

Cambridge International School

Moderation Policy and Procedures

NAME OF POLICY	Moderation Policy
APPROVED BY	Principal
DATE APPROVED	2025
SCHEDULED REVIEW DATE	2027
SUPERSEDES	Version 2021
RELATED POLICIES	Assessment, Reporting and Recording (ARR) Moderation Policy External Examination Policy

Standardisation and Moderation Policy

Rationale:

Standardisation and Moderation supports consistent and fair judgements on student academic performance, creating a shared understanding.

1. **Design of assessment tools** – Academic assessment tools should support the teachers' ability to collaboratively moderate judgements on students' performance
2. **Judgements on student performance** – Collaborative judgements are likely to be more consistent, and fair than individual judgements

Aims of the policy:

- Ensure consistent and effective assessment within year levels and subjects
- Ensure teacher judgements are aligned with international standards/ benchmarks

Process:

Teachers will refer to the assessment checklist to ensure that the standards are achieved in the assessment

1. Design of assessment tools:

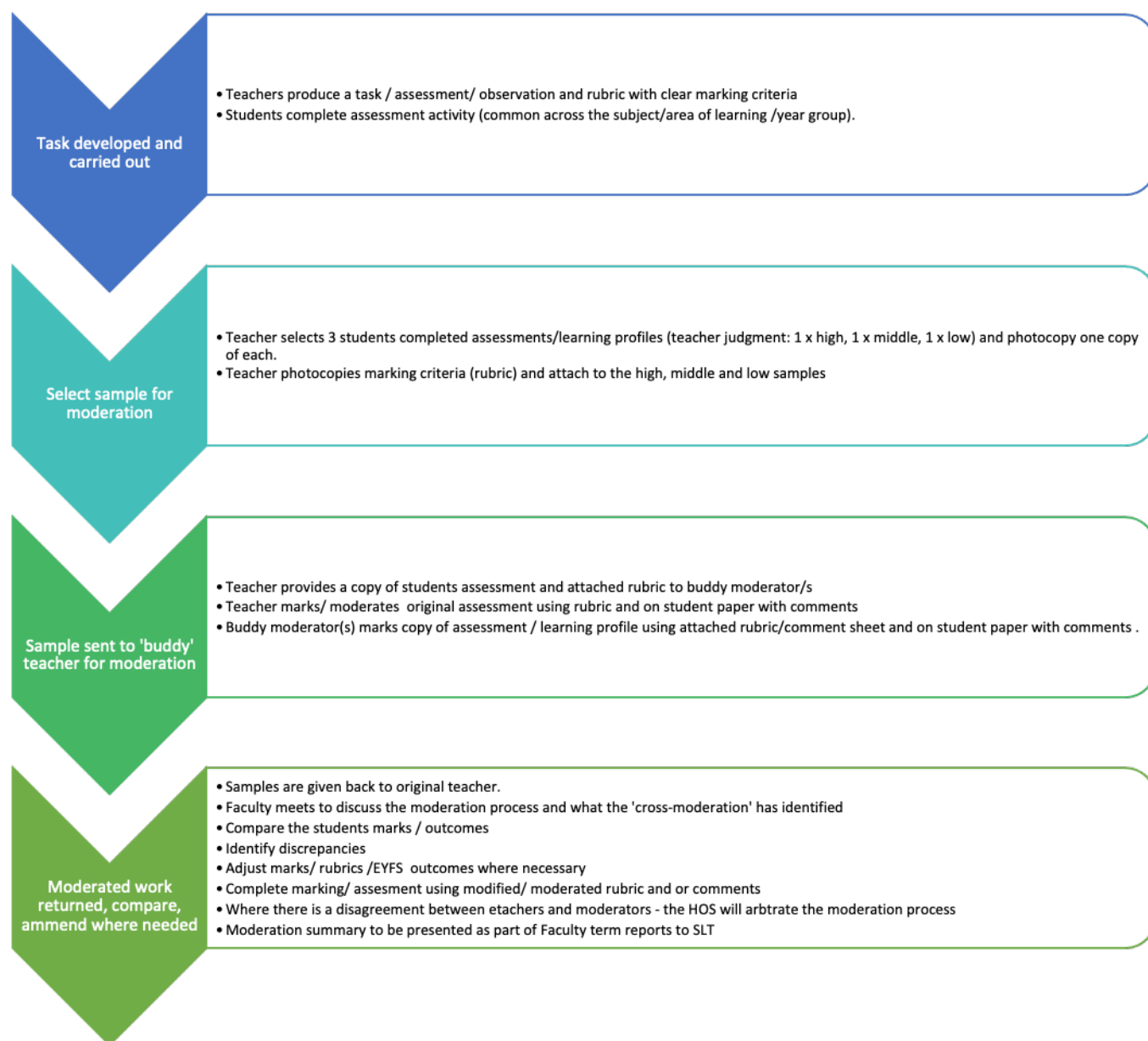
- Adequate coverage of curriculum outcomes
- Assessments set should be common to all students within the subject and year group
- Balanced degree of challenge (difficulty)
- Should include the level of tasks, practical application of skills and knowledge
- Accurate English / Arabic translation (where appropriate)
- Appropriateness of assessment tasks in consideration of time allowed
- A correct and clear marking schedule
- A range of assessment opportunities and level
- Rubrics in student-friendly language and available to students prior to the commencement of the assessment
- Teachers mark assessment tasks against the relevant rubric (Marking Scheme)
- IGCSE/GCSE/ GCE assessments are set based on the assessment objectives and keeping in mind the weightage for each of these assessment focus
- A mark scheme and grade thresholds are formulated based on the selection of questions from past examination papers. These are quality assured in the standardisation meeting
- Question papers highlight the assessment objectives, these are useful when students reflect on their performance and evaluate the skills that are their strengths and those that need development

2. Process of Moderation

Continuous Assessment Moderation Process:

The following chart outlines the process for moderating tasks/ observations. This series of steps outlines the best case scenario for moderation of assessments/observations. The school based moderation will reflect

the dynamic and evolving nature of assessment and adherence to this process will be on a 'best – fit' scenario



Subject moderation follows the assessment week and needs to identify and resolve any differences in teacher assessments and to agree and moderate standards against the National Curriculum criteria

- To make the process manageable, it might be helpful to have a **focus** for the moderation rather than try to moderate all the judgements made for every single grade
- It is important that teachers come to the meeting having made judgements (this can be done using exemplar material)
- The Faculty Leader would make a selection of completed tasks and or observations from the class set (for instance different ability groups based on their cognitive ability profile, SoD) on which the team would make agreed judgements

- When moderating, it is important to have time to discuss judgements and evidence for each grade / level criteria so **all** teachers feel confident in their own judgements when evaluating pupil progress
- A moderation form is completed, signed off and attached to each moderated assessment
- All marked, moderated tasks are stored in ordered class and assessment sets
- Exemplar moderated work will be maintained in the Faculty moderation file and used for future PD
- Faculties in Senior School hold standardisation discussions around exam specifications for future assessments and moderation sessions when appropriate

Maintaining High Standards

There are several further considerations to ensure that students' progress, development and achievements are reliably recorded and are valid measurements. The following points should take into account the range of experience of teachers within the Faculty/Phase. The process of quality assurance is on-going and the focus is to ensure that this process is thoroughly understood throughout the Faculty, modelled and embedded for sustainability. Faculties and teachers should not expect that all of these points will be covered for every task at every year level, but features of the list should be unpacked and where possible introduced and used to ensure the high standards of student work.

- ✓ **Marking and remarking** – Where moderation happens this will be **within 2 weeks** of the assessment. If moderation occurs after a task activity/observation has been marked, and discrepancies of a critical nature are found then the task activity/observation may need to be remarked/re-observed. Instances of this should be brought to the attention of the Secondary Examination Team and SLT, addressed and actioned as a result and recorded
- ✓ **Checking of mark addition** – again should be done on an on-going basis. If marks profile points are changed or added as a result of the process, all teachers concerned need to be aware of why this has taken place. Again, this should be recorded within the Faculty moderation file
- ✓ **Transfer errors** – transfer errors can occur at many times in the elaborate process of marking and collation before entry into electronic systems. Where possible teachers should record assessment data electronically in their e- mark book.

Internal standardisation

Internal standardisation is a process that takes place at the beginning of marking to make sure all teachers involved in marking the work (markers) agree to apply the mark scheme in the same way.

- Internal standardisation is applied only if more than one teacher is marking the work, such as the common assessments/ Mock examinations where multiple students have carried out the same task, and the work has not yet been marked
- In cases where work was completed earlier in the course and has already been marked, it is possible that more than one teacher applied the same mark scheme but the teachers did not standardise their marking. In such cases, **internal moderation should apply**

How to carry out internal standardisation

The process of internal standardisation may vary depending on the type of work being marked. The method followed in the Secondary School for all examination assessments is as follows:

- Teachers read through the question paper (or other task instructions) together, making sure all markers understand the demands of each question or task and have an opportunity to ask questions and resolve any uncertainties.
- Teachers work through the mark scheme together, making sure all markers understand the marking criteria and how to apply them. Markers review generic marking principles, agree to the definitions of phrases within levels-based mark schemes, identify lists of acceptable and/or unacceptable responses to points-based questions, and note any other relevant points for consideration.
- Where other support materials are available such as samples of Candidate Responses, Specimen Answers, teachers work through these together to make sure all markers understand how the marks have been awarded
- If work is marked prior before the standardisation process, then each teacher should make copies of three pieces of work and distribute a copy of each response to all markers. Each marker should mark these independently, before comparing and discussing their marking with the rest of the group.
- A consensus on the appropriate mark for each response, is grounded in the correct application of the mark scheme
- The **internal moderator (Faculty Leader/ Lead Teacher)** should resolve any remaining disagreements about how to apply the mark scheme

Internal moderation

Internal moderation is a process that takes place at the end of marking to make sure all teachers involved in marking the work (markers) have applied the mark scheme in the same way.

Where more than one marker has applied the same mark scheme, the markers involved should take part in a formal process for sampling each other's marking to check for consistency. Internal moderation should be carried out for all such work, including work marked earlier in the course and therefore not included in internal standardisation. Where markers find inconsistent marking approaches, candidates' marks should be adjusted as necessary, using a method such as the one outlined below.

Where there is only one teacher marking the pieces of evidence for all candidates, there is no need to have a formal process of internal moderation. Nevertheless, it is strongly recommended that the marker should discuss their approach with another teacher or the Faculty Leader, making sure that appropriate safeguards are put in place to enable fair and objective marking.

How to carry out internal moderation?

The below method of moderation is followed for all summative assessments in the Secondary School.

1. Selecting an internal moderator

One teacher per component or school-created task is selected as an **internal moderator**. The internal moderator is usually the Faculty Leader or the Lead teacher of the subject. It is their responsibility to check that all markers are marking the component or school-created task consistently to the same standard. An internal moderator makes sure all students in each teacher's class have been judged in the same way, against the same marking criteria for that component or school-created task.

2. Initial sampling of marks from every teacher

Each subject teacher marks their own students' work and provides a list of their students' marks to the internal moderator. The internal moderator then checks the marking of each of these markers at the top, middle and bottom of the mark range to see if they agree with the marks. If the internal moderator disagrees with any of the marks they have sampled, they will discuss the marking with the markers involved. Following this discussion, the internal moderator may decide to override some of the marks originally given and to expand the sampling of marks from the markers involved.

3. Expanded sampling of marks from some teachers

If the internal moderator needs to change marks for the marking they have reviewed, they will begin by looking at other students' work that has been marked by the same marker. If the internal moderator finds a consistent trend or pattern in a marker's marking they may adjust the marks of other students' work, marked by the same teacher, in line with this trend or pattern.

Exemplar Faculty/Phase Moderation Record Sheet

ASSESSMENT MODERATION RECORD SHEET						
YEAR & SUBJECT:	ASSESSMENT:		DATE ASSESSED	DATE MODERATED		COMMENTS/ACTIONS REQUIRED
STUDENT NAME	Assessment Mark	Moderated Mark	Signed by Teacher	Signed by Moderator	FL Check	

ASSESSMENT MODERATION RECORD SHEET (EYFS ONLY)						
AREA OF LEARNING:	ELG/DM STRAND:		DATE MODERATED:			COMMENTS/ACTIONS REQUIRED
STUDENT NAME	Source of Evidence:	Outcome/ELG achieved or more evidence required?	Signed by Teacher	Signed by Moderator	HOY/HOS Check	