Item 4
25th June 2024

Glasgow City Region Education Committee

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Assessment & Moderation Update

Purpose of the Report

To advise members of the committee of

- the progress and impact of the assessment and moderation work undertaken during session 2023-24; and
- next steps for this work which recognise the regional commitment to ongoing work.

Recommendations :

The committee is asked to:

- note the update on assessment an moderation work for 2023-24; and
- agree the next steps for continuing this work.

1. Background and Context

1.1 Since 2022, there has been a notable increase in engagement in assessment and moderation activity, with a significant increase in Secondary and Additional Support Needs (ASN) sectors.

1.2 The West Partnership (WP) website has undergone substantial developments with assessment guides and exemplars, a self-evaluation toolkit, and new resources for practitioners.

1.3 The annual West Partnership Moderation Event is an opportunity for practitioners from primary and secondary sectors to moderate planned assessment submitted by colleagues from the 8 local authorities to ensure they meet the national standard. This year the event was held in-person, and open to probationer teachers for the first time. Practitioners also had the option to moderate in specific literacy or numeracy organisers to collate planning for these organisers across all levels and show progression of planning.

1.4 The ASN sector held their first regional moderation event in March 2023, and in 2023/24 had a year-long programme to increase confidence in assessment planning, and enhance collaborative practice.

1.5 The WP Secondary BGE Moderation Programme is for principal teachers to come together to moderate within their own curricular area with a focus on HGIOS 2.3.

1.6 Each local authority also has their own Assessment and Moderation programmes of work supported by the West Partnership.

2. Programmes and Evaluations

2.1 West Partnership Moderation Event

2.1.1 The West Partnership moderation events both in 2022 and 2023 had 66 participants. This year saw an increase of 35 participants to 101. This included 42 probationer teachers. Feedback showed 100% of participants answered yes to “did you find the moderation conversations valuable when thinking about your own practice?” 61% of participants stated that their confidence in moderating increased due to taking part in the event. 92% stated they found the event useful for future planning of assessments, and 93% would recommend the event to a colleague.

2.1.2 Twenty-nine practitioners opted to plan an assessment with one identified E&O from Literacy/Numeracy for the first time. This resulted in examples of planned assessments from Early-Fourth Level on Money and Tools for Writing to share on the WP website.

2.1.3 The 2023 event found that 84% of evidence was deemed to have met the national standard, and this year it was 91%, an increase of 7 percentage points.

2.2 ASN Assessment and Moderation Programme

2.2.1 Sixty-six percent of the 74 participants stated the session was useful for future planning, and has given them more confidence in planning assessments. Prior to the programme seventy-one percent of participants reported that they were confident moderating the BGE. At the end of the programme one hundred percent of practitioners reported to be extremely or somewhat confident, increasing by twenty-nine percentage points.

2.2.2 The first ASN Moderation event (March 2023) found 72% met the standard for planning and 2024 had a target set of at least 82%. This year, all evidence submitted by practitioners met the standard, far surpassing our target. All 8 LA were represented in the programme.

2.3 **Secondary BGE Moderation Programme**

2.3.1 Each LA have subject specialist networks which have increased in relevance and support since the Covid lockdowns. The Additional Certification Model introduced at that time, provided a better structure to build capacity and collaboration. This programme complements that work.

2.3.2 There are 6 programmes in place, with 38 participants from 30 secondary schools and 7 LAs represented. Principal teachers then feedback to their local authority networks: key messages, effective practice, and any other relevant information, with a view to the group becoming self-sustaining.

2.3.3 The curricular areas selected for the programme are often small or one person departments, and thus creating further opportunity for collaboration within these areas. The curricular areas are:

Art and Design	**Biological Systems**	**Digital Literacy**
Drama	**Food and Health**	**People, Place and Society**

2.3.4 Session feedback has been overwhelmingly positive. 84% participants stated the programme was useful for future planning, and 96% would recommend the programme to a colleague.

2.4 **Local Authority Programmes**

2.4.1 Bespoke and personalised programmes of work have been agreed with each local authority lead to ensure the WP is adding value and responding to local need. Inputs are regularly evaluated to assess impact and added value. These include:

- Ninety one Assessment and Moderation Leads in one LA being trained to improve knowledge and consistency of approach. Baseline and post learning questionnaires have indicated that teacher confidence and understanding continue to improve through focussing on professional learning and assessment pedagogy has improved.
- Elsewhere, a year-long programme focussing on high quality assessment (previously known as holistic assessment) and moderation practice has 115 practitioners across 10 schools taking part – 6 Primary and 4 Secondary schools. Eighty-two percent of practitioners reported they have found the sessions useful for future planning and those reporting that they are now extremely confident assessing pupils using a range of assessment strategies has increased by 10 percentage points.

3. Next Steps

3.1 Given the tapered funding provided by Scottish Government, the development officer role will cease in June 2024. Work is taking place with the specialist network to identify how to continue with the most impactful aspects of this work. This includes:

3.1.1 The moderation event, BGE secondary programme and the ASN moderation programme should all continue, supported by the Assessment & Moderation Specialist Network and representatives from certain local authorities. These will be detailed before the end of June 2024.

3.1.2 Given the termination of the development officer role, additional support to local authority programmes will cease in June 2024.

4. Recommendations

4.1 The Committee is asked to:

- note the update on assessment an moderation work for 2023-24; and
- agree the next steps for continuing this work.