

## **Summary of evaluation of KS1 and 2 statutory moderation processes in Solihull**

The following strengths and areas for development resulted from taking into account feedback from: moderators, headteachers, observations during quality assurance visits, EIMS, the KS1 STA external moderation visit and learning from the moderation manager undertaking the STA operational external moderator role.

### **Strengths**

- Moderators are knowledgeable and professional
- The communication with, and support for, schools which provides clarity about statutory and LA processes and in the observed school visit, enabled school staff to participate well in the professional discussion with the moderators (STA feedback 2019)
- The training and selection programme for moderators, including a masters level course, which ensures that moderators are confident in their roles and in their ability to carry out external moderation visits, and provides the LA with a secure pool of well-qualified personnel to choose from (STA feedback 2019)
- The quality of the professional discussion and the systematic review of evidence during the observed school visit, which enabled the LA external moderators to be confident that teachers could apply the standards within the TA frameworks accurately (STA feedback 2019)

### **Key areas for development 2020**

- Develop, in moderators, a more consistent and accurate understanding of
  - Re-moderation
  - Expanding the sample
- Record proportions of pupils at each standard within the cohort, alongside the number of pupils with a potential to change, in order to support the data collection process
- Create lead moderator and moderator handbooks outlining roles and responsibilities, key documentation, FAQs etc
- Provide training for KS1 moderators focusing on standards in reading and mathematics
- Ensure that LA external moderators ascertain the level of independence of all evidence presented and clarify with the school any support received (STA feedback 2019)
- Support teachers in understanding more about how to manage the professional discussion
- Continue developing the standard of professional discussion
- Continue to ensure schools are well informed about the process