

 <p>Belmont High School 'Strive for the Highest' www.bhs.vic.edu.au</p>	<h1>Moderation Policy</h1>	
<p>Policy Status: Final</p>	<p>Document Owner: Principal</p>	<p>Authorised by: Principal and Leadership Team</p>
<p>Date of issue: 17/08/2021</p>	<p>Review Date: August 2023</p>	<p>Version 1</p>

PURPOSE

To ensure a consistent approach to grading all assessments, formative and summative, which establishes fair and equitable marking across a cohort. It encompasses teacher collaboration and enables staff to reflect on an assessment using student data and make meaningful changes to the assessment, lesson sequence, rubric and exemplars in response.

EXPECTATIONS

Staff are expected to use consistent Belmont High School language and expectations regarding assessment tasks. These might differ between year levels.

- For example language like: *Working Towards the Level, At the Level or Above the Level* for Years 7-10, or *Satisfactory and Not Satisfactory* for VCE.

Expectations and grading scales may also differ between learning areas to encompass subject specific factors.

- For example: the *number of assessments required*, the *use of resources*, or to *differentiate between practical and theoretical* assessment tasks.

BEFORE THE ASSESSMENT

UNIT CHAIRS

Create (or review, Years 7-10 only) an assessment task, accompanied by a marking rubric or scheme and exemplars (if appropriate). This should be distributed to the team for feedback two weeks prior to the assessment.

TEAM MEMBERS

Colleagues collaborate on, review and give feedback on the task and the marking scheme or rubric and help make any adjustments required and to ensure an agreement of what the achievement standard will resemble. This may include the development of solutions for the task or discussions around desired responses. The unit chair can circulate a final copy of the assessment at least one week before it is due to be delivered.

PROCESS

YEARS 7-10 & VCAL

1. Mark assessments individually.
2. Discuss with reference to a high, medium and low sample amongst the group any skills which students were able to and unable to demonstrate: is it related to a group of students, a class, or a cohort?
3. Make adjustments to lesson sequence, exemplars, rubric and/or task in response to moderation discussion where appropriate.
 - Please see the following link for further information from the Department of Education regarding moderation of common tasks: [DET Moderation Note](#)

VCE

1. Mark assessments individually (no half marks are to be awarded).

 <p>Belmont High School 'Strive for the Highest' www.bhs.vic.edu.au</p>	<h1>Moderation Policy</h1>	
<p>Policy Status: Final</p>	<p>Document Owner: Principal</p>	<p>Authorised by: Principal and Leadership Team</p>
<p>Date of issue: 17/08/2021</p>	<p>Review Date: August 2023</p>	<p>Version 1</p>

2. While marking take note of any irregularities or student responses you are unsure about.
3. Discuss with reference to a high, medium and low sample amongst the group any skills which students were able to and unable to demonstrate: is it related to a group of students, a class, or a cohort?
4. Teachers adjust marking of their classes assessment tasks, as well as update their lesson sequence, exemplars, rubric and/or future tasks as result of the moderation discussion.
5. Teachers agree on a time to release results and feedback to students in a timely manner to assist their future learning and address their areas of improvement. A copy of this feedback should also be loaded onto Compass (via Learning Tasks).
6. Teachers review the assessment with their class, addressing skills which students were unable to demonstrate to fill these gaps in knowledge prior to the summative assessment or end of year exam.
 - For Year 12, where four or more teachers are teaching one subject they can apply for moderation time to meet together and complete this process.
 - Please see the following link for further information from VCAA regarding moderation of common tasks: [VCAA Moderation Rubric Link](#)

STANDALONE SUBJECTS

1. Complete the relevant process above, consulting a teacher currently taking another year level (for example the Year 12 teacher could consult the Year 11 teacher). OR
2. Complete the above process, consulting a teacher external to Belmont High School.

These meetings may take place less frequently than multi-class subjects may. For example, at the end of each outcome or unit, rather than each assessment.

REVIEW CYCLE AND AUTHORISATION

This policy was ratified by the Principal & Leadership Team and was last updated on 17/08/2021 and is scheduled for review on August 2023.

Signed: _____  _____ (Principal)