

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

QAA Moderator	Ian Purnell
Date of moderation	27 April 2020

### 1. Provider information

Provider	Forest Learning Alliance (FLA)
Assessment contractor (if applicable)	NPQonline
Date scripts submitted to QAA for moderation	20 April 2020

### 2. Moderation Assessment Sample

National Professional Qualification	Number of scripts Moderated	Script identification		
		Given name/ Mononym	Surname/ Family name	DMS reference number
NPQML	2	[Redacted]		
NPQSL	3			
NPQH	2			
NPQEL	0			
<b>Total</b>	<b>7</b>			

### 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%</li> </ul>
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<p>Previous moderation report recommendations</p>	<p>January 2020</p> <p>Improve the standardisation of assessment marking by ensuring that the evaluation of each criterion takes account of all relevant evidence submitted to ensure accurate marking in line with the score descriptors of the DfE NPQ mark scheme.</p>								
<p>Summary of effective use of the mark scheme (Bullet points)</p>	<ul style="list-style-type: none"> <li>The final assessments sampled at national moderation are marked in accordance with the process set out in the DfE NPQ Content and Assessment Framework and mark scheme.</li> </ul> <p><b>Assessment Marking</b></p> <ul style="list-style-type: none"> <li>Most assessment notes sampled provide a comprehensive justification for the mark awarded. This is because notes:             <ul style="list-style-type: none"> <li>include an evaluation against all the key elements of the assessment criteria and relevant score descriptor.</li> <li>include reference to specific and relevant evidence from the participants' submissions to strengthen assessment decisions.</li> </ul> </li> </ul> <table border="1" data-bbox="459 976 1123 1765"> <thead> <tr> <th data-bbox="459 976 619 1032"></th> <th data-bbox="619 976 1123 1032">QAA moderation comment examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 1032 619 1240"> <p>NPQ level: NPQML</p> <p>Criterion: 3.1.1</p> </td> <td data-bbox="619 1032 1123 1240"> <p><i>'Thorough analysis of Goleman's leadership styles which are also accompanied by analysis of STRIDE and how this relates to own leadership. The adoption of the various styles is explored further, with succinct analysis as to why each was adopted, and also successfully linked to analysis from Rogers' innovation adoption curve.'</i></p> </td> </tr> <tr> <td data-bbox="459 1240 619 1471"> <p>NPQ level: NPQSL</p> <p>Criterion: 6.2.2</p> </td> <td data-bbox="619 1240 1123 1471"> <p><i>'You have provided analysis into how the professional development provision may need to change over time, considering the increase of children to the pupil roll who possess complex learning needs in addition to the knowledge, language, behaviour and interactions of professional development and the need for TA's to continuously develop their knowledge.'</i></p> </td> </tr> <tr> <td data-bbox="459 1471 619 1765"> <p>NPQ level: NPQH</p> <p>Criterion: 6.3.3</p> </td> <td data-bbox="619 1471 1123 1765"> <p><i>'The astute evaluation you give of the challenges facing the school and in its future responses to them, is well founded. The provision for improving the subject knowledge of all staff and their capacity to improve their understanding of pedagogy, is good, especially when applied to the known weak points within the present staff. The promotion of a relationship with local ITT providers, would enable the school to grow their own teachers, starting them off as teaching</i></p> </td> </tr> </tbody> </table>		QAA moderation comment examples	<p>NPQ level: NPQML</p> <p>Criterion: 3.1.1</p>	<p><i>'Thorough analysis of Goleman's leadership styles which are also accompanied by analysis of STRIDE and how this relates to own leadership. The adoption of the various styles is explored further, with succinct analysis as to why each was adopted, and also successfully linked to analysis from Rogers' innovation adoption curve.'</i></p>	<p>NPQ level: NPQSL</p> <p>Criterion: 6.2.2</p>	<p><i>'You have provided analysis into how the professional development provision may need to change over time, considering the increase of children to the pupil roll who possess complex learning needs in addition to the knowledge, language, behaviour and interactions of professional development and the need for TA's to continuously develop their knowledge.'</i></p>	<p>NPQ level: NPQH</p> <p>Criterion: 6.3.3</p>	<p><i>'The astute evaluation you give of the challenges facing the school and in its future responses to them, is well founded. The provision for improving the subject knowledge of all staff and their capacity to improve their understanding of pedagogy, is good, especially when applied to the known weak points within the present staff. The promotion of a relationship with local ITT providers, would enable the school to grow their own teachers, starting them off as teaching</i></p>
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	<p><i>students, with a view to recruiting them to strengthen the staff, further down the line.'</i></p>								
	<ul style="list-style-type: none"> <li>Where the assessment criterion has been partially demonstrated or not demonstrated at all, assessment notes clearly identify gaps in the participants' evidence, as well as supporting their further leadership development.</li> </ul>								
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	<ul style="list-style-type: none"> <li>Additional assessment feedback for participants supports further leadership development and encourages professional reflection.</li> </ul>								
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	<p>NPQ level: NPQSL</p> <p>Criterion: Summary feedback in Key Areas for Improvement</p>	<p><i>'To develop your understanding through research, of the direct impact of a consistent behaviour approach on overall student progress. Further evidence of impact could have supported your approach, for example, student feedback on the changes and their impact on student learning.'</i></p>
	<p>NPQ level: NPQH</p> <p>Criterion: Summary key areas for improvement</p>	<p><i>'The analysis you provided to address 5.3.1 was good in many aspects, but did not provide the whole picture, around how the budget was spent to cover the major staffing groups and also on purchasing resources. As a result, your analysis left the assessor in the dark in terms of what impact your suggestions would actually have on school spending and how this differed from previous years. This information might have been placed within the Curriculum led Budget.'</i></p>
	<p><b>Internal Moderation</b></p> <ul style="list-style-type: none"> <li>Internal moderation is robust. Where it has been found necessary to amend the initial assessment mark, a clear justification for this is provided. Where appropriate, internal moderation notes support improved initial assessment marking practice with advice or guidance for improvements aligned to the mark scheme.</li> </ul>	
	<p style="text-align: center;">QAA moderation comment examples</p>	
	<p>NPQ level: NPQML</p> <p>Criterion: 5.1.1</p>	<p><i>'M: Participant referred to the main costs being staffing, but further detail of the cost implications of this were not considered in the plan. The plan is too narrow in scope and only covers some costings for printed resources. Best fir '1' mark.'</i></p>
	<p>NPQ level: NPQSL</p> <p>Criterion: 1.2.1</p>	<p><i>'M – changed to 2 marks because there is a comprehensive range of data analysed to identify variations in pupils progress. Pertinent conclusions have been drawn from this analysis including the comparison with other schools. This is evidenced through the EEF database and 'families of schools' data. The participant has provided a clear explanation and rationale for her project.'</i></p>
	<p>NPQ level: NPQH</p> <p>Criterion: 5.3.3</p>	<p>Robust moderation corrects the inaccurate initial assessment judgment providing a clear rationale, against the assessment criterion requirements, to justify the amendment.</p>

<p>Areas for development (Bullet points)</p>	<p>For example, <i>'Disagree – There is very little evidence pertaining to the school's accountability or risk management regarding resources.'</i></p>					
	<p><b>Technical</b></p> <ul style="list-style-type: none"> <li>Additional internal moderator notes recognise the need for future support for the assessor [redacted] [redacted] Internal Moderation summary note; <i>'Support required'</i>, and <i>'need for early future moderation.'</i></li> <li>Notes from internal moderation are easily differentiated from those of initial assessment marking because of different coloured text: [redacted]</li> <li>Amendment to initial assessment judgments made as a result of internal moderation are clearly identified.</li> </ul>					
	<p><b>Assessment Marking</b></p> <ul style="list-style-type: none"> <li>Although overall assessment judgments are secure, a minority of assessment notes sampled do not comprehensively justify the assessment judgment. This is because they: <ul style="list-style-type: none"> <li>fail to take account of all relevant evidence and include an evaluation against all key elements of the relevant score descriptor.</li> <li>do not always make clear when a score is given, based on 'best-fit'.</li> </ul> </li> </ul> <p>This issue was raised in the previous QAA moderation report and so remains an area for improvement.</p>					
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		<i>leading by example were all used to create a supportive coalition. You coped admirably with the unexpected absence of the HT and DHT. While delaying the attainment of your goals, you kept the project firmly on track.'</i>
	NPQ level: NPQH Criterion: 6.3.1	Assessment notes do not apply the mark scheme accurately and, as a result, award a mark where participant's evidence is not present. Assessment notes identify missing evidence, but a mark is still awarded.  For example, <i>'It was required that you design an appropriate system to manage and reward staff performance effectively.'</i>

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

<ul style="list-style-type: none"> <li>Improve the standardisation of assessment marking by providing an evaluation of each key element of the criterion, taking account of all relevant evidence submitted to ensure accurate marking in line with the score descriptors of the DfE NPQ mark scheme.</li> <li>Where internal moderation identifies support and development for assessors is required, ensure action is taken to address noted deficiencies in assessment practice.</li> </ul>
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