

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

A presentation was delivered by Laura Caulfield, Headteacher, and Mairi Morton, Teacher at St. Thomas' RC Primary School, Addiewell on the assessment and moderation practices at the school.

The presentation provided the Committee with a class teacher's perspective and a senior leader's perspective on assessment and moderation. Information was given on the context of the school which was a Scottish Attainment Challenge school, with an aim to achieving equity in education. This was followed by an overview of the process in school including a calendar of assessments, staff discussion and evaluation, identification of pupils' needs, and implementation of actions for improvement. The Headteacher highlighted the importance of working at a cluster level on self-evaluation activities, tracking and monitoring and taking a whole school approach to improve.

The Committee then considered the report by the Head of Education (Curriculum, Quality Improvement and Performance) (copies of which had been circulated). The aim of assessment and moderation was to ensure reliable and robust attainment information within the Broad General Education.

The report outlined the practices of schools in assessing learners. It was noted that teachers used a range of techniques to assess progress and the different types of achievement across the curriculum and that it was important that judgements about pupils' learning were dependable. In relation to moderation, the report stated the benefits for helping to ensure there was an appropriate focus on outcomes for learners and that teachers' participation in activities was an effective form of professional development.

It was concluded that headteachers were becoming increasingly skilled at interpreting teachers' professional judgement and that continued good practice would ensure a high level of professional dialogue within schools to track and monitor progress.

The Education Executive was asked to note the high degree of confidence West Lothian had in the data provided through teacher professional judgement due to the robust approaches to assessment and moderation.

Decision

To note the presentation and the terms of the report.