

# Expectations and Procedures for Moderation and Judgements against National Standards.

The "National Standards," have been described as aspirational with the intention of raising student achievement in reading, writing and mathematics. National Standards are not a test or a score but a set of benchmarks that set expectations for students in the first eight years at school. Schools are required to use a range of assessment methods to make a judgement about a student's progress and achievement against those benchmarks or annual standards.

The New Zealand Curriculum Standards have been divided into a progression of benchmarks for English and mathematics:

- after one year at school
- after two years at school
- after three years at school
- by the end of Year 4
- by the end of Year 5 and
- by the end of Year 6.

Like all schools in New Zealand, we report to parents at least two times each year on their child's progress and achievement in relation to the National Standards.

Teachers make an overall teacher judgement where they assess a student's achievement against the standards and identify which of the standards is the best reflection of the level of work that particular child is producing across the curriculum. These levels are reported to parents, twice a year and the OTJ's are converted into above, at, below or well below the National Standard expectations for reporting to the Board of Trustees and the Ministry of Education. An overall teacher judgment (OTJ) involves drawing on and applying the evidence gathered up to a particular point in time, in order to make an overall judgment about a student's progress and achievement. No single source of information can accurately summarise a student's achievement or progress. A range of approaches is necessary in order to compile a comprehensive picture.

Evidence should be gathered in the following three ways:

- Observing the process a student uses to complete a learning task.
- Conversing with the student to find out what they know, understand and can do.
- Gathering results from formal assessments, including standardised tools.

When teachers draw together evidence to form an overall teacher judgment there is a need to ensure consistency of those judgments between teachers.

To accomplish this, a moderation process needs to be used. Moderation is a process where teachers compare judgments to either confirm or adjust them. The process involves teacher collaboration to establish a shared understanding of what achievement of standards looks like and whether or not the student has demonstrated achievement of the standard. Teachers work towards making judgments that are consistent and comparable.

The process needs to consider how teachers interpret National Standards, as well as how they make their judgments from the assessment information they have gathered.

At Grants Braes School it is expected that all children will progress in their achievement by one year when compared to the National standards for each year they are at school. For

children who are achieving below or well below the standards Intervention programmes will be developed and implemented in an effort to accelerate learning in the identified area so that they can catch up on their age Cohort. We acknowledge that some students within the school have significant barriers to learning that will prevent this from happening but it is still our goal for these children to progress in relation to the standards to the best of their ability.

Moderation of OTJ's is an important part of ensuring consistency of practice and assessment. Therefore the following procedures will be used.

- Teachers will gather data as outlined above and use this information to make OTJ's on which of the standards they believe is the best fit for a child in each of the subject areas.
- Most children will easily fit into one of the achievement levels but there are always those who are more difficult to judge due to variations in their work levels.
- Syndicate teams will have moderation meetings termly in years 1 – 3 and twice yearly in years 4-6, where they will each bring samples of children's work for moderation.
- Teachers will compare judgments to ensure consistency and have professional discussion around their judgments.
- Teachers should also seek advice from other teachers for those children they believe to be working at a year level not in their syndicate.
- Once this moderation is complete teachers will enter their updated data into eTAP.
- In the years 4-6 this data should be entered at mid year and end of year.
- In years 1 – 3 this data should be entered within one month of the child's 6 month and full year milestones
- Once teachers have entered the data they will check the previous years judgment to check the child has made the expected 1 years progress.
- For children who have failed to make one years progress or have made more than one years progress during the year, teachers will make a time for a peer review with their syndicate leader. Together they will review the evidence and make a final decision. These judgements will be identified as peer reviewed. If a final decision cannot be reached the syndicate leaders judgment should be recorded.
- Teachers should also request peer reviews for borderline students for which they are having difficulty deciding if they are below, at or above.
- All reviews need to be completed by the end of November so data can be updated online and use in reports.
- Syndicate leaders are responsible for compiling a summary report on review meetings. This will include: Number of reviews, number of decisions upheld, and number of decisions changed. A note of any decisions where agreement was not reached and the teacher's decision was overruled should also be included. Overruled decisions will be included in the decisions changed category.
- The Management team will discuss these reports at management meetings.
- Full school moderation meetings will be held at least once a year to give greater awareness of student progression throughout the school and more consistency of overall judgements between syndicates.