

## **BENCHMARK NORTH LTD.**

### **KEY STAGE 1 – MODERATION OF ASSESSMENT**

The following principles and practices reflect Benchmark's approach to the moderating process: they apply to all schools which contract with Benchmark as the Moderating Agency.

It is anticipated that the visit to the school by the moderator will include the following:-

- Observation of teacher(s) interacting with children and in some cases talking with the pupils (done sensitively) may be a feature.
- Sampling of materials: the sample should reflect the range of levels, gender, and ethnicity thereby avoiding overemphasis on one particular assessment.
- Encouragement of the school to share assessment practices throughout all year groups, thereby promoting self evaluation/moderation.
- Ensuring that appropriate tasks and tests are used to inform the making of judgements.
- Providing clear written feedback of the moderation conclusions which will be left with the Headteacher.
- Reminding the Headteacher that, if there is evidence of a lack of understanding or consistent application of standards, it is her/his responsibility to make the necessary adjustments.

The appointed Moderator will:-

- Make contact with the school to arrange to carry out an initial visit.
- The focus of this visit will be to ensure that the statutory arrangements are understood and to agree the detail of the second visit.
- Identify the range of tasks/tests to be used in support of the assessment.
- Arrange for the samples of writing to be made available for scrutiny prior to the second visit.

In arriving at conclusions related to the assessments it is expected that the Moderator will:-

## **READING**

- Scrutinise teacher records and appropriate assessment materials including samples of work and children's books.
- **Observe** guided group readings OR individual reading (3 or 4) with targeted pupils.

## **WRITING**

- Scrutiny of writing to have been carried out before the second visit.

## **MATHEMATICS**

- Scrutiny of teacher records, range of assessment materials, samples of pupils' work and books.
- LISTEN/OBSERVE the oral and mental starter to a mathematics lesson (this will be used to moderate the SPEAKING and LISTENING component of a group of targeted pupils).

## **SCIENCE**

- Analysis and scrutiny of teacher records, range of assessment materials, samples of pupils' work and books.

(Note: the purpose of the initial meeting is to ensure that the strategies outlined above are in accord with the schools/teachers method of working and can be used in the moderation procedure).