



Special Partnership Trust



Moderation Policy

Approved By: SLT September 2021

Review Date: September 2023

This policy needs to be read in conjunction with the SPT PARRCS policy (Planning, Assessing, Recording, Reporting, Celebrating Standards), each schools work book scrutiny 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 area of learning** in the personalised learning pathways we identify for our pupils:

EYFS	L2L/B2L	R2L	Post 16
Prime Areas of learning: Communication & Language Physical Development Personal, Social, Emotional Development	Cognition & Learning *Pre-requisite aspects relevant to each pupil's engagement profile, assessment & EHCP outcomes	Maths* All areas to include *Entry Level/ GCSE (if/ as appropriate)	Literacy & Numeracy
	Communication & Interaction	English* All areas to include *Entry Level/ GCSE (if/ as appropriate)	

- Ensure assessments used remain fit for purpose
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding to further develop long term memory when comparing the progress of pupils over time
- 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 differentiated
- 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
- Celebrate the success of each pupil, reporting accurately to them, their parents/Trustees/LGB/other professionals
- Ensure current legal requirements are fulfilled
- Meet the compliance/verification requirements specified by each awarding body
- Ensure pupil's Quality of 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 leads in each of our schools who report back their findings/outcomes to the Head Teacher and SPT lead using the agreed moderation proforma (APPENDIX A) raising any discrepancies noted within their school process.

The long term planning framework (moderation cycle) identified for moderation which specifies the focus informs the work of schools including the work of the moderation lead who will meet/receive feedback to ensure there is a consistency between the evidence obtained via the assessment process and the level judgment awarded for each pupil; dependent upon learning route such scrutiny may include work books/pupil progress files/accreditation files.

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 to 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 to 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 has worked 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 and achievement continuum level awarded).

For the pupils within EYFS our schools may be additionally moderated by the 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.

3. Base-line assessment:

In order to plan learning (ensuring this is part of a well-planned sequence) 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; this will be carried out for each individual pupil new to the school. Assessment information will be gathered to establish/secure future assessment/learning route by examining what the pupil already knows, understands and can do. This is initially informed by parents, previous providers, EHCP outcomes if available and if/as appropriate the use of any recommendations made by members of a multi-agency team. 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/endorse the curriculum route, subsequent assessment route identified within our Trust offer and if there are 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 B².

Through our moderation cycle we will require teachers to bring samples of pupils' work which is used as a basis for clarifying assessment criteria and is reassessed by other teachers; this managed moderation approach provides an opportunity for our schools to hold professional and supportive dialogue upon teaching, learning and assessment. 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/Andy Wadsworth
School moderation leads are:
Rob Armstrong – Curnow
Pippa Pyrah – Nancealverne
Lou Doyle – Doubletrees
Gary Oak – Pencalenick
Gary Oak/Kat Rowe - ARBs

The roles and responsibilities of the 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)
- Attending moderation meetings (quality assurance)
- 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
- Address the key developments identified (including addressing staff CPD needs) within the moderation report
- Assist in the review of this policy document in accordance to 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

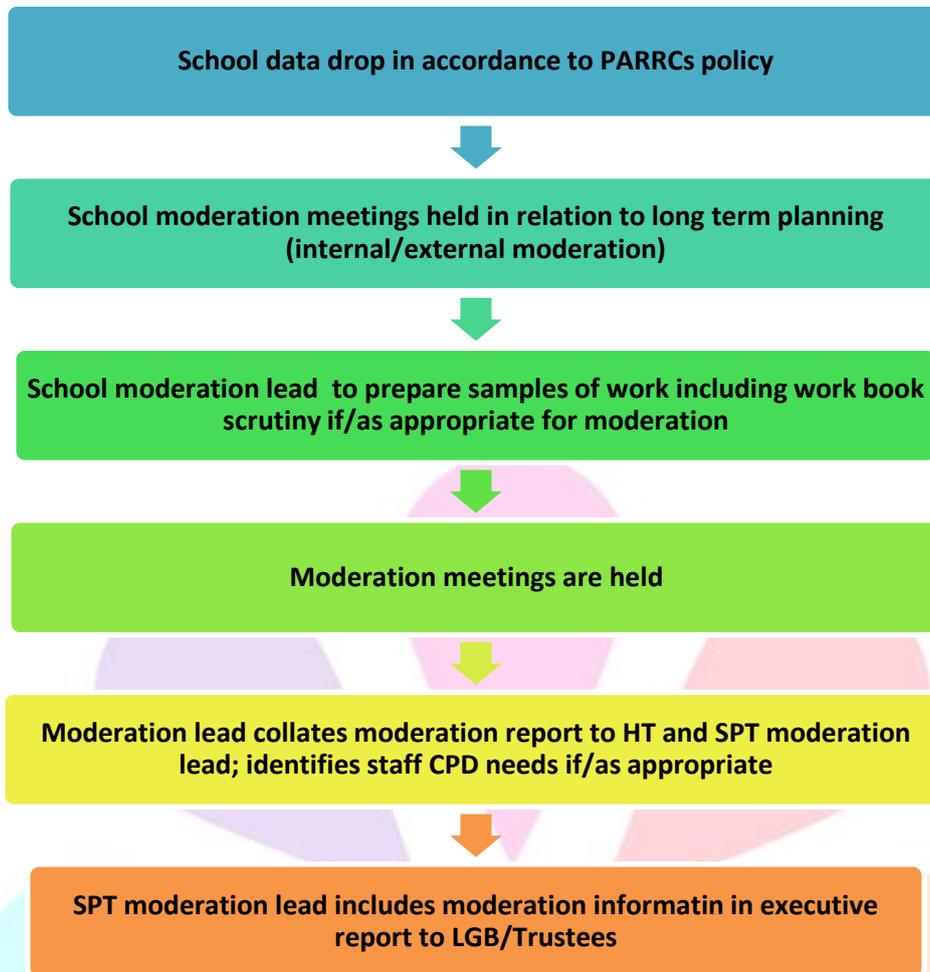
- Ensure modules of accreditation are moderated at the end of specified time frames (determined by awarding body/module duration)

	Internal moderation focus	Additional moderation focus	Trust moderation focus
Autumn 2021	Maths	Determined by school development plan and audits	Reading
Spring 2022	Physical Development		IEP's
Summer 2022	Creativity		Post-16 & EYFS (including ARB's)
Autumn 2022	Writing & Communication		Number
Spring 2023	IEP's		IEP's
Summer 2023	L2L		PSHE

Out of county moderation

The moderation lead of the SPT will organise out of county moderation working collaboratively with a special school which uses both the B² Progression and Engagement steps within the assessment of core areas of learning (English/Communication and Interaction and Maths/Cognition and Learning). Moderation sessions will use feedback notes provided by each schools' moderation leads to compare outcomes noted; such outcomes will inform staff CPD needs to ensure effective use of assessment remain aligned with schools who have pupils with similar educational needs.

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.

This policy was written by moderation leads within our Trust; a copy of it will be placed upon each school’s web sites 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 be made to ensure collective agreement continues to inform robust moderation practice.

Appendix A – 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:			
Rationale:			
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?	

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