

One school's "two aspects, one student" moderation approach

Before the meeting

1. Two aspects are identified as the focus.
2. Teachers select the best-fit signpost on each of the two aspects for one student.
3. Teachers gather what they know about the student's achievement in the two aspects. This will be focused on what they have noticed about what students know and can do, but may also be supported by evidence from classroom tasks or formal assessments if relevant.

At the meeting

1. Teachers focus on one of the aspects and then the other. For each aspect:
2. Each of the tables in the staff room is labelled with one of the signposts in the progression for the aspect.
3. Teachers sit at the table for the signpost that they have identified as the best fit for their student. Before discussion begins teachers quickly note down some of the main reasons for identifying this particular signpost. This will support them to articulate their reasoning in the following discussion.
4. Each group of teachers discusses why they have placed their students at that particular signpost. This encourages them to strengthen a shared understanding of the big ideas that underpin the signpost. They refer to the relevant illustrations of the LPFs, focusing on the annotations, and compare these with what they know about what their students' know and can do. They focus on what students can do independently and most of the time.
5. If teachers change their mind about the best-fit signpost for their student they change where they are sitting. They join in the discussion at their new table to see whether the new signpost is a better fit for their student.
6. Discussion continues, with teachers changing tables as required, until all teachers agree that they are sitting at the best-fit signpost for their students. Each group will have a shared understanding of what achievement at that particular signpost looks like for their students.

The focus of the discussions

These discussions will provide an opportunity for teachers to explain how they have reached their decisions about different students and what evidence they have brought to bear. Focus discussion on why teachers think their students are a best fit for this particular signpost. Useful starter questions include:

- What features of the students' knowledge and skills lead you to think that this signpost is the best-fit? What evidence of these knowledge and skills do you have?
- Which parts of the framework lead you to think this signpost is a best-fit? Which illustrations are relevant, and which parts of the annotations or student work samples did you pay attention to when making this judgment?

This approach is repeated, as necessary, with the other aspects.

Variations

You may like to vary the activity in one of these ways, depending on how familiar teachers are with the aspects and this moderation approach.

1. Before discussion starts have a discussion as a group about the overall intention of the aspect. For instance, what is additive thinking about and how is it different than multiplicative thinking?
2. Establish ground rules for the activity such as:
 - Changing tables is fine—there is no shame in changing your mind, and it's good to change table where this is warranted.
 - Everyone gets to express their ideas—it is not about dominant personalities or loud voices.
 - It is not about 'my student is as good as your student' rather it is about what we collectively understand it means for our students to be able do the kinds of things described at the signpost by themselves and most of the time.
3. Vary the activity by focusing on one aspect, and two students. Teachers select one student for whom they feel confident about their judgments, and one student for whom they feel less confident.