

مَدْرَسَةُ الْخَلِيجِ النَّمُوذَجِيَّةِ

Gulf Model School



MODERATION POLICY



POLICY STATEMENT

The process by which the judgment of a teacher is checked for quality by an experienced or senior colleague is called Internal Moderation. Internal Moderation takes place to ensure that the decisions are correct, work is of high quality and meets the requirements for which it is being entered. The process also aims at screening out any pieces of work that may not be up to standard.

The prime purpose of the policy is to ensure that:

- Robust internal moderation practices which are valid and reliable cover all teachers and meet the requirements of GMS School.
- The internal moderation procedures are fair and open.
- Accurate and detailed records are kept of internal moderation decisions.

GMS will:

- Ensure that all assessment activities are valid, appropriate and fit for purpose.
- Apply a strategy that will provide a representative sample across from staff.
- Create a plan of internal moderation in relation to all assessment activities.
- Define, maintain and support effective internal moderation roles, including the provision of training where required.
- Provide standardized documentation to support internal moderation activity and record-keeping.
- Ensure that feedback and outcomes of internal moderation support future development of good practice.
- Carry out an annual evaluation and review of internal moderation policy and procedures.

The Policy to put in practice

It is the responsibility of all staff to participate in the moderation process by keeping necessary records, attending relevant meetings and submitting marked student work as requested.

The people involved in this process are:

(a) Internal Moderator (IM): This is the person nominated who will screen and moderate the teacher's decisions concerning the paper set. The Internal Moderator is usually a member of the Senior Management Team.



(b) Head of the Department (HOD): The HOD member responsible for the scrutinizing the test papers to ensure the content is in alignment with the set curriculum.

(c) Teacher: The staff member who will be teaching lessons or delivering the course and assessing students work. They will attend any and all relevant CPD courses concerned with the delivery of their course.

Moderation of Task/ Assessment

Pre-marking helps examiners to discuss the criteria identified for the task. At this meeting, two or three completed assessment tasks can be distributed for teachers to assess against the criteria. A discussion can then take place about discrepancies in marks and grades allocated to these samples, and differences in interpretation of the criteria or the samples can be discussed and resolved before marking commences.

Post-marking takes place where there are several teachers teaching the same grade. There should be communication among them after the marking is completed to discuss any issues that arose during marking and to compare the grade/mark allocation of teachers.

The number of examples selected, and how they are selected will depend on the number of students and teachers and the consistency of agreement in pre marking moderation. The process may involve blind remarking in which the grade/mark that has been allocated to the assessment task is not disclosed or it may involve confirmatory review in which the mark/grade is disclosed. During this process, if there are discrepancies among teachers that indicate differing interpretation of the grading and assessment criteria, the HOD may need to examine further the allocation of grades by teachers who are at variance with others.

In cases where there is only one teacher, the HOD (who may be the assessor) needs to ensure that he/ she has undertaken a moderation process with another colleague who should mark a sample of assessment tasks and compare grades and marks with the assessor. If a discrepancy occurs, the colleagues will need to discuss the reasons and it may be necessary for the assessor to review grades allocated to other assessment tasks.

Internal Moderation Policy

Term 1

a) Pre-marking moderation for Entry Level Test to be conducted. Post marking to be done to discuss areas that need to be covered/ included in the curriculum.



- b) Internal Moderation to be conducted for Periodic Test 1 and feedback to be given.
- c) Post marking moderation to be conducted for the Half Yearly Exam paper and issues that arose to be discussed.

Term 2

- a) Pre-marking moderation to be conducted for marking of Periodic Test 2 and feedback to be given.
- b) Internal Moderation, for the marking of Annual Exam paper and issues that arose to be discussed post correction/ grading.