

BtC5

How can we make school even better?

Sharing Standards



What does this mean for me?

<http://www.highland.gov.uk/learninghere/supportforschoolstaff/>

BtC5 makes clear that there is to be a national system of sharing and moderating assessment standards. We must all be involved annually in activities which lead to a better understanding of what standards of progression mean for all our learners. New resources will be available for this process including the National Assessment Resource (NAR). You may find the following link useful to inform your thinking about sharing standards:

<http://hvlc.org.uk/ace/aifl/Overview.htm>

Highland's Sharing Standards system will be robust. It will take account of all teachers' responsibility for Literacy, Numeracy and Health and Wellbeing, as well as individual teacher responsibility for specific curricular areas.

Our system will involve all teachers annually and be based on:

- ongoing informal sharing of assessment practice and evidence
- regular supportive classroom peer observation and discussion focused on assessment
- actual and virtual meetings of teachers reviewing and moderating evidence from the National Assessment Resource and their school(s).

An annual minimum of 4 hours for observation and discussion and 6 hours for moderation meetings has been suggested, perhaps using an existing closure day for the latter with 50% of the time spent cross-sector as an ASG.

In some respects Sharing Standards in CfE will be like moderation in SQA and 5-14 courses. Teachers will still review and discuss 'things' produced by learners. There will, however, be significant differences.

CfE provides descriptions of Experiences and Outcomes to be encountered and re-encountered over very broad Levels covering three years of learning. These Es and Os are open-ended and progress must be assessed in relation to:

- breadth
- challenge and
- applying knowledge and skill in different contexts.

Below Senior Phase, then, our sharing of standards should be concerned mainly with these concepts rather than pass/fail or grade.

We should consider:

- the extent to which the experience provides the learner with opportunities for individual progression - in breadth, challenge and application
- whether the assessment approaches are fit for purpose
- whether the evidence represents appropriate progression given our knowledge about the learner and the success criteria for the task.

Key Questions for Schools

- *How much time should we afford to classroom observation? How can we make the time effective?*
- *How much time should we afford to moderation meetings?*

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Highland CfE Implementation Group

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**Sharing
Standards**

