



# Moderation Policy

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Barrhead High School

***RAISE THE BARR***



## Barrhead High School Moderation Policy

### Rationale:

Building the Curriculum 5 describes moderation as: *the term used to describe approaches for arriving at a shared understanding of standards and expectations for the broad general education.*

This policy provides advice and guidance for teachers taking part in moderation activities within the broad general education and the senior phase and provides templates and checklists for teachers taking part to ensure that moderation activities are structured, evidenced and robust.

### Aims:

In Barrhead High School we are committed to engaging in moderation activities which help to raise standards and expectations and levels of consistency as well as inform our learning and teaching and our commitment to closing the equity gap by getting it right for every child. High quality moderation, as part of the quality assurance processes of the school, ensures that: learning is continually evaluated in terms of quality and effectiveness, is at the appropriate level for learners, and that learners develop the skills for learning, skills for life and skills for work which will allow them to be successful in the future.

Moderation in Barrhead High school involves teachers and other professionals working together, drawing on guidance and exemplification and building on existing standards and expectations to:

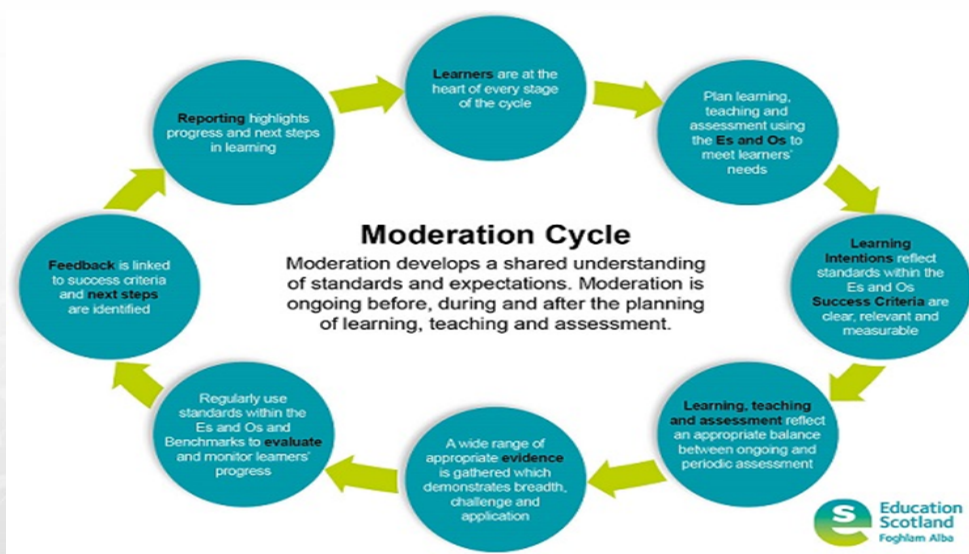
- **plan** learning, teaching and assessment
- **check** that assessment tasks and activities provide learners with fair and valid opportunities to meet the standards and expectations before assessments are used
- **sample** evidence from learners' work and review teachers' judgements
- **agree** strengths in learners' performances and next steps in learning
- **provide feedback** on teachers' judgements to inform improvements in practices

## BGE Moderation

### The Moderation Cycle:

The Moderation Cycle is designed for use by practitioners to support their understanding of moderation and outlines the key stages of assessment and moderation of learners' progress within the BGE including:

- ✓ the need for clarity in the planning and coherence of the Es and Os selected;
- ✓ the need to engage learners fully in transparent and measurable success criteria matched to the Es and Os;
- ✓ the need to ensure learners take part in a range of both formative and summative assessment activities;
- ✓ the need to gather a wide range of evidence to reflect learners' achievement and progress within a level;
- ✓ the need for teachers and professionals involved in moderation to recognise the importance of self-evaluation and reflection that is a vital aspect part of any moderation process.



By adhering to these vital aspects of moderation, teachers and professionals in BHS can:

- evaluate how well all young people are achieving and progressing within the BGE
- evaluate the quality of feedback given to learners to inform their next steps in learning
- identify where we are doing well and which practices and interventions are having an impact and ascertain areas where there is a need for development





### Three Stages of Moderation:

The BGE moderation process in Barrhead High School has three key stages:

- 1. Validation of Assessment Approach**
- 2. Reviewing Selected Evidence and Teacher Judgements**
- 3. Making Overall Teacher Judgements (as per reporting calendar)**

For each stage of the moderation process there is an evidence template, \*see appendix 1, which can be utilised by staff in order to record their planned moderation activity and to evidence the outcomes of moderation discussions with colleagues. It is vital that assessment approaches are varied throughout the session and that learners are given the opportunity to demonstrate their skills and knowledge in different ways. By stage three of the moderation process teachers should have access to a wide range of different evidence for each learner when making their overall teacher judgement.

### Stage 1: Validation of Assessment Approach

#### Ensuring a valid, reliable assessment

Each assessment task used through the year should be validated to ensure that it is robust. Practitioners must have a secure understanding of what each CfE level looks like and have validation discussions with colleagues when creating assessments, looking outwards if appropriate. Learners following a different gradient of learning may require bespoke assessments.

**As part of validation process, practitioners should ensure assessment tasks:**

1. link clearly to the Es and Os and benchmarks
2. reflect the success criteria used as part of teaching and learning
3. challenge learners to demonstrate achievement at the highest level possible as well as supporting and scaffolding where appropriate
4. have clear marking criteria for learners and teachers that provide opportunities for learners to produce evidence at more than one level

**Staff should complete Template for Stage 1 as part of meeting**



## Stage 2: Reviewing Selected Evidence and Teacher Judgements

### Reviewing evidence and teacher judgements

Moderation events should take place after each assessment has been carried out. (Exceptions to this may occur where moderation of prior identical assessment has taken place recently involving the same staff and understanding standards evidence has been retained for teachers to refer to.)

Moderation Events should involve all practitioners involved in delivering the assessment. Time should be taken during the event to ensure all involved have a clear and shared understanding of how to apply the marking criteria.

As part of moderation the template for Stage 2, \*see appendix 1, should be used as a guide for discussion and to record all decisions made. These decisions should be adhered to and used as a reference point as teachers grade their allocation.

### All Stage 2 moderation events should:

1. feature a suitable sample size for the cohort (minimum of five learners or the square root of cohort)
2. include discussion of any differentiated approaches or scaffolds, (beyond any ASN entitlement) used to support learning and assessment
3. include learner evidence that has been annotated (prior to moderation meeting) to indicate where SC have been met
4. indicate clearly whether the evidence provided allows teachers to agree that it demonstrates evidence at a level (evidence should be annotated if possible for reference)
5. involve a discussion of the quality of feedback provided to the learner from teacher or peers
6. record findings and changes as part of the learning cycle for future learning and assessment

**Staff should complete Template for Stage 2 as part of meeting**



### Stage 3: Making overall teacher judgements of a level (as per reporting calendar)

#### Arriving at an overall teacher judgement

In order to arrive at an overall teacher judgement, teaching staff will have gathered and recorded a range of evidence. PTCs will chair discussion with colleagues and agree TJs for a sample of learners. The agreed standard will be applied to the cohort.

#### When making a decision as to the overall level achieved by a learner in a subject, teachers should:

1. consider the range and breadth of evidence produced to support the award of a level: test/ poster/ leaflet/ classwork etc.
2. agree the weighting awarded to individual pieces of evidence, where appropriate, in reaching an holistic judgement of a level
3. ensure that there is no learner regression when arriving at overall TJs
4. record teacher judgements, including commentary summarising the basis for any judgement
5. refer to commentary of sampled cohort, captured in Template for Stage 3, when making judgements for their allocation/cohort

#### Staff should complete Template for Stage 3 as part of meeting

#### Maintaining assessment and moderation records:

All assessment outcomes should be recorded on the faculty shared area.

Judgements recorded in Stage 2 and Stage 3 templates must be adhered to by staff when applying standard to their classes: staff may wish to carry out further sampling as part of assessment process if required.

Moderation evidence and completed templates, see below, should be stored in a QA folder that is accessible to all relevant teachers.



## BGE Moderation Template for Stages 1, 2 &3

### Stage 1 Template

Is the instrument(s) of assessment valid?

Instrument of assessment	Experiences and Outcomes:
	<ul style="list-style-type: none"> <li>Is there coherence amongst the Es and Os selected?</li> <li>How do the Es and Os that have been selected link together well and in a meaningful way?</li> </ul>
	<p>How have the benchmarks translated into specific success criteria for learners?</p> <ul style="list-style-type: none"> <li>Do the success criteria reflect the teaching and learning</li> <li>Are the success criteria are clear, relevant and measurable for all learners</li> <li>Does the assessment challenge learners to demonstrate achievement at the highest level possible to their gradient of learning as well as supporting and scaffolding where appropriate?</li> <li></li> </ul>
	<p>Describe the range/type of assessment strategies used.</p> <ul style="list-style-type: none"> <li>What type(s) of assessment have been used?</li> <li>Does the assessment reflect the success criteria (and therefore the benchmark)?</li> <li>How has opportunity been built in to allow learners to demonstrate breadth, challenge and/or application?</li> <li>Do the success criteria make it clear that instrument of assessment can produce evidence at more than one level?</li> <li>Are the marking instructions clear that the instrument of assessment can produce evidence at more than one level?</li> </ul>



## Stage 2 Template

Does the learner evidence reflect an agreed standard?

(Note: The evidence provided to show the achievement of the success criteria may be different for different learners)

	Learner A
Learner Evidence	<p>Is the learner evidence annotated to identify where the success criteria have been met?</p> <p>Choose an item.</p> <p><a href="#">Comment</a></p>
	<p>Is there evidence of any support or scaffolds the learner used required to meet the SC (beyond any ASN entitlement)?</p> <p>Does this affect the judgement made?</p> <ul style="list-style-type: none"> <li>• <a href="#">Did the learner require supports or scaffolds such as cloze passages, structure strips or word banks to complete this assessment?</a></li> <li>• <a href="#">Did the learner require support from the teacher or PSA to complete this task</a></li> </ul> <p><a href="#">Comment</a></p>
	<p>How well does the feedback provided to the learner allow them to identify their next steps?</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p><a href="#">Comment</a></p>
	<p>Does the evidence provided allow teachers to agree that it demonstrates evidence at a level?</p> <p>Choose an item.</p> <p>Choose an item.</p> <p><a href="#">Comment</a></p>





Learner Evidence	Learner B
	<p>Is the learner evidence annotated to identify where the success criteria have been met?</p> <p>Choose an item.</p> <p><a href="#">Comment</a></p>
	<p>Is there evidence of any support or scaffolds the learner used required to meet the SC (beyond any ASN entitlement)?</p> <p>Does this affect the judgement made?</p> <ul style="list-style-type: none"> <li>• <a href="#">Did the learner require supports or scaffolds such as cloze passages, structure strips or word banks to complete this assessment?</a></li> <li>• <a href="#">Did the learner require support from the teacher or PSA to complete this task</a></li> </ul> <p><a href="#">Comment</a></p>
	<p>How well does the feedback provided to the learner allow them to identify their next steps?</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p><a href="#">Comment</a></p>
	<p>Does the evidence provided allow teachers to agree that it demonstrates evidence at a level?</p> <p>Choose an item.</p> <p>Choose an item.</p> <p><a href="#">Comment</a></p>



Learner Evidence	Learner C
	<p>Is the learner evidence annotated to identify where the success criteria have been met?</p> <p>Choose an item.</p> <p><a href="#">Comment</a></p>
	<p>Is there evidence of any support or scaffolds the learner used required to meet the SC (beyond any ASN entitlement)?</p> <p>Does this affect the judgement made?</p> <ul style="list-style-type: none"> <li>• <a href="#">Did the learner require supports or scaffolds such as cloze passages, structure strips or word banks to complete this assessment?</a></li> <li>• <a href="#">Did the learner require support from the teacher or PSA to complete this task</a></li> </ul> <p><a href="#">Comment</a></p>
	<p>How well does the feedback provided to the learner allow them to identify their next steps?</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p><a href="#">Comment</a></p>
	<p>Does the evidence provided allow teachers to agree that it demonstrates evidence at a level?</p> <p>Choose an item.</p> <p>Choose an item.</p> <p><a href="#">Comment</a></p>



Learner Evidence	Learner D
	<p>Is the learner evidence annotated to identify where the success criteria have been met?</p> <p>Choose an item.</p> <p><a href="#">Comment</a></p>
	<p>Is there evidence of any support or scaffolds the learner used required to meet the SC (beyond any ASN entitlement)?</p> <p>Does this affect the judgement made?</p> <ul style="list-style-type: none"> <li>• <a href="#">Did the learner require supports or scaffolds such as cloze passages, structure strips or word banks to complete this assessment?</a></li> <li>• <a href="#">Did the learner require support from the teacher or PSA to complete this task</a></li> </ul> <p><a href="#">Comment</a></p>
	<p>How well does the feedback provided to the learner allow them to identify their next steps?</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p><a href="#">Comment</a></p>
	<p>Does the evidence provided allow teachers to agree that it demonstrates evidence at a level?</p> <p>Choose an item.</p> <p>Choose an item.</p> <p><a href="#">Comment</a></p>



Learner Evidence	Learner E
	<p>Is the learner evidence annotated to identify where the success criteria have been met?</p> <p>Choose an item.</p> <p><a href="#">Comment</a></p>
	<p>Is there evidence of any support or scaffolds the learner used required to meet the SC (beyond any ASN entitlement)?</p> <p>Does this affect the judgement made?</p> <ul style="list-style-type: none"> <li>• <a href="#">Did the learner require supports or scaffolds such as cloze passages, structure strips or word banks to complete this assessment?</a></li> <li>• <a href="#">Did the learner require support from the teacher or PSA to complete this task</a></li> </ul> <p><a href="#">Comment</a></p>
	<p>How well does the feedback provided to the learner allow them to identify their next steps?</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p><a href="#">Comment</a></p>
	<p>Does the evidence provided allow teachers to agree that it demonstrates evidence at a level?</p> <p>Choose an item.</p> <p>Choose an item.</p> <p><a href="#">Comment</a></p>

Following this moderation event, what changes, if any, would you make to the teaching, learning and assessment cycle?





### Stage 3

Overall teacher judgements (as per reporting calendar)

Overall	<p>Considering the range of evidence, has appropriate importance been given to each individual piece of evidence in accordance with its value?</p> <p>Does the overall evidence provided allow teachers to agree that a level (e.g. 3M) had been met for each of the learners?</p> <p>Care must be taken to ensure there is no learner regression.</p>
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	<p><b>Learner A</b></p> <p>Level Achieved: Choose an item. Choose an item.</p> <p>Comment on learner evidence across the range of evidence. Do all pieces of evidence demonstrate attainment the level awarded? Do some pieces of evidence have a greater weighting when making the decision? Has any alternative evidence been used to support the judgement</p>
	<p><b>Learner B</b></p> <p>Level Achieved: Choose an item. Choose an item.</p> <p>Comment on learner evidence across the range of evidence. Do all pieces of evidence demonstrate attainment the level awarded? Do some pieces of evidence have a greater weighting when making the decision? Has any alternative evidence been used to support the judgement</p>
	<p><b>Learner C</b></p> <p>Level Achieved: Choose an item. Choose an item.</p> <p>Comment on learner evidence across the range of evidence. Do all pieces of evidence demonstrate attainment the level awarded? Do some pieces of evidence have a greater weighting when making the decision? Has any alternative evidence been used to support the judgement</p>



	<b>Learner D</b> Level Achieved: Choose an item. Choose an item.	Le
	Comment on learner evidence across the range of evidence. Do all pieces of evidence demonstrate attainment the level awarded? Do some pieces of evidence have a greater weighting when making the decision? Has any alternative evidence been used to support the judgement	Le Ch Ch Ch Co
	<b>Learner E</b> Level Achieved: Choose an item. Choose an item.	
	Comment on learner evidence across the range of evidence. Do all pieces of evidence demonstrate attainment the level awarded? Do some pieces of evidence have a greater weighting when making the decision? Has any alternative evidence been used to support the judgement	



## Senior Phase

### Moderation & Assessment Policy & Templates:

#### Rationale:

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

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 faculties should keep records of:

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



## Selecting the Instrument of Assessment and Delivery

### Course coverage

If a piece of evidence covers a fairly small portion of the course content, it is unlikely to be a good predictor for the full course. It may be useful to think in terms of the weightings of certain components. A piece of evidence that covers course components worth 70% of the course award, such as a prelim, may be a better predictor of a candidate's achievement in course assessment than a piece with a smaller weighting. Evidence does not need to cover the entire course specification, but the more course content that is covered, the better the predictive value is likely to be.

### Similarity to course assessment

Evidence that is similar to a course assessment will have stronger predictive value than evidence that is considerably different from the course assessment, either in terms of structure and content or assessment arrangements. If evidence is generated under less strict conditions than a course assessment, its predictive value is weaker than a piece generated under similar conditions.

### Level of demand

Teachers should gather evidence that supports the band and grade they are estimating. This means that the evidence you gather must be set at an appropriate level of demand for it to be a good predictor of candidate achievement.

### Date

Evidence that was generated earlier in the course of study may have lower predictive value than evidence generated later. Multiple pieces of evidence may demonstrate a candidate's progression throughout the year.

### Delivery

Class teachers must ensure that all candidates have equal and fair access to assessment. This may involve providing assessment arrangements or making reasonable adjustments in accordance with the Equality Act. The support/arrangements required by pupils with additional support needs can be accessed on the Faculty Shared area, or through speaking with the PT Support for Learning.

### The Purpose of Internal Moderation

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.





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. Appendix 2 provides key signposts for all internal and external moderation activity.

## **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 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 actions 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. 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 group
- ✓ 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 must be sampled and signed off by the internal Moderator. 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/marketing schemes/annotated/developed where required
- ✓ candidate scripts – with annotation
- ✓ records of all sampling activity
- ✓ feedback to assessors

**Quality Assurance Procedures**

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.

## Appendix 1

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

## Appendix 2

### Moderation

- o develops a shared understanding of standards and outcomes
- o is a crucial element of quality assurance
- o is a collaborative activity
- o 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 <b>before</b> 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"> <li>o Cross marking: generally used with written evidence, in which assessors exchange the same candidate evidence to check each other's interpretation of the standard.</li> <li>o 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.</li> <li>o Dual Assessment: for presentations; both assessors and Moderator assess the same candidate at the same time comparing assessment judgements and interpretation of the standard.</li> </ul>	<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"> <li>o a range of candidate groups</li> <li>o an age/stage and gender mix of candidates</li> <li>o evidence which has achieved the national standard and evidence where candidates have not achieved the national standard.</li> </ul> <p>Examples of post-marking moderation might include:</p> <ul style="list-style-type: none"> <li>o Cross marking using a different colour of pen</li> <li>o Annotation of pupil evidence</li> <li>o Completion of marking grid</li> </ul> <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"> <li>o 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.</li> <li>o 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)</li> <li>o The records that are kept will include <ul style="list-style-type: none"> <li>✓ validated assessment material (SQA developed/commercial or in-house)</li> <li>✓ reports of any meetings, including standardisation exercises</li> <li>✓ checklists and marking schemes annotated/developed where required</li> <li>✓ candidate scripts – with annotation</li> <li>✓ records of all sampling activity</li> <li>✓ feedback to assessors</li> </ul> </li> </ul>





### Appendix 3 Faculty - Internal Moderation Checklist

Subject area: \_\_\_\_\_ Level: \_\_\_\_\_ Assessor(s) \_\_\_\_\_

Internal Moderator: \_\_\_\_\_

Name of Unit/Learning Outcomes being sampled: \_\_\_\_\_

Stage		Comment / Evidence Gathered	Date / Signature
1	<b>Pre-assessment meeting</b> <ol style="list-style-type: none"> <li>1. Refer to SQA exemplar assessment materials on SQA Secure and SQA Connect</li> <li>2. Identification of assessment item choice</li> <li>3. Checking/discussion of marking instructions</li> </ol>		
2	<b>Standardisation – agreeing marking standard</b> <ol style="list-style-type: none"> <li>1. Refer to Understanding Standards and SQA Connect</li> <li>2. Double marking... <ul style="list-style-type: none"> <li>Blind marking...</li> <li>Cross marking...</li> <li>(other – please note)</li> </ul> </li> </ol>		



	3. Marking scheme finalised in light of discussions		
3	<b>Sampling Assessment Evidence</b> <ol style="list-style-type: none"> <li>1. Square root of sample chosen</li> <li>2. Cross marking with Moderator</li> <li>3. Discussion of differences/findings (please note here)</li> <li>4. Action taken to remediate where needed</li> <li>5. Scripts returned to candidates</li> </ol>		



4	<b>Review of process/items/marking</b>  Record any actions required as a result of internal and external moderation.  Teaching and learning needs arising.	
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