Strengthening confidence in teacher assessment

Schools/teachers

authorities (LAs)

External verification

Schools/local

End-to-end process to ensure quality, consistency and reliability



Autumn/Spring Spring/Summer **Autumn Summer** Continuous teacher assessment **Exemplification** LAs monitor the **Headteachers Internal school Headteachers Schools review and** materials moderation moderation process, sign off teachers' to arrange: update portfolios, available via Learning through partners in using current learner meetings. assessments. • standardisation/ Wales. regional consortia. profiles, reflecting **External verification. Preparation for** training meetings. **Outcomes/levels** the feedback from Headteacher/senior cluster group reported to LAs and Feedback provided **Cluster headteachers** cluster group moderation leaders to attend Welsh Government, to schools and LAs to: moderation and cluster moderation and used to inform meetings. to inform future • plan, agree external verification. meeting. planning. training and improve and timetable **Schools review and Schools plan an** quality, consistency moderation The chair of each update portfolios internal assessment and reliability of activities and cluster moderation to support future calendar for the teacher assessment. share with LAs/ meeting provides planning. subsequent academic a written record of regions. year, based on the the meeting to all national assessment schools and the timetable. LA/consortium. **Continuous professional development** Standardisation and Teachers to share full Programme of external Headteachers to sign off Schools to use feedback Teachers to collate verification by way of training meetings held evidence of learner's range of learner's work the final assessments and from cluster group random sampling to to establish an agreed for peer moderation at submit end of phase/ moderation and external achievement against specific national understanding and cluster group meetings. ensure a nationally stage teacher assessment verification to improve interpretation of the consistent approach to accuracy in awarding curriculum outcomes/ to Welsh Government Headteachers (primary **Roles and** national curriculum level descriptions for as part of National Data standards and strengthen teacher assessment. and special schools) and responsibilities Collection. outcome/level consideration at future planning. secondary SLT to attend descriptions. moderation meetings. with appropriate teaching Lessons learned should Welsh Government staff. Written feedback be reflected in the school

provided to governors

and LA.

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development planning

process and teachers

appropriate professional

supported to access

learning provision.