

WHOLE SCHOOL MODERATION POLICY 2020

ALBANY CREEK STATE HIGH SCHOOL



VISION

The Albany Creek State High Whole School Moderation Policy is focused on the development and maintenance of a continuous improvement culture across Years 7 to 12. Collective efficacy regarding curriculum, summative assessment and pedagogical practice and the refinement of an expert teaching team is a cornerstone of this policy. Collaboration underpinned by evidence is key to successful moderation practice across the three levels of planning where alignment occurs vertically and horizontally informing teaching and learning.

A whole school approach to moderation involves students and teachers in a series of activities to drive student learning outcomes improvement. The moderation process at Albany Creek State High School supports teachers to align curriculum, pedagogy, assessment and reporting. Consistent and precise use of the language of assessment allows for rich and productive discussions with all stakeholders.



GOALS

- collective efficacy
- consistent, precise and collaborative practice
- shared understanding and interpretation of curriculum and assessment frameworks
- shared understanding and use of student evidence and performance
- shared understanding and application of the principles of quality assessment in curriculum and assessment design

Professional learning activities and experiences are fundamental to the realisation of these goals (for example, accreditation modules, cluster/network activities and participation in the endorsement and confirmation moderation system).

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SHARED MENTAL MODEL

Moderation at Albany Creek State High School observes the **BEFORE-AFTER-AFTER-END model¹**:



<https://learningplace.eq.edu.au/cx/resources/file/76fcf9c5-4485-4fa1-9981-19073ca3865b/1/moderate-assessment/index.html>

- **BEFORE** assessment takes place at the planning stage, and at appropriate times throughout teaching and learning – collaborative calibration activities for teaching teams and students occur to achieve the most precise expectations regarding what the realisation of the marking guide standards is. The construction of student samples of work can be used instructively to inform understanding regarding assessment requirements and achievement standard expectations.
- **AFTER assessment takes place, but before it is graded** – precise achievement standard calibration via professional sharing forums, cross-marking activities take place to ensure that a consistent mindset regarding the application of marking guide standards is established.
- **AFTER assessment is graded** – collaborative calibration checking processes take place to ensure that marking guide standards are applied consistently and appropriately.
- **at the END of the reporting period** – collaborative reflection activities take place incorporating data regarding the success of the unit, assessment design, teaching and learning.

¹ <https://education.qld.gov.au/curriculums/Documents/p12-carf-framework.pdf>
<https://education.qld.gov.au/curriculums/Documents/assessment-moderation.PDF>

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▪ Before assessment takes place

Moderation occurs to:

- develop shared understandings about curriculum and relevant achievement standards
- confirm interpretation of achievement standards
- ensure validity, accessibility and reliability
- align pedagogy and curriculum to assessment as per the *Whole School Curriculum Plan* and relevant achievement standards
- administer monitoring tasks to gauge student progress
- enable reflection at various times throughout the teaching and learning process.

▪ After assessment takes place

Moderation occurs to:

- enable comparable judgements about student evidence using marking guides that use the relevant achievement standards.

▪ After assessment is graded

Moderation occurs to:

- maintain a collection of student evidence in each subject
- determine overall standards of achievement in each subject

▪ End of the reporting period

Moderation occurs to:

- enable valid judgements of student performance for reporting overall levels of achievement
- enable the analysis and use of assessment and reporting data to inform decisions about how to provide the curriculum in a way that supports continuous improvement in student achievement
- enable future goal setting.

SUMMARY

Moderation processes align curriculum, pedagogy, assessment and reporting. Moderation is an iterative and cyclical process that benefits from discourse, practice experience and reflection. A whole school commitment to moderation enables ongoing opportunities for this to occur in various forums and contexts. Teaching expertise refinement, consistent curriculum and assessment delivery and differentiation to meet individual learning needs are the key benefits of efficient whole school moderation. **For teachers**, this can take the form of professional sharing forums and **for students** this may focus on the classroom practices that enable students to develop metacognitive skills (for example, the capacity to self-identify success criteria and self-regulate).

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REFERENCES

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APPENDIX – Professional learning activities examples

Moderation processes need to occur during the planning, delivery, assessment and evaluation stages of a unit.

