



CROSS-SCHOOL MODERATION

To support schools as they take steps towards the 'new grammar', and to ensure trust in the process and the reports and credentials issued, schools are asked to participate in cross-school moderation of the evidence they provide to support the judgements they've made of themselves against a standards-based framework.

Cross-school moderation is enacted in a triad group: three schools working together to provide feedback on each school's use of evidence. Through feedback, schools can continue to 'sharpen' their understanding of evidence, and the evidence they will present in final warranting documentation. Suggested process:

- **TASK 1** (repeat three times): Each school presents once (i.e., 3 x 20min)
- **TASK 2:** All participants respond to an online survey, providing feedback on the strength and alignment of each school's presented evidence and the process (15 min)
- **TASK 3:** Group discussion on the kinds of evidence schools might provide for Standard #6: TEACHERS' SKILL IN COMPETENCY BASED ASSESSMENT & REPORTING (up to 15 min)

FOR TASK 1: Please note:

- See table below for make-up of 20min activity.
- Before beginning, please nominate a chair and a timekeeper
- Responding Schools' role is to listen, seek clarification, empathise, acknowledge progress, and give actionable ideas.

Indicative timing	Actions
Presenting School 8 mins	The role of the Presenting School is to share and gain feedback on: • Where you currently place your practices on all nine features of the framework • The evidence you have provided for against Standard #2: LEARNING DESIGN FOR BREADTH & DEPTH
Responding Schools 5 mins	The role of the Responding Schools is to seek further clarification and provide the Presenting School with feedback on the evidence provided for Standard #2. Consider and discuss: • Is the evidence sufficient? • Does the evidence align well against the level the school has assessed themselves?
Presenting School 3 mins	Share your specific areas/challenges you would like advice on regarding evidence you might use against Standard #2 or any other Standard.
Responding Schools 3 mins	Responding Schools act as critical friends to the Presenting School, offering advice, recommendations, parallels and support. This may involve contributing a supportive idea, or constructive challenge, or providing advice on how the school might strengthen its evidence.
Presenting School 1 min	Presenting school sums up their takeaways from the discussion.