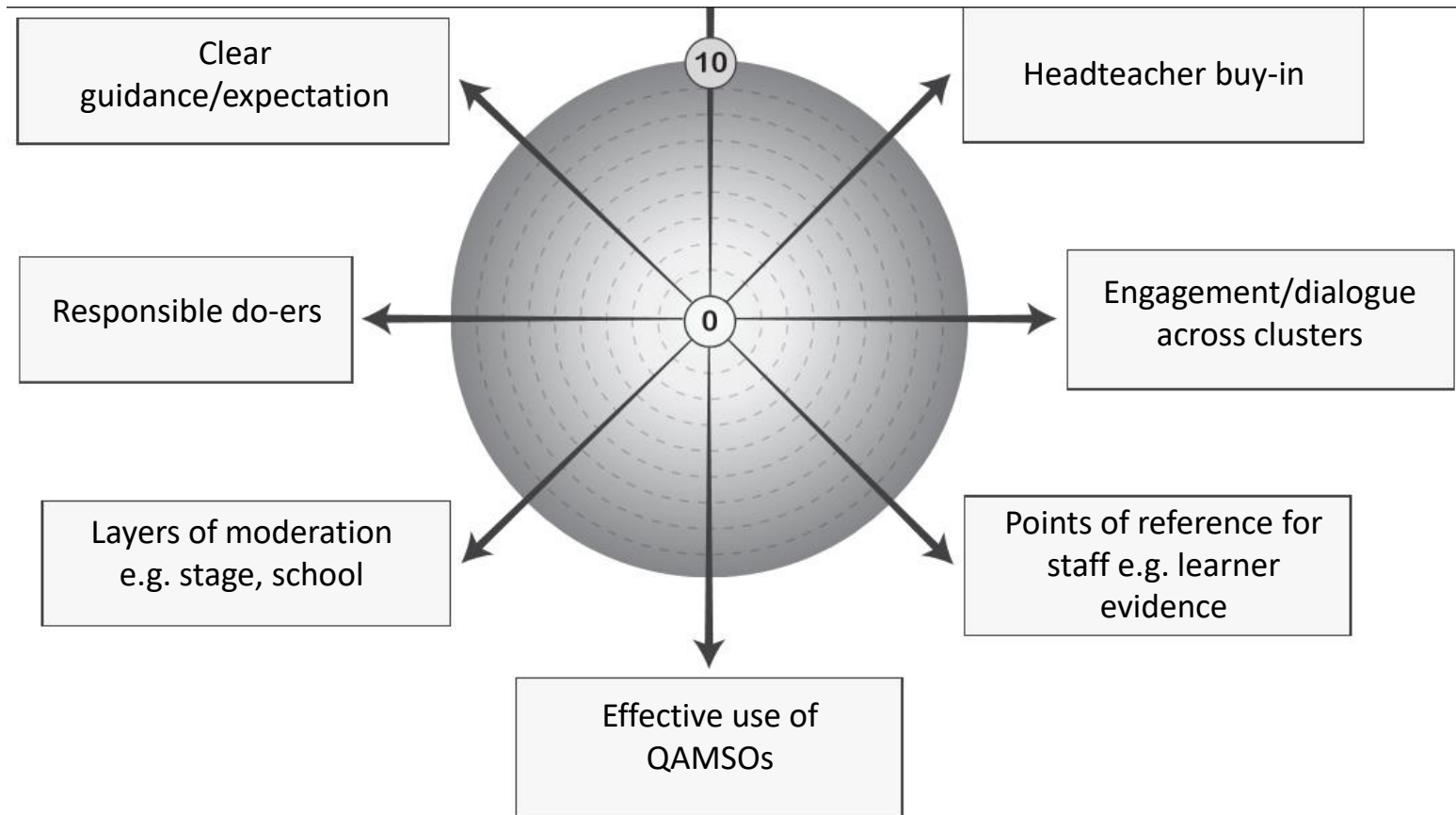
How do you know?

- What evidence do you have?
- Is time given for moderation?

What are you going to do now?

- What networks do you already have that you could use?
- How have you used your QAMSOs?

Self Evaluation within your local authority



Improving Schools in Scotland: An OECD Perspective (2015)

‘Teachers who work in cultures of professional collaboration have a stronger impact on student achievement, are more open to change and improvement, and develop a greater sense of self-efficacy’

‘Coherent and carefully designed frameworks maximise the quality of the information’

‘Stronger reference to learners’ progress will create improvement’

‘The challenge now is to improve the quality of information on those aspects of CfE that are valued by stakeholders including all capacities of CfE, while retaining the strongly formative focus’



Please get in touch with any questions:
EDSNIF@EducationScotland.gsi.gov.uk

or contact your local authority Assessment Coordinator