

The Dos and Don'ts of MODERATION

Moderation is a collaborative and reflective practice that supports consistency of approach to assessment. Consistency is important as it enables a shared understanding of what is valued in teaching and learning.



Prior to the planning of learning tasks for assessment, engage in both formal and informal discussion with colleagues about features and qualities valued.



Assume the teaching team has a shared understanding of what is valued.



Annotate student work with reference to the achievement standard in collaboration, and with input from colleagues.



Use the content descriptor on its own to assess students, nor assess without consultation and input from colleagues.



Keep exemplars of previous student work samples and use a range of samples to make judgements.



Use few work samples as indicators of student learning.



Make space and find time to incorporate moderation as a whole school and shared practice.



Moderate as an individual (if possible) and outside of teaching time/duties.



Recognise moderation as valued self-identified professional learning, and track time spent.



De-emphasise reflective practices such as moderation as crucial for teaching and learning.