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# Sharing Standards and Benchmarking

**Following the National Debate on the future of education in Scotland in 2001, the policy on assessment was changed.**

**There was to be a greater emphasis on the judgements of teachers in assessing the progress of learners against standards**

**Learners aged 3-15,**

**The professional judgements of teachers provides the main basis for measuring the progress of individual students.**

**Learners aged 15-18**

**New qualifications introduced**

**This shift in policy towards assessing progress of learners based on teachers' judgements has been welcomed but it also presents a number of major challenges!**

**Ah but!**

**How do we make sure that the judgements made by teachers in Scotland are consistent and robust and that the standards applied in Edinburgh are the same as those teachers in Glasgow?**

**In Scotland we are attempting to answer this question through the development of a national framework for quality assurance and moderation .**

**Ah but!.....how can we be sure that teachers' judgements can be trusted?**

**Moderation groups come together within individual schools, clusters of schools and regional groups to moderate planned approaches to learning, teaching and assessment**

**These groups also sample and checking learners' work to ensure consistency in applying standards.**

**Portfolios of evidence play an important part in the moderation process**

**Teachers can compare their students' work with exemplars produced by other schools and published within the National Assessment Resource**

**Ah but!!..... this will need a lot of resources and support!**

**Scottish Government gives £3.2 million (3 million euro) every year to local authorities to support schools in moderation work.**

**Education Scotland set up an Innovation fund and Inter-Authority fund to support innovative Moderation work**

**The Quality Marked material from this work is published on the National Assessment Resource**

**A team of National Coordinators/Development Officers support this development.**

**Inspectors visit groups of schools and examine moderation activity**

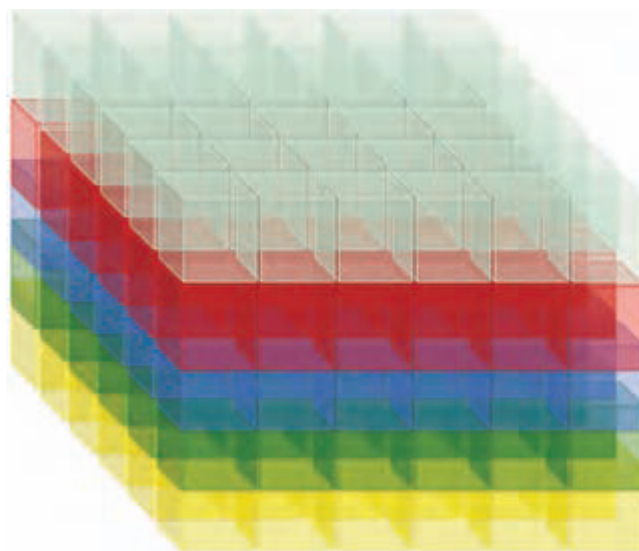
# **Ah but! What about teachers' workload?**

**Moderation activities should be manageable**

**Teachers do not need to collect the key evidence of work to show that pupils are meeting the standard**

**Moderation does not always need to take place in formal meetings**

# Ah but! –how will moderation help to raise standards in Scottish schools?



Student progress is now being measured in terms of **breadth, challenge and application**

# Breadth Challenge and Application

Teachers working in groups need to look at evidence from pupils work to see if they have:

- > have achieved a breadth of learning across the curriculum
- > can respond to the level of challenge set out in the experiences and outcomes
- > can apply what they have learned in new and unfamiliar situations



# **Ah but ! ...what about qualifications?**

**Qualifications have changed to reflect the new curriculum and assessment approaches**

**Schools will now be judged against a wider range of benchmarking criteria**

# Scottish Survey of Literacy and Numeracy

**The survey monitors attainment in literacy and numeracy across learning at P4, P7 and S2 and includes written and practical assessments.**

**The survey focuses on literacy and numeracy in alternate years, starting with numeracy in 2011.**

**The SSLN will provide an assessment of learning and progress over time to monitor standards from year to year.**

# PISA

**The main results for Scotland were:**

**Performance in 2009 was similar to that of 2006 in all three subject, following declines in previous years**

**Scotland was above the OECD average in reading and science, and similar to the OECD average in maths**

**Performance in Scotland was similar to that in England and Northern Ireland, and better than in Wales,**

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