

## National Professional Qualifications QA Agent (QAA) Final Assessment Moderation Report

QAA Moderator	Phil Spurr
Date of moderation	June 2020

### 1. Provider information

Provider	Forest Learning Alliance
Assessment contractor (if applicable)	NPQonline
Date scripts submitted to QAA for moderation	8 June 2020

### 2. Moderation Assessment Sample

National Professional Qualification	Number of scripts Moderated	Script identification		
		Given name/ Mononym	Surname/ Family name	DMS reference number
		*List each participant with their name and DMS Person Reference Number (PRN) against the NPQ level moderated		
NPQSL	1			
Total	1			

### 3. Overall evaluation of the Provider's assessment of participants (include reference to internal moderation where applicable)

Percentage of moderation sample marked in accordance with the DfE NPQ Content and Assessment Framework and Mark Scheme	<ul style="list-style-type: none"> <li>100% (1 out of 1)</li> </ul>
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Previous moderation report recommendations	<p>May 2020:</p> <ul style="list-style-type: none"> <li>Further improve the consistency of assessment marking by ensuring that: <ul style="list-style-type: none"> <li>each mark awarded is an accurate reflection of the quality of the participant's evidence.</li> <li>every assessment note includes an evaluation of the evidence against each component of the relevant score descriptor in accordance with the DfE mark scheme.</li> </ul> </li> </ul>
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Summary of effective use of the mark scheme	<p><b>Assessment Marking:</b></p> <ul style="list-style-type: none"> <li>The vast majority of assessment notes sampled for the one submission at national moderation are highly effective. This demonstrates improvement since the previous national moderation.</li> <li>They provide a balanced and comprehensive evaluation of the participant's evidence against all key elements of the DfE NPQ mark scheme score descriptor to justify the mark awarded. Typically, these assessment notes make good use of supporting evidence where appropriate, e.g. sponsor comments, communications plan, risk register etc. and refer to unique submission content to illustrate the evaluation.</li> <li>Where assessment awards one mark, assessment notes provide clear guidance to indicate how the participant could further develop their leadership competencies.</li> </ul>				
	<table border="1"> <thead> <tr> <th>NPQSL</th> <th>QAA moderation comment examples</th> </tr> </thead> <tbody> <tr> <td>Criteria: 1.2.1 and 6.2.1</td> <td> <p>1.2.1 <i>'There is very strong evidence of deep data analysis looking at school, local and national performance. You have used a good variety of tools to identify contributing factors to underperformance for disadvantaged pupils in reading and applied this rigorously to your plans.'</i></p> <p>6.2.1 <i>'You have provided good evidence of research into effective provision of professional development through work by The Sutton Trust as well as work by Nelson, Spence-Thomas and Taylor. To secure 2 marks greater clarity and detail is required on what professional development actually took place with the teaching assistants involved in your project and how this was influenced by your research.'</i></p> </td> </tr> </tbody> </table>	NPQSL	QAA moderation comment examples	Criteria: 1.2.1 and 6.2.1	<p>1.2.1 <i>'There is very strong evidence of deep data analysis looking at school, local and national performance. You have used a good variety of tools to identify contributing factors to underperformance for disadvantaged pupils in reading and applied this rigorously to your plans.'</i></p> <p>6.2.1 <i>'You have provided good evidence of research into effective provision of professional development through work by The Sutton Trust as well as work by Nelson, Spence-Thomas and Taylor. To secure 2 marks greater clarity and detail is required on what professional development actually took place with the teaching assistants involved in your project and how this was influenced by your research.'</i></p>
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<p><b>Assessor's Summary Feedback Comments</b></p> <ul style="list-style-type: none"> <li>The assessor's overall feedback for the participant is effective because it provides:             <ul style="list-style-type: none"> <li>Detailed and comprehensive comments with clear evaluation of key strengths in the submission.</li> <li>Helpful improvement guidance to support further leadership development.</li> </ul> </li> </ul>					

Areas for development		QAA moderation comment examples
	NPQSL	<p><i>'Key strengths - Data has been robustly analysed to identify key groups of pupils in need of support. You have accurately analysed contributing factors to this variation, planning accordingly.</i></p> <p><i>Key areas for improvement – Key research to support learning and development must be carefully analysed and evaluated. This allows you to better explain how this learning has informed your improvement planning. You must make clear what professional development was provided and precisely how that was informed by research. You must make use of a wider range of techniques for gathering evidence of the quality of the teaching of reading across your school. A more thorough overall evaluation of your project, including successes and areas for improvement, must be provided.'</i></p> <p><i>'Your submission is generally of a sound, professional standard, though there are a very small number of grammatical errors that would benefit from a very careful proofread before submission. These include using a full stop where a comma would be appropriate.'</i></p>
	'Assessor's feedback: summary' and 'any additional feedback'	
	<p><b>Assessment Marking</b></p> <ul style="list-style-type: none"> <li>On occasion, assessment notes do not fully justify the mark awarded because they do not evaluate all elements of the score descriptor.</li> </ul>	
		QAA moderation comment examples
	NPQSL	<p>Assessment notes do not include reference to 'benefits and risks', which is a key element of the score descriptor.</p> <p><i>'Your communications plan provides a good level of detail on what needs to be communicated, to whom and by what means. In order to secure 2 marks you must provide a clear justification for the methods of communication you have chosen, as well as evidence of how you have considered plans by other schools in order to inform your planning.'</i></p>
	Criterion: 3.2.2	
		<ul style="list-style-type: none"> <li>On one occasion, while the score is secure and assessment notes provide a clear justification for the mark awarded, reference to the sponsor's evidence would have further strengthened the evaluation.</li> </ul>

		<b>QAA moderation comment examples</b>
	NPQSL	<i>'Limited evidence has been provided of partnership work. This is in the form of close work with teaching assistants. To secure 2 marks you need to provide stronger evidence of how partnerships have been formed both within your school and beyond. These must then be clearly linked to the aims of your improvement plan.'</i>
	Criterion: 4.2.1	

**4. Substantiating evidence where national moderation does not verify the accuracy of final assessment marking. (Please add additional boxes for each referenced script)**

DMS person reference number	Evidence
N/A	

**5. Recommendations for improvement**

<p><b>Assessment Marking</b></p> <ul style="list-style-type: none"> <li>Further improve the consistency of assessment notes by making sure that notes always provide comprehensive evaluation of all elements of the score descriptor to fully justify the mark awarded.</li> </ul> <p><b>Point for Consideration</b></p> <ul style="list-style-type: none"> <li>Further improve the quality of assessment notes by making greater use of the full range of available evidence.</li> </ul>
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