**Three Levels of Planning**

Curriculum and assessment planning within schools occurs at three levels: whole school, year and unit. Each plan complements the others as they work together to support student learning.



**Using Assessment to drive student improvement**

Teachers are expected to have a deep knowledge and understanding of the standards-based Australian curriculum. The assessment used to gather information it relates to their status of student’s progression of knowledge they are expected to master and their ability to demonstrate the Assessment standards as outline in the Australian Curriculum V8.3. This is implemented in a way to ensure consistency, reliability and validity of A-E data.

At Bracken Ridge State High School monitoring and assessment is:

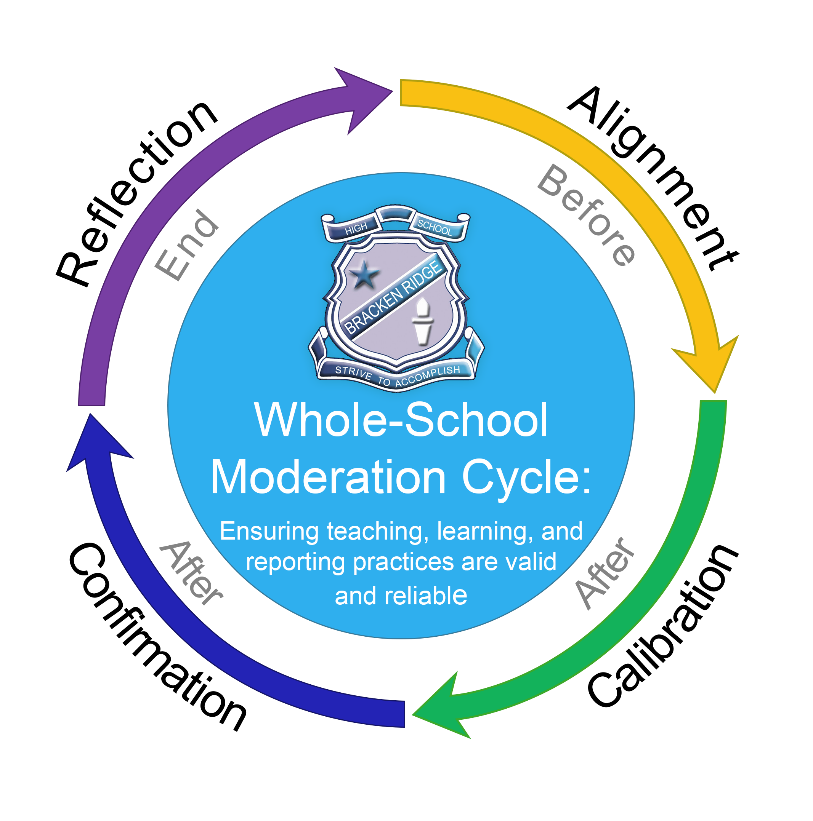
* + - a planned and ongoing process of gathering data about students academic progress
    - aligned and accountable to reflect curriculum intent; and is both formative and summative.
    - reflected through the use of a range and balance of assessment tools and tasks appropriate to the students’ programs
    - used as an integral tool for planning, teaching, learning and reporting
    - moderated to ensure alignment and consistency of judgement.
    - used to collate important school data that informs the school community of the effectiveness of school curriculum programs and pedagogy and satisfies systemic school data requirements

**Moderation**

The model of moderation adopted at Bracken Ridge State High School is a series of activities involving professional conversation and sharing to ensure the consistency, reliability and integrity of student results and teaching programs.

Moderation is an iterative and cyclical process that occurs at multiple junctures across four phases which have been adapted from the Department of Education – Before After After End Model:

* **Alignment** - before assessment takes place, at the planning stage, and at appropriate times throughout teaching and learning
* **Calibration** - after assessment takes place, but before it is marked
* **Confirmation** - after assessment is marked
* **Reflection** - at the end of the unit and reporting period.



## **Purpose**

Collaborative moderation is one of the most effective methods of quality assuring judgements as it strengthens the consistency of teacher judgement. The data derived from teacher judgements about the allocation of grades, quality assured through moderation processes, assures that teacher judgements are consistent, valid and defensible. Moderation processes refer to professional conversations and a series of activities that ensure:

* regular reflection on written and enacted curriculum, our collective assessment literacy and individual teaching practice.
* reliability of judgements about student achievement on assessment tasks and overall levels of achievement against aspects of the relevant achievement standards and marking guides