



EDUCATION EXECUTIVE

ASSESSMENT AND MODERATION WITHIN THE BROAD GENERAL EDUCATION TO SUPPORT TEACHER PROFESSIONAL JUDGEMENT

REPORT BY HEAD OF EDUCATION (CURRICULUM, QUALITY IMPROVEMENT AND PERFORMANCE)

A. PURPOSE OF REPORT

To inform Education Executive of West Lothian's rigorous approaches to assessment and moderation to ensure reliable and robust attainment information within the Broad General Education.

B. RECOMMENDATION

To note the high degree of confidence West Lothian has in the data provided through teacher professional judgement due to the robust approaches to assessment and moderation.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	The achievement of CfE Levels data, based on teacher professional judgement, is used to improve attainment, in line with the Council's Raising Attainment Strategy.
V Relevance to Single Outcome Agreement	Achievement of CfE Levels provides performance information which will be used by schools and the authority to drive improvement as reflected in Single Outcome Agreement Performance Indicators.

VI Resources - (Financial, Staffing and Property)	School's Devolved Budget/Pupil Equity Funding
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D1 TERMS OF REPORT

Background

West Lothian Council has a robust and integrated approach to developing assessment and moderation approaches through the council's Moving Forward in Learning (MFIL) model, the Raising Attainment strategy, cluster and Quality Improvement Partnership (QIPs) collaborations, Validated Self-evaluation activities, and national representation through Quality Assurance and Moderation Support Officers (QAMSOs).

D2 School Practices

Assessment

Teachers assess constantly as part of daily learning and teaching. They get to know their learners well, build up a profile of their progress, strengths and needs and involve them in planning what they need to learn next. From time to time, teachers also take stock of their learners' achievements and progress in order to be able to plan ahead and to record and report on progress. This is vital in ensuring that learners' progress is on track and that action is being taken to address any problems at the earliest possible point. Taking stock of learners' achievements and progress is particularly important at transitions.

Assessment involves gathering, reflecting on and evaluating evidence of learning to enable staff to check on progress. Teachers use a range of assessment approaches to assess the different types of achievement across the curriculum. This range allows learners to demonstrate what they know, understand and can do. It is essential that staff use evidence of learning from a broad range of contexts to check how a learner is progressing and that learning is secure.

The evidence will be different depending upon the kind of learning being assessed, the learning activity and learners' preferences about how to show what they have learned. Evidence comes from day-to-day learning as well as from specific assessment tasks, activities, tests and examinations.

Judgements about children and young people's learning need to be dependable. This means that assessments are valid and reliable. Assessment approaches should be proportionate and fit for purpose: different forms of assessment are appropriate at different stages and in different areas of learning. It is important that an overview is taken across all learners' assessment experiences to ensure breadth, balance and coherence in approaches. It is also important that arrangements do not place excessive burdens on learners and teachers which divert their time and effort from learning and teaching.

Moderation

Moderation is the term used to describe approaches for arriving at a shared understanding of standards and expectations for the broad general education. It involves teachers and other professionals, as appropriate, working together, drawing on guidance and exemplification and building on existing standards and expectations to:

- plan learning, teaching and assessment
- check that assessment tasks and activities provide learners with fair and valid opportunities to meet the standards and expectations
- sample evidence from learners' work and review teachers' judgements
- agree strengths in learners' performances and next steps in learning
- provide feedback on teachers' judgements to inform improvements in practices

Moderation helps to ensure that there is an appropriate focus on outcomes for learners. Teachers' participation in moderation activities is a highly effective form of professional development.

E. CONCLUSION

All head teachers are becoming increasingly skilled at interpreting and using the information from teachers' professional judgement, which includes the range of assessment data gathered, including standardised assessments.

The Performance Team provides schools with a high level of quality performance information.

Continued good practice in all West Lothian schools will ensure that there is a high level of professional dialogue within schools through attainment meetings, stage and level planning meetings and departmental meetings to track and monitor the progress of individuals, groups and cohorts of pupils.

F. BACKGROUND REFERENCES

None

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