

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE11 MARCH 2021Report by Director of EducationPROGRESS REPORT ON IMPLEMENTING THE ALTERNATIVE CERTIFICATION MODEL
IN
EAST RENFREWSHIRE**PURPOSE OF REPORT**

1. The purpose of the report is to update elected members on the progress made in implementing the Alternative Certification Model (ACM) in East Renfrewshire as part of the 2021 certification process.

RECOMMENDATION

2. Elected members are asked to note and comment on the Education Department's progress in implementing the Alternative Certification Model (ACM) in East Renfrewshire as part of the 2021 certification process.

BACKGROUND

3. In March 2020, in response to the COVID-19 pandemic, the Scottish Government took the decision that there would be no examination diet in 2020. Subsequently the Scottish Qualifications Authority (SQA) set out arrangements for an alternative certification model.

4. The release of results on 4 August 2020 was accompanied by controversy in relation to the moderated grades provided by SQA to a number of candidates. The focus nationally was on whether the certification model was equitable to all candidates. Professor Mark Priestley was commissioned by the Scottish Government to lead an independent review of the processes through which qualifications were awarded.

5. In October 2020, following the publication of the Priestley Review and in light of the ongoing impact of the COVID-19 pandemic, the Deputy First Minister announced the suspension of the National 5 examinations diet. An Alternative Certification Model for National 5 qualifications was outlined based on teacher and lecturer judgements supported by assessment resources and quality assurance.

6. The Deputy First Minister made further changes on 8 December 2020 indicating that there would be no external assessments of Higher or Advanced Higher courses. As a result, the entire 2021 National Qualifications examination diet had been cancelled and replaced by the ACM.

7. The National Qualifications 2021 Group was set up to support the development of the ACM nationally, it includes representatives from a range of key stakeholders including Association of Directors of Education in Scotland (ADES), the Educational Institute of Scotland (EIS), the National Parent Forum of Scotland, SQA and Schools Leaders Scotland (SLS). Locally, officers have been liaising with local authority colleagues across Scotland via ADES and have been supported well by our SQA Liaison Manager.

8. Within ERC, schools are working closely with the Education Department to ensure that the hard work of all our young people is rightly and fairly recognised through the ACM. This paper provides more detail on the arrangements that have been put in place.

REPORT

9. As a result of the change from Standard Grades to Intermediate qualifications in 2005, ERC schools have focused on ensuring that young people are presented at the most appropriate level in S4-S6 for many years. Schools in East Renfrewshire adopt a genuinely ambitious approach to presentation levels which is based on reliable assessment data from the Broad General Education and Senior Phase.

10. Elected members will recall from the annual presentation of the SQA results made at Education Committee, since the introduction of Intermediate 1 and 2 in 2007, we have seen improvements in the proportion of S4 pupils presented successfully at the highest possible level. Overall the proportion of S4 pupils successfully achieving at the highest level has increased from 61% of the S4 roll to 83%. These improvements have then led to increases in the proportion of S5 or S6 pupils achieving at Higher and Advanced Higher.

11. In addition, elected members will be aware that schools in East Renfrewshire collaborate within clusters (associated early years, primary and secondary schools), planning together to design and assess a curriculum which is cohesive across sectors, hence ensuring continuity and progression for children and young people at key points of transition. Clusters have been supported to map out curricular progression from 3-18, taking account of the most appropriate pace of learning for pupils and based on reliable teacher judgements of pupil progress. The collaborative approach supports transition across sectors and ensures attainment, achievement and experiences are progressive and continuous. The ongoing focus on moderation and assessment and rigorous tracking within the Broad General Education meant that ERC schools were well placed to provide teacher estimates for the 2020 certification process.

12. The 2020 certification process required schools to produce refined estimates for each learner, for each course at National 5, Higher and Advanced Higher. The SQA defined a refined estimated band as not just the result of one prelim or one project, but as an overall judgement based on all activity across the year; estimates reflected both demonstrated and inferred attainment of the required skills, knowledge and understanding for National 5, Higher and Advanced Higher courses. The 2020 estimates could not be shared with young people or their parents before the SQA made their final decisions in August.

13. A quality assurance process was put in place across Scotland to ensure the integrity and credibility of the qualification system. Within East Renfrewshire this approach was enhanced with schools also being supported by the Quality Improvement Team to analyse their estimates in advance of submission to the SQA. It included making use of the very effective systems that are in place for analysing attainment, benchmarking, target setting and tracking of pupil progress.

14. The SQA paper to Education Committee in June 2020 indicated that the Education Department anticipated very strong attainment in S5 and S6 for 2020, based on the results of national qualifications in 2019. It is worth noting that the S5 projections for 1 or more, 3 or more or 5 or more Highers made by the EMIS Unit in September 2019, were very close to the final authority results for 2020.

15. To support the implementation of the ACM for 2021 the Education Department convened a working group with representatives from all 7 secondary schools. The role of this group is to establish a clear and consistent approach to assessment and moderation across East Renfrewshire; initially this was for National 5, however, the scope has now been broadened to include Higher and Advanced Higher.

16. In October 2020, the SQA published guidance for schools on gathering evidence and producing estimates. Schools have been asked to provide the SQA with provisional results for each learner for each course at National 5, Higher and Advanced Higher for 2021. The estimate should be *'a holistic review of a candidate's performance as indicated by assessment evidence'*; unlike the 2020 estimate it should be an evidence-based prediction of final attainment and does not include an inferred element. SQA have provided guidance in relation to the type and quality of evidence including detailed subject-specific documents which summarise the key pieces of evidence required as the basis of provisional results.

17. As noted in paragraph 7, the National Qualifications 2021 Group is overseeing the national development of the ACM. The agreed model has recently been revised to reflect the ongoing COVID-19 restrictions and is based on five key stages, these are summarised below:

- **Stage 1: ongoing until April 2021** – *Teachers and lecturers access subject specific guidance, assessment resources and Understanding Standards materials and webinars from SQA.*
- **Stage 2: April to May 2021** – *School, college, training provider and local authority quality assurance continues. During May, SQA requests, reviews and provides feedback on assessment evidence from each school, college and training provider.*
- **Stage 3: end May to 25 June 2021** – *Schools, colleges, training providers, local authorities and SQA work through final stages of local and national quality assurance and feedback, to reach provisional results that are consistent, equitable and fair.*
- **Stage 4: by 25 June 2021** – *Schools, colleges and training providers submit quality assured provisional results to SQA.*
- **Stage 5: Appeals process for 2020–21** – *To be advised following consultation.*

18. Given the current restrictions East Renfrewshire schools are focused on providing high quality remote learning experiences. The detail of these approaches is the subject of a separate report to Education Committee. Schools will carry out assessments following the return by S4-S6 pupils to in-person learning.

19. The East Renfrewshire working group has produced an Assessment and Moderation Policy (included as Appendix 1). This takes account of the national guidance and has been agreed by Head Teachers and the Education Department. It sets out best practice for the creation and validation of assessment and how schools will undertake moderation to ensure a shared understanding of standards and expectations. The policy has also been peer reviewed by another Local Authority.

20. ERC schools are working collaboratively to implement the ACM. Moderation partners have been set up through the network of subject groups, with schools working in pairs or trios to validate assessments and moderate candidate evidence. In addition subject specialist staff across East Renfrewshire are supporting the quality assurance model to reinforce assessment standards. The In-Service day on 5 February 2021 was used by secondary school staff to carry out validation and moderation of assessments.

21. It has been agreed by the Scottish Government that two additional in-service days will be set aside for teachers to work on assessments this year. Details are still to be finalised, but it is expected that this will support stages 2 and 3 of the ACM.

22. During May and June, the Quality Improvement Team will support schools to analyse provisional estimates and carry out any internal checks. The very effective estimates tool that was used last session in East Renfrewshire will be updated to allow schools to review estimates, particularly for key equity groups.

23. The Education Department has undertaken an equalities impact assessment for the new policy and procedures to ensure all candidates are treated fairly, equitably and without bias.

24. The ACM sets out clearly the role of SQA throughout the five stages. During May SQA will request, review and provide feedback on a sample of assessment evidence from each school across Scotland as part of the national quality assurance.

25. Unlike 2020, provisional results will be shared with learners before being submitted to the SQA. The provisional results will still be subject to further checks by SQA, who will then issue them individually to learners on 10 August 2021.

26. Stage 5 of the ACM is the appeals process, which is still to be finalised following national consultation.

CONSULTATION

27. Secondary Head Teachers and the Education Department continue to review the senior phase curriculum and attainment through the regular Curriculum for Excellence (CfE) meetings. This has included overseeing the implementation of ACM for 2021.

28. In addition, consultation has been initiated at a school and authority level with Parent Councils and with pupil representatives. The working group will develop a wide range of communications for candidates and parents based on feedback.

FINANCIAL AND EFFICIENCY IMPLICATIONS

29. There are no financial and efficiency implications associated with the amended certification process for 2021. The 2021 arrangements will be covered by the agreed SQA budget.

CONCLUSION

30. Within East Renfrewshire, schools are working closely with the Education Department, pupils and parents to implement the ACM. The strong practice in moderation and assessment, rigorous tracking and effective collaboration within and across the authority means that schools are well placed to ensure ensure a shared understanding of standards and expectations and to implement the assessment and moderation policy.

RECOMMENDATION

31. Elected members are asked to note and comment on the Education Department's progress in implementing the Alternative Certification Model (ACM) in East Renfrewshire as part of the 2021 certification process.

Mark Ratter
Director of Education
11 March 2021

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Local Government Access to Information Act 1985

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Background Papers

Progress report on providing SQA with estimates as part of the 2020 certification process

https://www.eastrenfrewshire.gov.uk/media/1276/Education-Committee-Item-04-11-June-2020/pdf/Education_Committee_Item_04_-_11_June_2020.pdf?m=637274890045130000

Appendix 1

East Renfrewshire Council Education Department Assessment and Moderation Policy - Qualifications

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East Renfrewshire Council Education Department

Assessment and Moderation Policy - Qualifications

Context

Following the publication of the Priestley Review¹, the Deputy First Minister announced the decision to use an alternative certification model (ACM) to determine results for National 5 qualifications on 7 October 2020. **Further review of learning loss associated with the national pandemic resulted in the decision to include all Higher and Advanced Higher qualifications within this model** on 8 December 2020 albeit with undefined flexibility. SQA published guidance on the determination of provisional results² in October 2020.

East Renfrewshire Council convened a short life working group, with representatives from all seven secondary schools (Appendix 5), to determine local authority guidance to respond to the following Priestley Review Recommendations¹:

- 1. Suspension of the National 5 examinations diet in 2021, with qualifications awarded on the basis of centre estimation based upon **validated** assessments.*
- 2. The development of a nationally **recognised**, fully transparent and proportionate system for moderation of centre-based assessment.*
- 3. The development of more extensive approaches to **collaborative decision making and co-construction** by professional stakeholders of assessment practices related to National Qualifications.*
- 5. The development of more systematic processes for **working with and engaging young people**, as stakeholders and rights holders in education.*
- 6. The development of a clear communications strategy, co-constructed with stakeholders, to ensure that the extraordinary arrangements for 2021 are as fully as possible understood by all parties.*

The National Qualifications 2021 Group has overseen development of the quality assurance model which will support teachers and lecturers in providing provisional results for National 5 candidates in session 2020-21. Provisional results will be based on teacher and lecturer professional judgement of learner evidence. The model also confirms how provisional results will become final results³.

Combined support from SQA, local authorities, colleges, independent schools and Education Scotland aims to enhance teachers' and lecturers' understanding of the consistent application of the national standard and in making accurate judgements. Schools and colleges can also ask SQA for further support and advice regarding the national standard should they find it helpful.

These processes should ensure trust and consistency across the country so that a National 5 awarded in the north of Scotland is of the same standard as one which is awarded in the south of Scotland and everywhere in between.

¹ <https://www.gov.scot/publications/rapid-review-national-qualifications-experience-2020>

² https://www.sqa.org.uk/sqa/files_ccc/nq-estimates-guidance-2020-21.pdf

³ <https://www.sqa.org.uk/sqa/96101.html>

Most of the support will be provided in advance of schools and colleges submitting their provisional results by 28 May 2021. The model has five key stages:

Stage 1: November 2020 to March 2021 – *Teachers and lecturers can access subject specific guidance, assessment resources and Understanding Standards materials from SQA*

- Learning and teaching ongoing.
- Schools are supported by local and national subject networks; any department that requires support through the West Partnership or from SQA should inform their Quality Improvement Officer as soon as possible.
- SQA provides ongoing Understanding Standards support for schools.
- Schools gather evidence and support learners, providing feedback.
- School and local authority quality assurance takes place.

Stage 2: end-January to beginning of April – *SQA requests, reviews and provides feedback on samples of assessment evidence from each school and college*

- Learning and teaching ongoing.
- Schools continue to gather evidence and support learners, providing feedback on progress as supported by existing evidence.
- School and local authority quality assurance continues.
- SQA samples candidate evidence from all schools, and provides feedback.
- Schools start to develop provisional results based on the available evidence and feedback from SQA sampling.
- Schools or local authority can engage in dialogue with SQA where further support is required.

Stage 3: end March to 28 May – *Schools, colleges and local authorities will work through feedback and implement their own quality assurance of the provisional results*

- Learning and teaching ongoing.
- Schools continue to gather evidence and support learners, providing feedback on progress as supported by available evidence.
- Schools take actions in relation to SQA feedback.
- Schools carry out quality assurance checks. Heads of centre endorse the process and outcomes per subject.
- Local authority (where applicable) engages with schools to carry out quality assurance checks.
- Schools or local authority can speak with SQA where further support is required.

Stage 4: by 28 May 2021 – *Schools submit quality assured provisional results*

Further information on how to submit the provisional results to SQA will be issued to schools from SQA.

Stage 5: June 2021 – *SQA carries out national check of provisional results and discusses any issues with schools and local authority*

- SQA undertakes post-submission data checks.
- If SQA identifies any issues with the provisional results, these will be checked with schools and, if appropriate, the local authority. This should be by exception.

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- Following this check, SQA subject specialists may sample learner evidence for final quality assurance.
- In instances where SQA subject specialists determine that assessment evidence is found not to meet the standard, schools will be asked to resubmit provisional results that reflect the standard of the evidence so that certification can proceed.

The above model requires all stakeholders, at all stages, to be fully involved and work in partnership. By doing so, learners will have the best chance of securing the outcomes that their efforts deserve. The timeline agreed for East Renfrewshire Schools is outlined in Appendix 1. Please note that this will be updated to reflect changes in national guidance.

The advice for learners, parents and carers⁴ published by SQA on 8 December 2020 provides clarity of the expectations learners will have of the ACM in 2020-2021.

Here's how the National 5 quality assurance model will work in session 2020-21:

- *Your school and/or college uses guidance and assessment materials to help gather your evidence.*
- *Schools and colleges are supported in using the national standard for when they decide your provisional results.*
- *SQA will request, review and give feedback on samples of assessment evidence from your school and/or college.*
- *Your school and/or college and local authority will check your assessment evidence.*
- *Your school and/or college and local authority will look at SQA feedback and check your provisional results.*
- *Your school and/or college will send your provisional results to SQA by 28 May 2021.*

SQA will carry out a national check of the provisional results. We may follow up with your school and/or college about any issues we find.

After SQA checks the provisional results, your school or college might be asked to update this result and resend it to SQA. Any changes to your provisional results will only happen after your school or college talk to SQA, and once a senior subject specialist in SQA has reviewed the evidence sent in by your school or college.

The following policy takes account of national guidance and sets out how we can all work collectively, collegiately and collaboratively to support the ACM process and ensure the hard work of all our young people will be rightly and fairly recognised.

⁴ <https://www.sqa.org.uk/sqa/96098.html>

Validated Assessments

The East Renfrewshire publication 'Assessment and Estimating Performance' (Appendix 2) incorporates national guidance and best practice for the creation and validation of assessment; and determination of ACM estimates for all qualifications in 2021. The guidance template can also be used to record internal and/or external validation that confirms assessments are reliable; and replicate the national standard. It is crucial that SQA subject specific guidance⁵ is fully considered to determine the key components that will be used as evidence to generate a candidate's provisional result. Please remember that it is not the quantity of evidence, but the quality of evidence that will support you in the estimation process².

The process outlined in this policy incorporates the purposes and principles of SQA's internal verification guidance⁶. This provides a useful summary of activities that schools should normally undertake each year prior to the final examination and supports this session's ACM approach by:

- ✓ Helping to ensure that all staff understand national standards and can apply them
- ✓ Facilitating collaboration between staff and with external colleagues
- ✓ Enabling and ensuring fair, accurate and consistent assessment judgements
- ✓ Supporting the credibility of internally-assessed qualifications with parents, employers, higher education institutions etc.
- ✓ Allowing quality concerns to be captured and addressed
- ✓ Helping to protect assessors against challenges to professional assessment judgements
- ✓ Supporting preparation for successful external verification

In line with the ACM model adopted this year and through support of local and national subject networks, key pieces of assessment evidence that have not been pre-validated through SQA will be externally validated by at least one other school. This will provide reassurance for learners and parents/carers that we have worked collectively and collaboratively to:

- Confidently select key evidence pieces
- Replicate the course assessment
- Validate key assessment instruments
- Consistently apply national standards

All East Renfrewshire Schools should keep records of:

- Assessment items that have been validated by another centre or SQA
- Feedback provided
- Any actions resulting from feedback

⁵ <https://www.sqa.org.uk/sqa/95157.html>

⁶ <https://www.sqa.org.uk/sqa/74670.html>

Moderation of candidate evidence

Moderation develops a shared understanding of standards and expectations. It is a collaborative activity, best done within or across a department or subject area where teachers are familiar with course specifications and approaches to assessment. This session, it is particularly crucial that subject specialist staff across East Renfrewshire support the Quality Assurance required to successfully and reliably deliver the Alternative Certification Model.

Moderation 'partners,' where teachers work in pairs or groups to confirm each other's assessment decisions and to moderate evidence over a period of time, can be an effective way to reinforce assessment standards. East Renfrewshire's publication 'Moderation' (Appendix 3) provides key signposts for all internal and external moderation activity.

With sound moderation of assessment judgements in place, the task of producing candidate estimates can be approached with confidence.

The Role of the Moderator

The internal Moderator or Moderator team is responsible for ensuring the validity of internal assessments and the reliability of assessors' judgements. This responsibility has several parts; however its main role is to support assessors (class teachers).

The main steps in any moderation exercise will involve all of the following:

1. **checking assessment** instruments before they are delivered, where possible, to ensure validity
2. **arranging standardisation** exercises, including reference to Understanding Standards, and cross marking an appropriate sample of scripts before bulk marking to set the standard
3. **sampling assessment** decisions – cross marking a sample of candidate responses (square root of total cohort) – and ensuring that appropriate action is taken before evidence is returned to candidates
4. **signing off** the completed moderation record

a. Arranging standardisation exercises

Standardisation is the cross marking of a small sample of scripts before bulk marking to set the standard. Teachers will work together to consider evidence from a sample of candidates based on the marking instructions to share understanding of the success criteria; specific examples of standardisation approaches are included in the East Renfrewshire publication 'Moderation' (Appendix 3). All teachers will make use of any Understanding Standards exemplification available as a guide to the standard required by the candidate evidence.

All records and evidence gathered of moderation exercises, including any feedback to assessors and candidates, should be kept as evidence of internal and external moderation activity.

b. Sampling assessment decisions

Following the marking process, the internal moderator should select a sample of candidate evidence to check that each assessor is making consistent decisions in line with national standards. This should be sampled using the 'square root' formula – i.e. 5 scripts from a class of 25.

A range of assessment methods should be included in the sample *where possible*.

The scripts should be selected to include *where possible*:

- a range of candidate groups
- an age/stage and gender mix of candidates
- evidence which has achieved the national standard and evidence where candidates have not *achieved the national standard*.

Examples of post-marking moderation might include:

- Cross marking using a different colour of pen
- Annotation of pupil evidence
- Completion of marking grid

The outcomes of internal moderation should be given as feedback to the assessors and used to refine future assessment and teaching and learning.

c. Maintaining assessment and moderation records:

All assessment that leads to certification must be sampled and signed off by the internal Moderator before provisional results are sent to SQA.

This can be done by countersigning the internal moderation checklist. (Appendix 3)

The records that are kept will include:

- validated assessment material (SQA developed/commercial or in-house)
- reports of any meetings, including standardisation exercises
- checklists/markings schemes/annotated/developed where required
- candidate scripts – with annotation
- records of all sampling activity
- feedback to assessors

Please note:

Candidates must be informed that any results shared are provisional and may be subject to change as a result of school, local authority and national moderation.

Quality Assurance Procedures

Due to the vital importance of estimates for determining candidate outcomes, it is essential that quality assurance of estimates is considered at each level of the system.

Estimates are based on **demonstrated** applications of the skills, knowledge and understanding of the course. They are informed by assessment judgements made by teachers and lecturers throughout the delivery of the course. These judgements must be moderated to ensure that estimates are realistic. The process of moderating estimates begins with the moderation of assessment judgements.

The East Renfrewshire publications 'Assessment and Estimating Performance' (Appendix 2) and 'Quality Assurance of Estimates...a summary of good practice' (Appendix 4) should be fully considered in determining each candidate's provisional result.

Alternative Certification Timeline*



February - May

- Subject groups undertake validation and moderation of assessment instruments and samples
- May
 - SQA samples candidate evidence from each centre and provides feedback.
- 6th May
 - In-service day for ACM
- Early June (to be confirmed)
 - In-service days for ACM
- Wednesday 9th June
 - Provisional results agreed at department and school level
 - Provisional results shared with EMIS for LA analysis
 - Final pieces of evidence are completed by learners in remaining subjects
- Wednesday 16th June
 - Provisional results shared with learners
- Friday 25th June
 - Head of each Centre endorses ACM process and outcomes per subject.
 - Provisional results finalised and submitted to SQA

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Assessing and Estimating Performance

This template provides key signposts for development and validation/moderation of assessment evidence in the senior phase.



Reliable Assessment Instruments	Replicating the course assessment	Estimating Performance
<p>Where assessment instruments are used to assess and estimate performance:</p> <ul style="list-style-type: none"> ○ Items should be gathered from an appropriate range of sources and years ○ Items should be from a range of SQA assessments and examinations and/or commercially produced papers or items from the current year ○ The completed instruments must be appropriately secured to ensure they are not in the public domain 	<ul style="list-style-type: none"> ○ Conforms to specific SQA guidance on assessment for 20-21 ○ Individual components and units are adequately and proportionately sampled ○ Individual tasks/questions set at the correct level of the course to allow attainment at A and B to be demonstrated ○ Time allocations (and word limits) replicate course assessment ○ Overall assessment is appropriate within the criteria/specification for the level assessed ○ Centre agreed Marking Schemes provide sufficient detail 	<ul style="list-style-type: none"> ○ Appropriate weight given to each individual piece of evidence in accordance with its predictive value ○ Marking schemes correctly and consistently applied to national standard ○ All candidates are treated fairly, equitably and without bias ○ Cut off scores set to an appropriate level for the standard set in the assessments ○ Previous attainment trends considered ○ Estimates generated on demonstrated attainment only (not inferred)

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Moderation

- develops a shared understanding of standards and outcomes
- is a crucial element of quality assurance
- is a collaborative activity
- ensures that all candidates entered for the same qualification are assessed fairly and consistently to the specified standard.



As practitioners you are doing this already – this is an information sheet that summaries the ERC Moderation Policy

Once Assessments have been validated and pupils have undertaken the assessment

Standardisation Exercises	Sampling Assessment Decisions	Maintaining Assessment and Moderation Records
<p>This is the cross marking of a small sample of scripts before bulk marking to set the standard. Teachers will work together to consider evidence from a sample of candidates based on the marking instructions to share understanding of the success criteria.</p> <ul style="list-style-type: none"> ○ Cross marking: generally used with written evidence, in which assessors exchange the same candidate evidence to check each other's interpretation of the standard. ○ Blind marking: Mostly used with written evidence, this is intended to reduce any bias, however unintentional, by an assessor. In one form of blind marking, evidence is marked by two assessors, but each is unaware of the other's mark. Discrepancies between the marks can then be resolved. ○ Dual Assessment: for presentations; both assessors and Moderator assess the same candidate at the same time comparing assessment judgements and interpretation of the standard. 	<p>Following the marking process, select a sample of candidate evidence. This should be sampled using the 'square root' formula – i.e. 5 scripts from a class of 25.</p> <p>The scripts should be selected to include where possible:</p> <ul style="list-style-type: none"> ○ a range of candidate groups ○ an age/stage and gender mix of candidates ○ evidence which has achieved the national standard and evidence where candidates have not achieved the national standard. <p>Examples of post-marking moderation might include:</p> <ul style="list-style-type: none"> ○ Cross marking using a different colour of pen ○ Annotation of pupil evidence ○ Completion of marking grid <p>The outcomes of internal and external moderation must be given as feedback to the assessors and used to inform next steps including refinement of future assessment and teaching and learning.</p>	<ul style="list-style-type: none"> ○ All records and evidence gathered of all moderation exercises, including any feedback to assessors and candidates, should be kept as evidence of internal and external moderation activity. ○ All assessment that leads to certification must be sampled and signed off by the internal Moderator before candidates results are sent to SQA. This can be done by countersigning the moderation checklist (Appendix 1) ○ The records that are kept will include <ul style="list-style-type: none"> ✓ validated assessment material (SQA developed/commercial or in-house) ✓ reports of any meetings, including standardisation exercises ✓ checklists and marking schemes annotated/developed where required ✓ candidate scripts – with annotation ✓ records of all sampling activity ✓ feedback to assessors

Moderation Checklist

Subject area:

Level:

Assessor(s):

Internal Moderator:

Name of Unit/Learning Outcomes being sampled:

Stage		Comment / Evidence Gathered	Date/Signature
1	Pre-assessment meeting <ul style="list-style-type: none"> • Refer to SQA exemplar assessment materials on SQA Secure and SQA Connect • Identification of assessment item choice • Checking/discussion of marking instructions 		
2	Standardisation – agreeing marking standard <ul style="list-style-type: none"> • Refer to Understanding Standards and SQA Connect • Double marking... • Blind marking... • Cross marking... • (other – please note) • Marking scheme finalised in light of discussions 		
3	Sampling Assessment Evidence <ul style="list-style-type: none"> • Square root of sample chosen • Cross marking with Moderator • Discussion of differences/findings (please note here) • External moderation undertaken • Action taken to remediate where needed • Scripts returned to candidates 		
4	Review of process/items/markings <ul style="list-style-type: none"> • Record any actions required as a result of internal and external moderation. • Teaching and learning needs arising (please note) 		

Quality Assurance of Estimates . . . a summary of good practice

Estimates are based on demonstrated applications of the skills, knowledge and understanding of the course. They are informed by assessment judgements made by teachers throughout the delivery of the course. These judgements must be moderated to ensure that estimates are realistic. The process of moderating estimates begins with the moderation of assessment judgements.



Roles of Teachers – Principal Teacher Curriculum – Senior Leadership Team – East Renfrewshire Council

Teachers	Principal Teachers Curriculum
<p>Once you have generated initial estimates for your candidates consider the questions below:</p> <ul style="list-style-type: none"> • Have I followed the guidance agreed with PTC/SLT? • Have I ensured all candidates have been treated fairly, equitably and without bias by: <ul style="list-style-type: none"> ○ Using the appropriate evidence to support estimates for each candidate? ○ Being consistent across candidates in analysing evidence and generating estimates? • Do my overall estimates fall within the agreed parameters for this session based on the data my PTC/PT has used from the last three years? If not, what evidence do I have to justify the difference? • Are my overall estimates largely in line with National Qualification Progression Rates? If not, what evidence do I have to justify the difference? 	<p>Once you receive estimates from your teaching staff, consider the questions below and liaise with your staff to ensure you are confident that the estimates are fair, reliable and consistent:</p> <ul style="list-style-type: none"> • Have all staff followed the agreed guidance and considered the key questions opposite? • Are all staff across a subject being consistent in the evidence used? • Do overall estimates fall within the agreed parameters for this session based on the data from the last three years? If not, what evidence do we have to justify the difference? • Are overall estimates largely in line with National Qualification Progression Rates? If not, what evidence do we have to justify the difference? • What are the estimates for the candidates in other cognate subjects?

Senior Leadership Team	East Renfrewshire Council
<p>Once you have received candidate estimates and data on estimates compared to the last three years and National Qualification Progression Rates from PTC use the questions below to ensure you are confident that the estimates are fair, reliable and consistent:</p> <ul style="list-style-type: none"> • Have Subject Networks facilitated opportunities throughout the session for practitioners to be involved in internal and external validation/moderation activities? • Have schools shared their annual assessment calendars with parents and learners via school website or email? • Have PTCs confirmed that all candidates have been treated fairly, equitably and without bias? • Are the estimates for each subject in line with previous data and National Qualification Progression Rates? If no, what evidence has been provided to justify this? Does the evidence stand up to scrutiny? • Has each subject considered previous concordance levels and factored this into estimates? • Do subject estimates "fit" the prior profile of the candidate and their estimated performance in other subjects? Example from SQA: Take a small sample of candidates across certain faculties, e.g. Chemistry and Biology. Do the same candidates appear in approximately similar orders? • Are there any anomalies in terms of the individual candidate's performance across the range of subjects they are being presented for and therefore might require further consideration? • Do overall school results correlate with previous attainment results? 	<p>East Renfrewshire Council Education Department will undertake a range of activities to Quality Assure and provide guidance to individual schools\subjects as follows:</p> <ul style="list-style-type: none"> • Quality Improvement Officers will support the facilitation of collaborative and collegiate activities within subject groups to validate assessment instruments and moderate assessment samples. • Quality Improvement Officers will respond to requests for external support with validation and moderation from small departments. • Quality Improvement Officers will fully consider and facilitate (where possible) any requests for SQA appointee support. • EMIS will provide a Quality Assurance Tool (Estimate Tool) to compare previous trends of performance for each individual subject and level; and cumulative whole school attainment trends for all cohorts and key equity groups. • EMIS will complete a sense check of provisional estimates and compare to previous attainment trends; progression values; and whole authority attainment trends. EMIS will provide feedback to individual schools.

Group Members

APPENDIX 5

James Murphy
Adam Beaton
Chris Morris
Steven Hale
Karen Hunter
Paul Marshall
Ben Harrison
Sheila Marshall

Education Department
Barrhead High School
Eastwood High School
Mearns Castle High School
St Luke's High School
St Ninian's High School
Williamwood High School
Woodfarm High School

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