**Guidance on Reflective Rank Order Moderation for Middle and Senior Leaders**

Moderation of pupils’ work in their exercise books is rapidly becoming a main method to evaluate the overall quality of teaching and achievement over time. Traditionally, when looking at work in books we have placed a great deal of emphasis on evaluating teachers’ marking. While this is important, it is even more important to look at pupils’ learning over time.

**It is essential to have achievement data to hand when conducting a moderation exercise.** The latest Data Packs for the class / cohort that you are looking at will enable you to select a range of work of different abilities. **Having the data packs to hand allows you to verify teacher judgements in the data entry and to ensure that your data packs have additional rigour.**

**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.**

These exercises involve comparing the class work of pupils with the same current attainment or to look at the classwork of pupils given different GCSE grades / achieving different KS3 assessment % despite being a similar ability.

* Can you see any differences? If not – how has the current attainment been arrived at?
* Is it fair to make judgements based on test results alone or class work alone?
* Do interventions need to be put in place for someone who is capable in classwork (as evidenced in the books) but who scores weakly in a test situation or how does a pupil revise from a poor class book but achieve well in her exams etc?

**These activities also allow you as a subject lead to check for a consistent approach to the curriculum, that all pupils are receiving an equality of entitlement in the curriculum and to ensure that any assessed work is marked with parity.**

**What you need:**

* **The entire cohort’s books** – for whichever year group you are looking at
* Different coloured packs of Post-it notes (1 colour for PP pupils, 1 for HPA etc – enough for the groups that you wish to identify)
* Current Data packs for this cohort (**including by set**)
* Set lists with PP / non-PP and HPA etc on there.
* Space – either the floor or tables set out in rows to allow a comparison.

**Step 1: Rank Ordering**

Teachers need to swap their class-set of books so that they are not assessing their own class to avoid pre-judging the results.

This should be done fairly quickly – the staff can agree to look at one particular piece of work or to be instinctive (external work scrutinies are conducted this way).

The quality of pupil work should be quickly assessed (**not the teacher’s marking / feedback**) and the books placed in a rank order – top to bottom.

All class sets to be laid out in the same way.

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

Once the rank order is established for each set, the teachers 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 each class and the cohort as a whole.

Where are they? Does one class have the PP pupils bunched at the top, the bottom, evenly distributed? This then allows an open discussion regarding how individual teachers are supporting these pupils and for the sharing of ideas / issues / appropriateness of the tasks HWs etc.

**Step 3: HPA pupils**

Use different coloured post-it notes for HPA pupils – their attainment and progress is one of our priorities this year, especially the attainment of HPA/Disadvantaged pupils.

Where are they? Are the HPA pupils at the top of their classes? Have some HPA pupils begun to sink down the cohort according to the rank order? Why might this be? What actions can be taken?

**Step 4: Quality Assurance / Moderation**

Using the current data pack – choose 3-5 pupils who have been given the same current grade or achieved the same on their most recent KS3 assessment. Open their books. Does the work look a similar standard? If not – why not?

Choose 3-5 books from pupils assessed at 1 GCSE grade above and below or 10% above / below at KS3. Can you see a difference? If not, why?

Where in the rank order were these books selected from? What does this indicate?

This method is equally useful for two teachers to pair up, and to moderate work together or for a HoD/F to collect a sample of books from across the cohort based on the current Attainment and Progress Data Pack to moderate, look at different levels of challenge, under-performing pupils etc. It will also allow you to further explore the different issues thrown up in the data packs and to decide on next steps.

**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)**