

Case Study – Derbyshire LEA

The role of the Assessment Co-ordinator in moderation.

This case study describes one school's work in building moderation using the P scales, into their established assessment and reporting process.

Type of School

This is a Special School catering mainly for pupils with moderate learning difficulties and some with severe learning difficulties. Many pupils have complex learning difficulties. Pupils have a wide range of additional need including Autistic Spectrum Disorder, Specific language difficulty, hearing impairment, physical, emotional and behavioural difficulties, specific learning difficulty.

Number on roll (5 - 16 years): 52. Classes range from 10 pupils to 13 pupils in each class, 1 teacher per class.

Responsibilities

Assessment Co-ordinator - overall responsibility for 'progress monitoring' procedures, 'moderation' processes and having general overview across the school of the use of 'P' levels and NC levels.

Subject leaders carry out own subject evaluations of progress and lead moderation meetings supported by assessment co-ordinator.

Procedures linked to moderation of 'P' levels

- On entry, pupils' levels are recorded on PIVATs - Assessment Co-ordinator monitors and records on pupil's progress record.
- I.E.Ps written by class teachers termly - monitored by assessment co-ordinator to give overview of levels, targets and progress.
- Throughout the year - Annual review reports are monitored by Assessment Co-ordinator giving overview of progress, pupil descriptions, levels.
- Termly - A subject (or part of) is focussed on at staff meeting for moderation. Teachers compare pupil's work and levels given. Outside material and videos used if available.

- Yearly - Subject leaders monitor progress in their subject sampling work across the school.
- PIVATS monitored yearly by assessment co-ordinator.
- End of June - PACE or QCA tasks used to give further assessment and alongside other evidence used to give an end of year level in all subjects. Assessment Co-ordinator monitors this work for moderation purposes and monitoring progress.
- Information on levels is transferred to Pupils Progress Records. Progress measured in 1/3rds of 'P' level and 1/9th of a level National Curriculum level.
- This Information and other records are used by all staff to evaluate progress and effectiveness of teaching, helping to identify targets for forthcoming year.
- Assessment Co-ordinator draws all information together, writing up final evaluation of progress and identifying strengths and weaknesses.

Future

- Practice would be improved by a yearly link with another special school or a group and mainstream samples.