Special Partnership Trust

SPT Moderation Policy

Date Last Reviewed: June 2026

Review Date: June 2028

This policy needs to be read in conjunction with the SPT PARRCS policy Summary (Planning, Assessing, Recording, Reporting, Celebrating Standards), each schools PARRCS implementation policy, and the SPT Accreditation policy

1. INTENT:

Within our Special Partnership both assessment and moderation are an integral part of the teaching and learning process to promote equality and ensure consistency. Moderation by which the judgements of a teacher are quality assured ensures that assessment remains accurate and fair and that our assessment processes have been informed (**Intent**) and **Implemented** appropriately. Effective moderation of assessment is fundamental to the ongoing development of academic quality (**Impact**).

Each of our schools recognise that for moderation to remain effective it needs to be a collaborative process which provides verification of assessment outcomes.

Through our collaborative work we identify the **INTENT** of our collective work which enables all schools within the SPT to:

- Provide a greater consistency in the interpretation and application of standards with a continued focus upon raising these
- Provide consistency/accuracy in judgements securing effectiveness of assessment principles adopted and consistency in assessment procedures used within **core areas of learning** in the personalised learning pathways we identify for our pupils:

<table>
<tr><th>EYFS</th><th>L2L/B2L</th><th>R2L/B2L</th><th>Post 16</th></tr>
<tr><td colspan="4">EHCP outcomes (via Personalised Learning Goals on Evidence for Learning)</td></tr>
<tr><td rowspan="2">Prime Areas of learning:
o Communication & Language
o Physical Development
o Personal, Social,</td><td rowspan="2">Cognition & Learning
Pre-requisite aspects relevant to each pupil's engagement profile, assessment & EHCP outcomes</td><td>Maths
All areas to include
*Entry Level/ GCSE
(if/ as appropriate)</td><td rowspan="2">English & mathematics

PfA Outcomes</td></tr>
<tr><td>English*
All areas to include
*Entry Level/ GCSE
(if/ as appropriate)</td></tr>
</table>

Emotional Development	**Communication & Interaction**	**PSHE**	
	Engagement Profile	**Physical Development**	

- Ensure assessments used remain fit for purpose
- Sustain an appropriate focus on outcomes for all our learners
- Monitor the progress of all pupils within our Trust ensuring learning and progress identified remains part of a well-planned sequence which informs future planning which is effectively adapted
- Involve teachers in developing their approach to assessment via an active process, with an aim to reach a consensus/reconcile disagreements
- Identify any CPD required creating more professional development opportunities for teachers and middle leaders
- Ensure current legal requirements are fulfilled
- Meet the compliance/verification requirements specified by each awarding body
- Ensure pupil's education (curriculum)/learning and assessment routes are appropriate to learning needs and provide sufficient challenge in learning presented

2. IMPLEMENTATION:

The SPT acknowledges the vital importance of moderation in determining accuracy in assessment. Moderation of pupil progress and evidence to support this is the responsibility of middle leaders and moderation/assessment leads in each of our schools who report back their findings/outcomes to the Head Teacher and SPT lead (and reporting to Governors via the HT report) using the agreed moderation proforma (see APPENDIX A for Moderation preparation template and APPENDIX B for moderation summary document) raising any discrepancies noted within their school process. Moderation will also take place through the relevant Learning Communities at least once during the course of an academic year.

See Appendix C for workbook/evidence scrutiny example template.

The curriculum, teaching and learning community will meet at the start of each year to discuss and plan the moderation focus areas for the year ahead. These will include focus on core subject

areas and may take many forms which will be agreed with additional input from the individual SPT Learning Communities. An ***example*** of the moderation timetable across the Trust last year is shown below:

Area/Subject	Focus	Learning Community
EHCPs	Progress data and moderation/ quality assurance of personal learning goals.	Curriculum, Teaching & Learning
PSHE	Quality of Evidence Learning walk outcomes linked to the quality of the PSHE offer	PSHE learning community
EYFS	Cherry Garden Assessment judgements: CLL lower attainers	EYFS learning community
Foundation Subjects	Delivery coverage and monitoring of evidence and progress	Curriculum, Teaching & Learning
English	Writing or Reading, – sequence of teaching and learning/ ambition in curriculum/ P16 functionality	English learning community
Maths	Subject monitoring – how effective is the monitoring of Maths/ strengths and areas for development	Maths learning community

It is the responsibility of the moderation lead in each school to report back outcomes to the Head Teacher and moderation lead of our Special Partnership Trust in accordance with our policy which informs this process.

SPT staff will join colleagues from across the South West to take part in the moderation of accreditation outcomes in accordance with the requirements stipulated by the examining and awarding body/modules studied; in this way we can ensure consistency/accuracy within the levels awarded. Each school continues to work collaboratively with Post 16 SPT partners in the development of accreditation routes to secure equality of opportunity in awards pursued (this has included the implementation of moderation of accreditation outcomes to secure quality assurance of work scrutiny).

For the pupils within EYFS our schools may be additionally moderated by the relevant LA (if selected); this aspect of quality assurance ensures that assessment arrangements used by the school are being administered, recorded and reported correctly in accordance to national guidance. Any external moderation reports will be feedback to the moderation lead of the school and Trust.

3. Base-line assessment:

In order to plan learning to inform teaching/learning and measure pupil progress, teachers need a clear understanding of starting points. Therefore, to ensure accuracy within any assessment stream used, a thorough and detailed baseline assessment is essential and this will be carried out for each individual pupil new to the school. Assessment information will be gathered to establish what the pupil already knows, understands and can do. This is initially informed by parents, previous providers, EHCP outcomes and if appropriate the use of any recommendations made by members of a multi-agency team. Where no, or very little information is provided the school will establish its own baseline in basic skills and knowledge.

This process is completed over the first half term the pupil is in the school (minimum period – 6 weeks) and will set the starting point from which to measure all consequent progress and to plan future learning. This process will additionally allow each school to determine the learning pathway, curriculum route, and subsequent assessment route, as well as identifying any additional requirements which need to be delivered through a more bespoke provision/school offer.

It will be the role of the moderation lead in each of our schools to meet with teachers who have any pupil new to the school to examine baseline assessment outcomes (this may include work book scrutiny where appropriate); this process will secure accuracy in assessment which determines future curriculum/personalised learning route and level judgement identified within assessment programmes.

Through our moderation cycle we will require teachers to bring samples of pupils' work/learning evidence which is used as a basis for clarifying assessment criteria and is reassessed by other teachers. Moderation methods could also include learning walks/class visits/peer to peer audits. This managed moderation approach provides an opportunity for our schools to hold professional and supportive dialogue upon teaching, learning and assessment. We will also moderate using Evidence for Learning where it is in use and can be relied upon for a picture of progress and attainment.

Our fundamental goal is to avoid substandard assessment; the **IMPACT** of our collective work will ensure:

- Pupils make at least the anticipated progress or higher over time within core areas of learning
- Pupil outcomes are improved
- No pupil within our Trust is disadvantaged
- The examination of different pupil groups identifies any trends and patterns if these occur
- Our Trust remains proactive in meeting the diverse needs of our pupils
- Our schools share best practice, areas for development and work together to address these
- CPD opportunities are identified and addressed to enhance teaching, learning and assessment to ensure this remains of high quality
- We celebrate successes

The moderation lead for the Special Partnership Trust is: Caroline Jewell/Amanda Burrows
School moderation/assessment leads are:

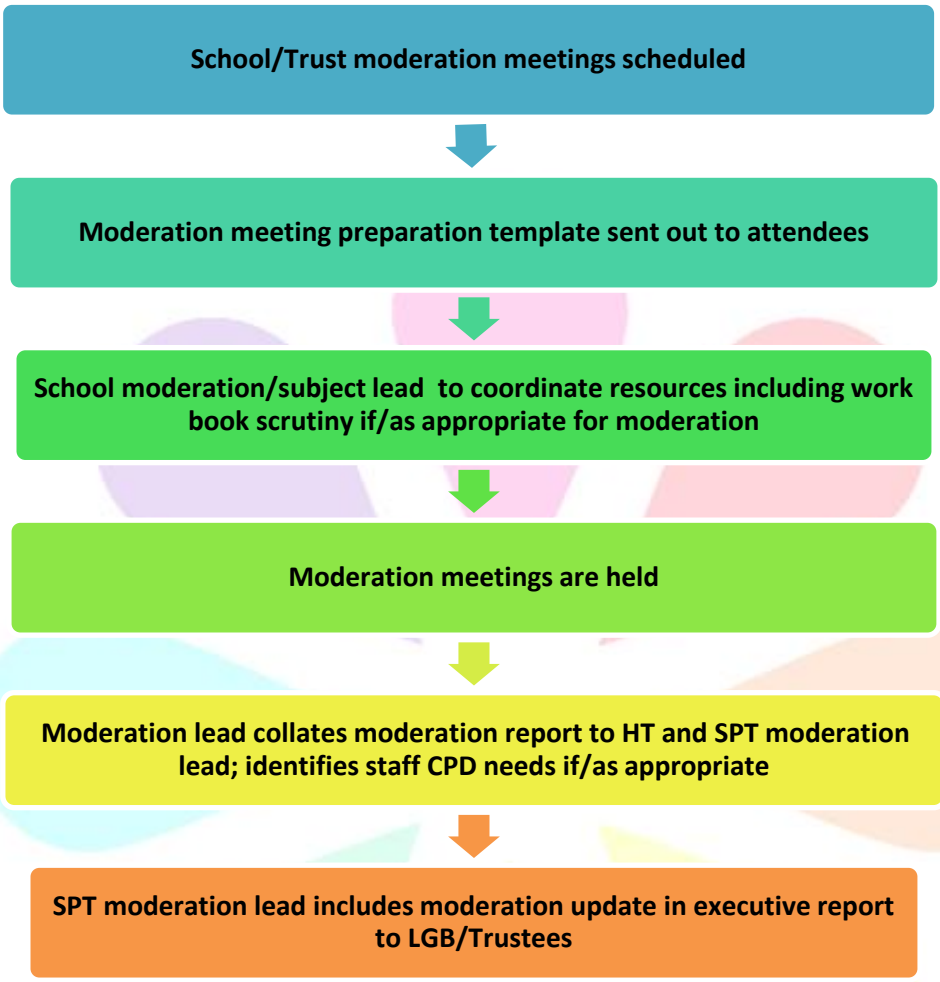
Rob Armstrong/Rachel Waters – Curnow
Pippa Pyrah/Andrew O'Neill – Nancealverne
Lou Doyle – Doubletrees
Jodie Watkins-Young– Pencalenick
Jo Hill – Orchard Manor

The roles and responsibilities of the school moderation lead will include:

- The implementation and organisation of the agreed moderation cycle across our partnership within their school/ARB, monitoring the breadth of the moderation focus to ensure all cohorts/age groups/ability levels of our pupils are scrutinised (including Entry Level and GCSE – English and Maths). Moderation will always be responsive to the current school/Trust picture and may be linked to school development focus, in response to monitoring outcomes and/or in consultation with SLT
- Attending moderation meetings (quality assurance) or relevant assessment/moderation Learning Communities
- Collate moderation reports from each middle leader/moderation co-ordinator sharing outcomes with the teaching staff of the school that facilitate the necessary discussions
- Prepare and submit a termly moderation report (APPENDIX A), assisting colleagues if/as necessary using the standard template; send copy to the HT of their school to inform effective reporting to school LGB/Trustees as appropriate
- Address the key developments identified (including addressing staff CPD needs) within the moderation report
- Assist in the review of this policy document in accordance with any changes in our moderation principles or in response to external quality assurance provider reports received bringing such review outcomes to the attention of the Trust Moderation Lead
- To ensure that staff members are aware of and understand this policy and any subsequent revisions of it
- Be first point of contact for the SPT moderation lead
- Coordinate the SPT moderation cycle in school
- Attend moderation meetings with EYFS/Post 16 lead in partnership with the other schools if/as appropriate

Ensure modules of accreditation are moderated at the end of specified time frames (determined by awarding body/module duration

4. IMPLEMENTATION/Process (each term)



The moderation process sits within the Special Partnership Trust's wider assessment quality assurance cycle outlined within our PARRCs policy summary and individual schools PARRCs implementation policies.

A copy of this policy will be placed upon each school's website and will guide/inform teacher/HLTA induction and their subsequent moderation practice.

Any subsequent review of this policy will include any key outcomes/recommendations identified via the moderation process (implementation) which will include outcomes of our collaborative work with out of county providers. Any/all reviews will be discussed with moderation leads to ensure collective agreement continues to inform robust moderation practice.

Appendix A – Moderation preparation template example

Moderation meeting preparation

Date: 18.09.2024	**Time:** 9.30-11.30am	**Venue:** SPT offices
Attendees: XXXXXX		
Moderation Focus: EHCP/IEP/PLG		
Aims of moderation: • To share data progress over 2026-27 academic year – identifying patterns/trends and discussing how we use and report on the data, how this impacts on practice • To share target progress and evidence in order to quality assure that the EHCP outcomes are clearly linked and broken down into annual/termly targets appropriately – sampling a range of teachers from each school • To review and update the moderation policy and associated processes as a group, including agreement on key priority areas for Trust moderation • To share school based moderation which currently takes place; process and outcomes • To agree on a plan (focus and aims) for the next moderation session		
What you need to do /bring: • Please pre-read moderation policy paying attention to questions/comments in red which will be discussed at the meeting • Bring a cross section (5 teachers) of examples of EHCP targets which show the breakdown from EHCP outcome → annual target → termly PLG (this can be paper form or on a device) • Bring data (termly and yearly) for EHCP progress – taken from insights for 2026-2027 (similar to the data used in the HT report for Governors) • Bring anything related to in-school moderation to share as part of the discussion		

Appendix B – Moderation summary

Special Partnership Trust - Assessment/Moderation			
School:	Term:	Coordinator:	Additional staff involved:
Type of moderation – internal within the school/Trust-wide/external:			
Moderation focus:			
Aims:			
Evidence gathered:			
Evidence of a sequence of learning; is there effective implementation of the school's feedback and marking policy?			
Moderation – what went well:		Moderation – even better if:	
Future actions:	CPD needs:		Whom/deadline?

Appendix C - work book template example

Work/book scrutiny record					
Date:			**Observer:**		
Class/KS:			**Teacher:**		
Maths checked	Yes	No	**Writing checked**	Yes	No
Presentation/content: WILF clearly recorded, Work dated and staff initialled, Support codes used e.g. NH/VH/GH/PH, Pupil friendly feedback in use, Next steps clearly identified			R	A	G
Work is tidy and well presented					
Clear differentiation of work/targets seen across group					
Building on previous learning Pupils' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time. There is a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones. Pupils' work shows that they have developed their knowledge and skills over time.					
Depth and breadth of coverage The content of the tasks and pupils' work show that pupils learn a suitably broad range of topics within a subject. Tasks also allow pupils to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge.					
Pupils progress Pupils make strong progress from their starting points. They acquire knowledge and understanding appropriate to their starting points.					
Practice Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline. They can recall information effectively, which shows that learning is durable. Any misconceptions are addressed and there is evidence to show that pupils have overcome these in future work.					

If 'No' to any statements identify actions/cpd: • • •		
Fedback to teacher?	**Yes**	**No**

R - not evident (needs addressing)

A - partially evident (some good practice but needs to be more consistent)

G - Clearly evident (good and consistent practice no action required)