



**Newton British Academy
Barwa City**

Primary Moderation Policy

Policy Date: May 2022 – June 2025

Reviewed: June 2022

*“An international community of learners striving for
excellence and celebrating success”*

Introduction

At NBA we moderate to check the consistency of teachers' judgments once they have made their assessments. NBA moderate to identify and resolve any differences in attainment grades within and across year groups, key stages and across the whole school to ensure the correct levels are being awarded for writing and overall end of term summative exams.

Aims

Moderation will take place vertically and horizontally at NBA in every term ensuring transparent communication across all Key Stages at NBA. Vertical checking means moderating across all years rather than just one year as Horizontal means moderating within the year group. The reason for this is to have consistency in expectations across year groups and key stages as well as within individual year groups. This will ensure that levels at NBA are as accurate as possible. In addition, vertical moderation gives ownership of writing expectations across year groups and will develop the teachers' expectations at the outset of each academic year and help with the differentiation of class activities. The moderation process is reflective and proactive, ensuring we attain our vision of striving for academic success. Moderation will take place in Writing, Reading, Mathematics and Science.

Moderation Overview

Term 1

Moderation between: Y1 and Y2
Y3 and Y4
Y5 and Y6
Year group moderation (Maths, Reading, Science)

Term 2

Moderation between: YR and Y1
Y2 and Y3
Y4, Y5 and Y6
Year group moderation
EYFS-Y1
Y6-Y7

Term 3 Horizontal Year group moderation & Transition Vertical Moderation

EYFS-Y1
Y6-Y7
Y2-Y3
Year group moderation

At the end of each term moderated writing will be added to the school moderation folder and each year group will have a copy. This will provide an exemplar and guidance for teachers when levelling writing.

At NBA we build writing portfolios across the term to award a summative level. This gives the students the opportunity to apply all the skills listed in the APP and ensures that students are getting rewarded for all the skills that they are able to apply independently.

Moderation meetings will be added into the primary strategic plan and school calendar for each term to ensure dedicated time is given for the moderation process to be undertaken effectively.

Deputy Head of Primary, Academics will be the moderation lead and will ensure that the process occurs according to policy with the appropriate rigour and will offer feedback and guidance to teachers when required.

The process

Vertical

Each class teacher will attend the moderation meeting with one example of:

- a. Working above expected standard
- b. Working at expected standard
- c. Working towards expected standard

This will ensure that we have a minimum of six examples to draw conclusions from in each year group. The evidence should not include a level but should be marked according to the APP annotation procedure. The evidence should be labeled student A, B, C etc. Teachers should submit the completed APP documents in their Writing portfolios at the outset of the meeting to the DHOP, academics.

Tables at the venue will be arranged with each year group's evidence and an A3 copy of the APP. Teachers will work as a group or in pairs using the APP to level the pieces of writing from a different year group.

Teachers will then receive the moderated work back and identify any differences in judgement and discuss the feedback and coming to an agreement on the level awarded.

Finish with a chaired discussion which is minuted by DHOP, Academics:

- How are we doing against each year's objectives?
- Are there clear successes and shortcomings?
- Does the gradient of challenge feel right?
- Do we have the right sort of evidence to make a judgement?
- What do we need to do to improve progress and provide evidence of it?

Horizontal

Each class teacher will attend the moderation meeting with one example of:

- Working above expected standard
- Working at expected standard
- Working towards expected standard

This will ensure that we have a minimum of six examples to draw conclusions from in each year group. The evidence should not include a level but should be marked according to the APP annotation procedure. The evidence should be labeled student A, B, C etc. Teachers should submit the completed APP documents in their Writing portfolios at the outset of the meeting to the HOY.

Tables at the venue will be arranged with each year groups evidence and an A3 copy of the APP. Teachers will work as a group or in pairs using the APP to level the pieces of writing from their year group.

Teachers will then receive the moderated work back and identify any differences in judgement and discuss the feedback and coming to an agreement on the level awarded.

Finish with a chaired discussion which is minuted by Deputy Coordinator.

- How are we doing against each year's objectives?
- Are there clear successes and shortcomings?
- Does the gradient of challenge feel right?
- Do we have the right sort of evidence to make a judgement?
- What do we need to do to improve progress and provide evidence of it?

Mathematics, Reading & Science

At the end of each term a random selection of assessments (3 from each class) will be chosen by the Coordinator and will then be moderated to ensure that the marks awarded are correct and that the level awarded to the student is accurate. If major discrepancies are observed then the whole class set will be requested for scrutiny by the coordinator and Deputy Head of Primary Academics.

Outcomes

- Students at NBA are receiving accurate levels for writing, Reading, Mathematics and Science
- Teachers are confident that levels awarded are accurate
- Transition across year groups will be effective as expectations are shared
- Feedback is used to improve the assessment of writing across primary and EYFS
- Clear links are developed in expectation are developed from EYFS to Secondary improve standardisation of expectations at NBA
- Quality marking is ensured through Mathematics, Reading & Science paper moderation

Associated Policies and Documents

- Teaching & Learning Policy
- Assessment Policy
- AESN Policy
- ECA Policy
- Home Learning Policy
- MAT Policy
- Moderation Policy
- Assessment Procedures
- APP Procedure
- Primary Marking and Feedback Policy