

MODULE 3

What is Internal Standardisation?

The purpose of Internal Standardisation is to come to a shared understanding of the standard within your school as measured against the Levels of Progression.

Internal Standardisation promotes

<p>A common understanding of standards.</p>	<p>A common understanding of approaches to assessment – where all teachers are engaged in making judgements and are working in comparable ways to the agreed set of criteria and standards.</p>	<p>An agreed application of standards when assessing pupil work.</p>	<p>Effective curriculum planning, learning and teaching.</p>
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Planning

<p>Aim to develop a whole school approach to Internal Standardisation.</p> <p>This will ensure an understanding of standards and consistency of assessment across the school.</p>	<p>It is advisable to focus on one mode at a time throughout the school, for example Writing, and not to attempt too much on one occasion.</p>	<p>Think about timescales, the duration, frequency and number of meetings required.</p>	<p>Consider how you will organise the meeting or meetings.</p> <p>Depending on the size of your school, consider meeting in groups and/or pairs and across Key Stages.</p>
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Preparation

<p>Specify the number of pieces of pupil work teachers should bring to the meeting.</p> <p>For example, larger schools may ask teachers to bring one piece to the Internal Standardisation meeting.</p> <p>Smaller schools may decide on two or three pieces per class to show a range of levels or work within a level.</p>	<p>You may wish to include CCEA tasks in the range of pupil work.</p> <p>Log into the CCEA Task and Exemplification library for examples.</p>	<p>You may wish to specify the levels that each year group may bring to the meeting.</p> <p>A suggested approach:</p> <p>The Foundation Stage should focus on using the Non-Statutory Assessment Guidance – The Developmental Stages in Learning</p> <p>Primary 3: Levels 1 and 2 Primary 4: Levels 2 and 3 Primary 5: Level 3 Primary 6: Levels 3 and 4 Primary 7: Levels 4 and 5</p>	<p>The teachers should have:</p> <ul style="list-style-type: none"> used the Ready Reckoner to plan their assessed lesson; levelled the pieces of pupil work using the Expansion Document as required; and recorded the levels on an agreed pro-forma with a short contextual statement. <p>Before the Internal Standardisation meeting, advise your teachers that the judgements they have made may change as an outcome of teacher discussion and to reflect the standards of the Levels of Progression.</p>
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Reviewing Pupil Work

<p>Review all pupil work and levels assigned by your teachers before the meeting.</p>	<p>If you disagree with an assigned level, refer to the CCEA Task and Exemplification Library and the Expansion of the Levels of Progression in Communication across the Curriculum: Primary (Levels 1 –5) for details to support your judgement.</p>	<p>Record the teacher-assigned levels together with any changes you have made.</p> <p>You may wish to refer to this overview during the Internal Standardisation meeting.</p>	<p>During the meeting, ensure that you are the only person who has access to the levels already assigned to the pupil work.</p>
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