Assessment and Moderation: Possible Structure for Cluster Work

**Where schools are in different places in regards to the use of the NAR process for planning, assessment and moderation and the effective use of their facilitators, cluster work is still a possibility. If all practitioners were able to attend the one day inset in August and were keen to work on a joint project then the following agenda may be possible (this is a very rough guide but should hopefully provide some grounds for discussion):**

**Mid Argyll have undertaken some very successful cluster work over the last year and Simone McAdam, Head Teacher of Ardrishaig Primary, is happy to be contacted should anyone have any questions regarding this:** [Simone.McAdam2@argyll-bute.gov.uk](mailto:Simone.McAdam2@argyll-bute.gov.uk)

First part of the morning:

Revisiting the key messages from BtC5 and updating everyone on recent developments concerning assessment and moderation – locally and nationally. This would involve looking at where assessment and moderation feature in the National Improvement Framework, Our Children Their Future, Driving Excellence and Equity and Reporting to Parents and Carers.

Second part of the morning:

Looking specifically at the newly designed Planning, Assessment and Moderation cycle for Argyll and Bute ensuring there is a focus on LI and SC and providing effective feedback. These have been identified as national priorities and where practitioners feel confidence in these areas then they should be able to provide support for practitioners who are still lacking in confidence.

The Afternoon(if there is literacy or numeracy focus it may only be necessary for English teachers/maths teachers from the high school to attend unless it would help to promote literacy/numeracy across learning, this decision would lie with head teachers – a departmental task could perhaps be set for the others following a model Oban High recently adopted, asking staff to look at the Es and Os for their curricular area with a fresh set of eyes and consider these in relation to the BGE – previous PPTs have the details of this):

Start planning a cluster moderation project. This should be focused on an aspect of either literacy or numeracy. Mid Argyll have recently carried out a very successful project on non-fiction writing so would be able to provide some guidance in organisation/logistics etc. See contact details at the top.

Some ideas to consider:

HTs talk to staff in their schools about Es and Os that they would be keen to look at for a cluster moderation project. HTs can then share these (at a cluster meeting or using an online platform) and a decision can be made about which will be the focus.

On the day, teachers would then split into level groups or stage groups? Level groups may be too large but I recognise that many teachers are teaching multiple stages/levels – this is something to be discussed. AMFs can then lead groups in devising learning intentions for their stage/level before then coming back together to look at the progression and ensure that there is value added at each stage. Begin to think about assessment at this stage and discuss ideas for success criteria.

This would be as far as you could go on this day. Teaching staff would then take the learning intentions back to the children to discuss and generate success criteria. A twilight session would then need to be arranged in order to moderate these.

From the moderated success criteria, teachers will then plan and assess a piece of writing/numeracy assessment before coming back together again at the end to moderate the evidence against the success criteria. This could again be done as a Twilight session.

AMFs will be able to take the lead on this.

This can be included in all SIPs for the cluster for 2017/18.

**If all schools are keen to work together for the inset day in August but don’t feel that they are in a place to take forward a joint project at this stage then the following agenda may be possible:**

Following the model of National Moderation Events – practitioners will be assigned a table number – allowing them to come together with teachers from different schools that teach the same level:

* Briefly discuss A&M – setting the context of why – emphasise the way A&M aligns local and national priorities by referring to NIF and Our Children, Their Future.
* Session on the new Argyll and Bute Planning, Assessment and Moderation Cycle – emphasising LI, SC and feedback
* Task: Moderate planning exemplars using Education Scotland Moderation sheets
* Holistic Assessment: What/Who/When/Why/Examples – PPT Session
* Tasks: Red, amber, green holistic assessment task designed by Education Scotland – discussion at groups
* Split into smaller groups at tables and create a holistic assessment task and moderate at tables
* Achievement of a level – what it is and the evidence you might gather PPT session
* Task: Bring along evidence that you feel demonstrates achievement of a level in literacy or numeracy – be willing to talk to this with a partner from another school. Don’t need substantial evidence but need to able to describe how professional judgment was made/what evidence was referred to. A few pieces that demonstrate breadth, challenge and application.

*Resources for tasks are provided at the end of this pack.*

ELC Staff – morning

* Planning, Assessment and Moderation cycle for ELC – looking at new agreed planning format
* Task: To bundle Es and Os for theme of learning and write learning intentions – moderate across the room.