

BURROWES STATE SCHOOL

Moderation Policy

**BURROWES
STATE SCHOOL**

Freedom to Learn



Introduction

Underpinning systematic curriculum delivery is moderation. Moderation is a whole school approach. It helps to align the curriculum, pedagogy, assessment and reporting practices.

Moderation involves a series of activities which teachers engage in. It will include formal and informally planned professional discussions.

It includes summative tasks and whole portfolios as agreed to by LCC . Used to ensure consistent and comparable judgements.



Moderation is cyclical and occurs before assessment at planning, during for calibration, after marking by teachers and once again as part of a whole portfolio.

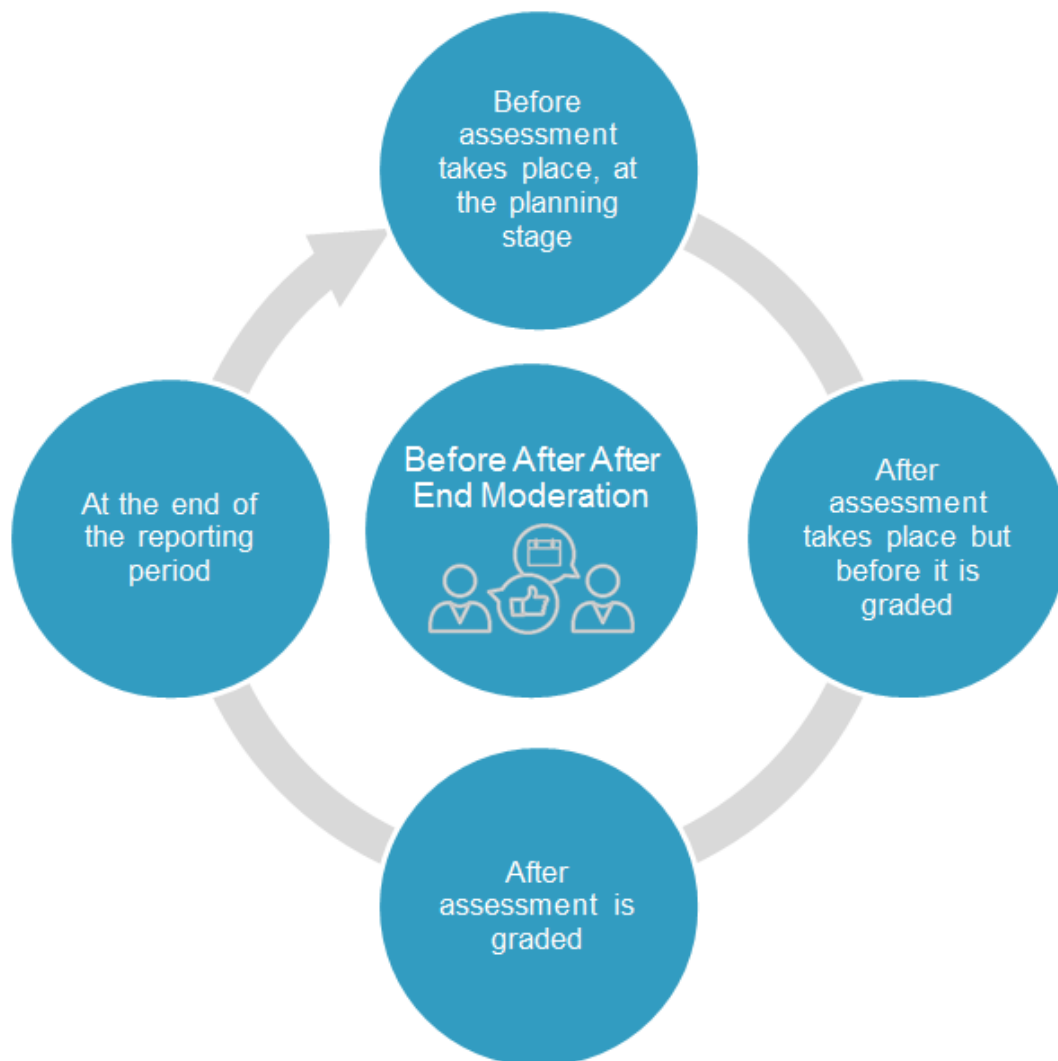
Benefits of Moderation

The benefits of a whole school approach to moderation include:

- ✓ heightens teacher awareness of alignment between curriculum, pedagogy and assessment;
- ✓ deep understandings of Australian Curriculum content and achievement standards;
- ✓ improvements in quality of teaching and learning;
- ✓ enables teacher to identify strengths and areas for improvement common to groups of students;
- ✓ improves consistency of teacher judgments about the quality of evidence that demonstrates the relevant achievement standards within and across years for each learning area and/or subject;
- ✓ improves comparability and validity of reported results against the relevant achievement standards.

Before, After, After, End Model

SER has identified this model as a preferred moderation model.

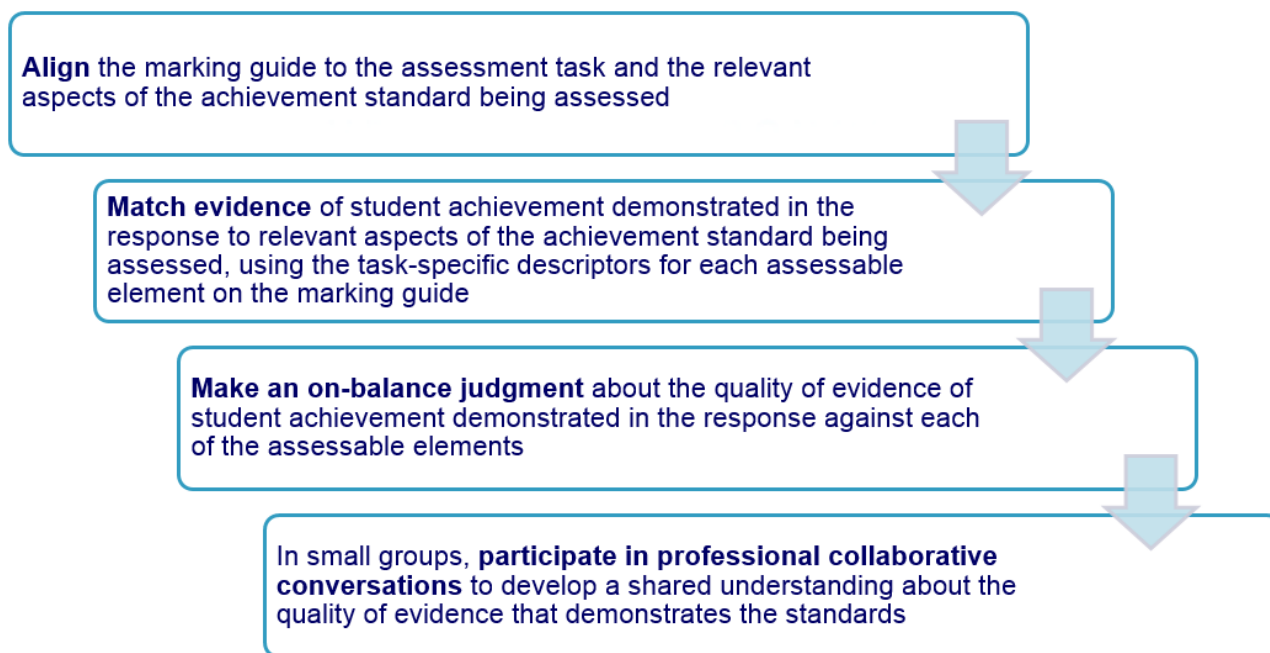


Planning stage – task specific

The planning stage will occur within term planning meetings with cohort groups. Groups will need to develop a shared understanding of the curriculum, the summative assessment and the achievement standard prior to the beginning of teaching.

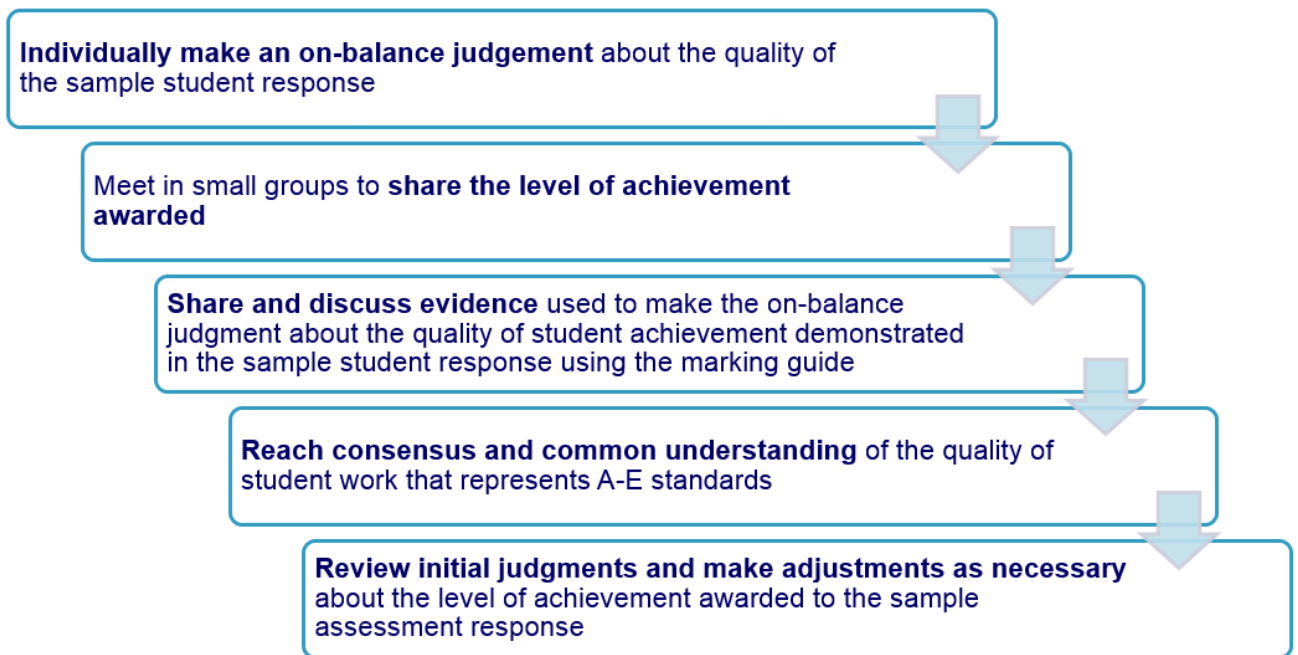
Calibration – task specific

Calibration occurs ideally with de-identified samples of student work, as illustrated in the following graphic.



At Burrowes calibration may include the above outlined explanation, but will also involve the triangulation of the Australian Curriculum content descriptors and the achievement standard. It may link to Unit plans, the Assessment item and the things to be displayed in a learning wall. It will involve reflective thought around the teaching that has occurred and the assessment task. It is a chance to double check that students are prepared to achieve their best possible outcomes.

Consensus Moderation – task specific



Consensus moderation ideally occurs after assessment using:

- a small sample of student responses that represent the A-E standards;
- shared understandings about the alignment between curriculum, pedagogy, assessment and reporting;
- a structured process for matching evidence of student achievement to the task-specific standards descriptors for each assessable element.

Portfolio Moderation

Moderation at this stage involves teachers using the student’s assessment folio, at the end of each semester, to determine the overall level of achievement in each subject using the appropriate five-point scale.

At Burrowes it is expected that teachers will make an on-balance judgement (informed by the evidence in the assessment folio) to award an overall level of achievement in the learning area or subject at the end of a reporting period.

Teachers make on-balance judgements about the quality of student work in the assessment folio that is, how well the student has met those elements of the achievement standard that have been taught and assessed during the reporting period. A level of achievement is then awarded using a five-point scale (A–E or equivalent, depending on the year level).

According to the P to 12 Assessment and Reporting Framework a classroom teacher must:

“Maintain an assessment folio for each student in each subject. An assessment folio contains student responses to summative assessment”

Note: summative assessment is our primary source when making judgements of student academic results in line with the P-12 framework.

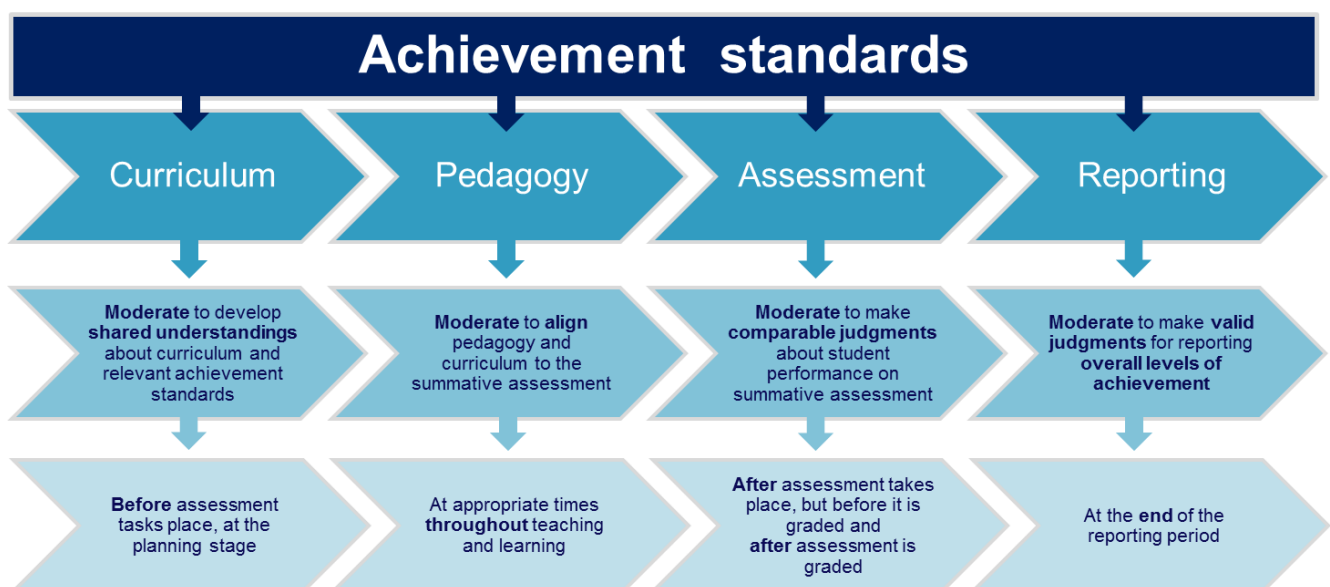
A student portfolio must include:

- Summative Tasks with marked GTMJ’s

The following items may also be included and used as supportive evidence during the planning and moderation process

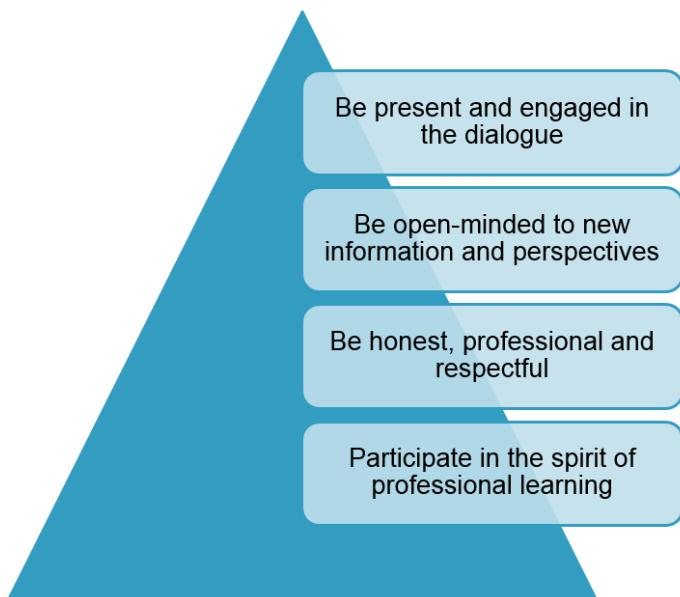
- Work Samples
- PLD Data
- Reading Rubric
- Exit Slips and or other formative assessment tasks
- Anecdotal records or teacher notes

Moderation Overview



Protocols for Participating in Moderation

Be prepared with tasks to share.



MODERATION

