**It is essential to have achievement data to hand when conducting moderation.** The most recent Data Packs for the class / cohort that you are looking at will enable you to select a range of work of different abilities.

**At KS4 you can look at the books of those below, on target and working above, you can explore the reasons behind why some pupils are underachieving or those that could make better progress.**

**At KS3 you could look at the books of those pupils who achieved the same or very similar % on their assessments or those who have made dramatic movements on the rank order.**

**What you need:**

* **All HPA books for that cohort** – for whichever year group you are looking at
* A selection of **non-HPA pupil books as a comparison**.
* KS4 Current Attainment / Progress Data packs for this cohort (**including by set**) if you have them.
* KS3 The latest rank order / assessment % achieved.

**Step 1: Rank Ordering**

Rank order the HPA books assessing quality of pupil work (perhaps choose to focus on one or two particular pieces of work). Place the books in a rank order – top to bottom.

Does this reflect the data / rank order that has been inputted by the teachers of these pupils? **Is the table-top rank order for HPA pupils looking at their work the same as the data rank order?**

**Step 2: Where are the PP pupils?**

Once the rank order is established for the HPA pupils, look at the set list and put a post-it note on PP books. This will give you a visual representation of where the PP pupils are sitting within the HPA cohort.

Where are they? Are they bunched at the top, the bottom, evenly distributed? This then facilitates follow up conversations / feedback to the Department regarding issues relating to HPA/disadvantaged pupils and agreed next steps.

**Step 3: Quality Assurance / Moderation**

1. Using the current data pack – choose 5 HPA pupils who have been given the same KS4 current grade / KS3 assessment %. Open their books. Does the work look a similar standard? If not – why not? How has the teacher arrived at their assessment?
2. Choose a book from an HPA pupil assessed at 1 GCSE grade below and then a book from an HPA pupil 1 GCSE grade higher than this initial group / 10% above and below on their KS3 assessment. Can you see a difference? If not, why?
3. Compare the 5 HPA books with pupils who have been given the same grades / % in the data but are not HPA. Can you see differences in their work? Why have these pupils been given the same grades as HPA pupils?

**Questions to consider:**

* Are the HPA pupils stretched / challenged sufficiently? How can you tell?
* Does the teacher know who the HPA pupils are and what they should be achieving?
* How are the HPA and the HPA/disadvantaged pupils supported to do as well as they should?
* Who is under-performing and what can be done to turn this around before the next data collection?
* Is it that non-HPA pupils are doing really well, if so – why?

**Feedback is important** – to the individual teachers, to the department / faculty as a whole and reflectively to inform your SEF / Action Plans. It is also important to let the relevant **HoY** know particular pupils you are concerned about. If we are all looking at the same cohort simultaneously, this might demonstrate the need for a pastoral as well as individual subject intervention and a more co-ordinated approach.

**Please use this feedback to work with your department / faculty and update your SEF if necessary.**

**1 copy to your Faculty Head**

**1 copy to your SMT line manager**

**1 copy to JH (for filing)**

|  |  |  |
| --- | --- | --- |
| **Department / Faculty:**  **Date:**  **Year Group:** | | |
| **Activity** | **Conclusions** | **Further Actions** |
| **Step 1: Rank Ordering**  Does this reflect the data that has been inputted by the teachers of these pupils?  Is the table-top rank order for HPA pupils looking at their work the same as the data rank order? |  |  |
| **Step 2: Where are the PP pupils?**  Where are they? Are they bunched at the top, the bottom, evenly distributed? |  |  |
| **Step 3: Quality Assurance / Moderation**  1. 5 HPA books of pupils on the same grade/ % – is the work look a similar standard? If not – why not? How has the teacher arrived at their assessment?  2. Is there a difference in HPA books / quality of work of HPA pupils just above or below than this initial group? Can you see a difference? If not, why?  3. Comparing the 5 HPA books with non-HPA books where pupils who have been given the same grades / % in the latest data set. Can you see differences in their work? Why have these pupils been given the same grades as HPA pupils?  **Questions to consider:**   * Are the HPA pupils stretched / challenged sufficiently? How can you tell? * Does the teacher know who the HPA pupils are and what they should be achieving? * How are the HPA and the HPA / disadvantaged pupils supported to do as well as they should? * Who is under-performing and what can be done to turn this around before the next data collection? * Is it that non-HPA pupils are doing really well, if so – why? |  |  |