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Assessing the Cross-Curricular Skills
Introduction

Purpose of this Booklet
This guidance booklet provides information on the assessment arrangements for Using ICT at Key Stage 3. It is for principals, co-ordinators and teachers who will be involved in the statutory assessment of the Cross-Curricular Skill of Using ICT in 2015/16. They may choose to take part in the voluntary moderation of this skill if they wish.

Assessment Order
The Education (Northern Ireland) Order (2006), in operation from 1 August 2006, provides the statutory base for the assessment arrangements of Using ICT.

‘Each pupil shall be assessed in each school year by the end of the summer term by a teacher in:
• each of the Areas of Learning;
• the Cross-Curricular Skills; and
• the other skills.’

The Education (Pupil Reporting) Regulations (2009) also state that:
‘For pupils in Foundation Stage to Key Stage 4 schools are required to provide parents with an assessment of their child’s progress in relation to:
• Communication (taking account of their achievement in the Language and Literacy Area of Learning);
• Using Mathematics (taking account of their achievement in the Mathematics and Numeracy Area of Learning); and
• brief particulars of the child’s achievement in:
  – each of the Areas of Learning relevant to pupils in the key stage concerned;
  – Using ICT;
  – Other Skills [Thinking Skills and Personal Capabilities];
  – Religious Education [optional];
  – the pupil’s interests and strengths; and
  – Focus for Development.’

There is currently no statutory moderation of Using ICT at Key Stage 3, so we will provide voluntary moderation during 2015/16. This booklet is the assessment document for pupils in the final year of Key Stage 3. This booklet:
• provides information on the arrangements;
• explains the various components and timing of these arrangements; and
• explains the actions that schools need to take.
Section 1
What’s Required in 2015/16

1.1 Introduction
Assessment of the Cross-Curricular Skill of Using ICT at Key Stage 3 will take the form of statutory teacher assessment. Teachers should carry out the assessments using the statutory Levels of Progression. The main elements of the assessment arrangements for Using ICT are summarised in 1.4 below. They are set out in more detail in Section 2.

Schools do not have to report numeric levels to parents or to the Department of Education (DE) in 2015/16, but can do so if they wish.

Schools can decide whether [or not] they would like to take part in voluntary external moderation in 2015/16. In this process, schools can have their internal assessments verified (see Section 3).

1.2 Pupils with Special Educational Needs
Pupils who have statements of special educational needs and/or who have been assessed as having severe learning difficulties are exempt from statutory assessment (see Appendix 5 for more details).

A pupil may be exempt from all or part of the assessment arrangements in exceptional cases, or if specifically provided for in the pupil’s special educational needs statement.

1.3 Other Exemptions
There may be other occasional or exceptional circumstances where the principal considers that it would be inappropriate for the pupil to undertake teacher assessment. In such circumstances, the pupil may be exempt from assessment arrangements on a temporary basis.

1.4 Summary of the Main Components of Statutory Assessment
• Teacher assessment of pupils’ work – teachers will assess pupils in Years 8, 9 and 10 using appropriate and relevant Using ICT activities/tasks.
• Recording teacher assessment – for all pupils in Years 8, 9 and 10, teachers will report a qualitative comment about pupil achievement in Using ICT on the Annual Report.
1.5 Recommendations for Principals and School Leaders

Consider the points in the checklist below to help you to ensure that your school is meeting the statutory requirements for assessment of the Cross-Curricular Skills in 2015/16.

### Statutory Assessment and Internal Standardisation

- ✔ Assessments and processes are in place to enable teachers to implement the statutory assessment requirements.
- ✔ Internal standardisation arrangements are in place to enable teachers to confirm and maintain a shared understanding of the standards within the Levels of Progression.
- ✔ Teachers attend standardisation meetings (for example CCEA Standard Setting Events) for Using ICT, and relevant information from these is passed on to their colleagues.
- ✔ There is appropriate time allowed for teachers to take part in these meetings throughout the year.
- ✔ Before the end of Key Stage assessment takes place, all relevant staff implement the decisions agreed during internal standardisation meetings.

Schools will have the opportunity to take part in voluntary moderation in 2015/16.

### Voluntary Moderation

- ✔ For Step 1 of external moderation schools provide us with a portfolio at each level, along with the relevant supporting documentation, in line with the key dates specified. The samples they provide can come from one or more pupils at each level.
- ✔ All relevant staff are aware of the outcomes of moderation provided by CCEA and take any further action required.
- ✔ If the school chooses, they can report numeric levels to us for each Year 10 pupil by the date specified.
Section 2
Assessment

2.1 Assessment Policy

We recommend that all schools should have a clear and documented assessment policy, as outlined in Guide to Assessment: Supporting Schools in Meeting Statutory Requirements for Assessment and Reporting – Foundation Stage to Key Stage 3 (CCEA, 2011). The agreed policy should:

• be understood by all staff;
• be reflected in school processes, procedures and practices and in school developmental planning;
• include clear guidance about the purposes of assessment methods, the range of evidence and the assessment information to be used;
• ensure that staff are actively engaged in applying the policy; and
• be reviewed and updated regularly.

2.2 Embedding the Cross-Curricular Skill of Using ICT across the Areas of Learning

At Key Stage 3, all Areas of Learning and subject strands must provide opportunities for pupils to acquire and develop the Cross-Curricular Skill of Using ICT where appropriate. The statutory Learning Outcomes for each subject strand refer to Using ICT explicitly. This should be evident in both your planning and your learning, teaching and assessment activities.

This cross-curricular aspect of teaching and developing skills is critical. Using ICT should be embedded across the curriculum experience, with opportunities for pupils to develop and use it in a variety of contexts and to connect their learning experiences.

2.3 Assessing the Cross-Curricular Skill of Using ICT in Years 8, 9 and 10

Teachers’ assessment of pupil progress each year should be based on knowledge of how each pupil has performed:

• in a range of contexts; and
• over a period of time.

Assessment and Moderation in Year 10

All teachers involved in summative assessment judgements should have opportunities to confirm and maintain a shared understanding of the standards within the Levels of Progression (see the guidance on internal standardisation in Section 2.5 and Appendix 4).

This shared understanding should also be evident in any pupil work submitted for external moderation. The evidence submitted should represent the standards communicated by CCEA (for example at Standards Setting Events for Using ICT) and then agreed between departments in the school.
2.4 Making Summative Assessment Judgements about Levels Achieved in Year 10

In order to make a summative judgement that a pupil has achieved a level, teachers must establish that the pupil has demonstrated competence across the breadth of requirements for the Cross-Curricular Skill of Using ICT at the level at which he/she is judged to be working.

When judging the overall level achieved by a pupil at the end of the Key Stage, teachers and co-ordinators are advised to select the level that best describes the pupil’s work, based on the pupil’s skills in Using ICT. To arrive at a rounded judgement about the level that a pupil has attained, teachers should form judgements based on the pupil’s performance as a whole, across a range of work.

Teachers should note that the Levels of Progression are intended to build progressively on the knowledge, understanding and skills of lower levels. Skills outlined at a lower level should, therefore, be considered to have been included within the higher level.

Note for Guidance

When a pupil is judged to have achieved Level 5, for example, the word ‘achieve’ means that in the teacher’s judgement, the pupil has solid achievement in Level 5 because:

- he/she has demonstrated competence across the breadth of requirements for the Cross-Curricular Skill and in most of the criteria relating to the level across the range of work;
- he/she is demonstrating the ability to work consistently and independently in most aspects of the level; and
- he/she can apply what has been learned in new and/or unfamiliar situations as appropriate.

The overall level that the teacher assigns for a pupil’s achievement in Using ICT must be based on pupil performance in any three of the following ‘E’s:

- Explore
- Express
- Exchange
- Evaluate.

Pupils might be performing at different levels in the various ‘E’s. When this happens, they need to have been assessed at or above the level the teacher awards in at least three ‘E’s, as these examples show:

<table>
<thead>
<tr>
<th></th>
<th>Pupil A</th>
<th>Pupil B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore</td>
<td>Level 5</td>
<td>Level 4</td>
</tr>
<tr>
<td>Express</td>
<td>Level 6</td>
<td>Level 5</td>
</tr>
<tr>
<td>Exchange</td>
<td>Level 4</td>
<td>Level 4</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Level 5</td>
<td>Level 4</td>
</tr>
<tr>
<td>Exhibit</td>
<td></td>
<td></td>
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</tbody>
</table>

We do not require evidence for ‘Exhibit’ in Using ICT, as coverage is obvious once the pupil’s work has been saved with meaningful filenames.

Overall Level Awarded

<p>| |</p>
<table>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Pupil A</td>
</tr>
<tr>
<td>Pupil B</td>
</tr>
</tbody>
</table>
2.5 Internal Standardisation

Schools should carry out internal standardisation as it will help the overall assessment system to become more effective and reliable.

Feedback suggests that many schools consider internal standardisation to be a worthwhile process in its own right, irrespective of how it contributes to the end of Key Stage assessment. Schools can carry out internal standardisation at any time during the school year. It does not have to be linked to the timetable for end of Key Stage assessment.

Some of the benefits of teachers coming together in a school to agree on standards of assessment based on Levels of Progression include:

• a shared understanding of the standards of pupils’ work in the school;
• the professional development of teachers in all year groups through the group discussion of standards and progression across the school; and
• a common agreement on the most relevant and appropriate pieces of work to make up the portfolios for moderation.

We will provide support for internal standardisation through:

• guidance materials; and
• our direct assistance from the CCEA Moderation Team, depending on demand and the time available.

See Appendix 4 for more details on internal standardisation including:

• guidance on establishing a process in your school; and
• organising standardisation meetings.
Section 3
Voluntary Moderation

3.1 Introduction
Until statutory reporting of numeric levels for Using ICT begins, CCEA will continue to provide a programme of support to schools. In 2015/16 this programme of support will take the form of voluntary moderation for Using ICT at Key Stage 3 in order to:

• provide opportunities for schools to develop and deepen their understanding of the standards as set out in the Levels of Progression for Using ICT;
• provide opportunities for schools to progress before the implementation of statutory reporting of levels for Using ICT in 2016/17;
• give schools the opportunity to have their assessment judgements verified by our moderators; and
• allow schools to report levels to parents and the Department of Education ahead of statutory reporting of numeric levels in 2016/17, if they wish to do so.

3.2 Voluntary Moderation
External moderation is a means of quality assurance. Moderation’s chief purpose is to confirm that the standards schools apply in assessing their pupils’ work are appropriate and consistent across Northern Ireland. School portfolios of work should contain samples of work that represent the standards indicated in the Levels of Progression.

In 2015/16, moderation for Using ICT at Key Stage 3 will be voluntary. You will be asked to register interest in voluntary moderation by Friday, 27 November 2015, and to confirm your participation by Tuesday, 19 January 2016 (see Appendix 6).

If schools choose to take part in voluntary moderation, the timescales will be as set out in the key dates 2015/16 (see Appendix 6).

Voluntary moderation will be a two-step process.

Moderation Step 1
In February/March 2016, participating schools will need to provide us with one school portfolio based on each of the specific levels at which they have assessed Year 10 pupils (see Appendix 6 for exact timescales). Each portfolio should illustrate work typical of that specific level. The selection of work illustrating each level may be from one or more pupils.

To help us to verify the standards applied, the selection of work in each Using ICT Key Stage 3 portfolio should include:

• at least one response to a CCEA-Approved/Exemplar Assessment Task;
• five pieces of work (including the CCEA-Approved/Exemplar Assessment Task);
• evidence of Explore, Express, Exchange and Evaluate; and
• samples of work that demonstrate breadth of experience of Using ICT (different types of software across different Areas of Learning).

Schools do not need to submit a portfolio for Level 1 in Using ICT.
As part of the evidence for voluntary moderation of Using ICT, we require a Declaration of Internal Standardisation (form EMA1). You should post this to us (envelope provided*). This form should be signed by the school principal.

**How to Submit School Portfolios for Moderation**

There are two options available. Schools can submit portfolios for moderation by:

- sending a CD or DVD of the electronic files to us in the envelope provided; or
- giving CCEA moderators access to electronic pupil work on the school VLE (please provide a temporary username and password to the area until the end of March 2016).

All portfolio samples must be available in electronic format. We do not accept hard copies for moderation. Schools should also complete the Portfolio Cover Sheet (EMA6iS) and post it to us in the envelope provided. The cover sheet should briefly describe the assessment activity and explain why this level judgement was made. This information could include the context, the amount of help or support given and any other relevant information to help ensure clarity during moderation.

Our moderators will review the portfolios and then send feedback to each school. The feedback will usually be written. It will indicate either that:

- the work in the school’s submission illustrates a standard which is in line with CCEA; or
- that the school’s understanding of the standards has not been verified by CCEA.

Schools will be expected to take account of the feedback given and to amend standards accordingly. When a school’s standards are unverified, Moderation Step 2 will take place.

**Moderation Step 2**

In May/June 2016, a CCEA moderator and a CCEA education manager will visit schools to provide additional support. This step will apply only to those schools that receive feedback confirming that they do not have their standards verified at Moderation Step 1.

*Once you have confirmed that you are participating in voluntary moderation, we will send you a stationery pack with further instructions.*
Appendices
## Appendix 1

### Levels of Progression for Using ICT

#### Requirements

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in Using ICT.

Pupils should be provided with opportunities to develop knowledge and understanding of e-safety and acceptable online behaviour.

Pupils should be enabled to:

#### Explore

- access, select, interpret and research information from safe and reliable sources;
- investigate, make predictions and solve problems through interaction with digital tools.

#### Express

- create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.

#### Exchange

- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

#### Evaluate

- talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.

#### Exhibit

- manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.

### Levels 1 to 5

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pupils can:</strong></td>
<td><strong>Pupils can:</strong></td>
<td><strong>Pupils can:</strong></td>
</tr>
<tr>
<td>find and select information from a given digital source;</td>
<td>find, select and use information from a given digital source;</td>
<td>research, select, edit and use information from given digital sources;</td>
</tr>
<tr>
<td>explore and interact with a digital device or environment.</td>
<td>carry out a series of instructions using a digital device or environment.</td>
<td>carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment.</td>
</tr>
<tr>
<td>express ideas by creating pictures and composing text or adding own voiceover.</td>
<td>create and edit text onscreen, combining images and/or sound.</td>
<td>communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds.</td>
</tr>
<tr>
<td>know that digital methods can be used to communicate.</td>
<td>identify and talk about ways of communicating digitally.</td>
<td>use a contemporary digital method to communicate or contribute to a supervised online activity.</td>
</tr>
<tr>
<td>talk about their work.</td>
<td>talk about how to improve their work.</td>
<td>make modifications to improve their work.</td>
</tr>
<tr>
<td>print their work.</td>
<td>save their work.</td>
<td>save using file names and select work to showcase learning digitally.</td>
</tr>
</tbody>
</table>

Pupils should demonstrate, when and where appropriate, knowledge and understanding of the range of digital methods and practices to support effective and efficient work, and be able to identify and talk about ways of communicating digitally, and to use a contemporary digital method to communicate or contribute to a supervised online activity.
Pupils should be provided with opportunities to work and showcase their learning and development digitally, with an appropriate selection of resources used, including safety, reliability and acceptability.

Across the curriculum, at all levels, pupils can:

- **Level 4**: Investigate and solve problems in a digital environment.
- **Level 5**: Investigate and solve problems in a range of digital environments.
- **Level 6**: Manipulate and integrate a combination of text, data, sound, still and moving images, to create, present and communicate their information and multimedia products, for specific audiences and purposes.
- **Level 7**: Exploit a range of appropriate software facilities, which includes digital video, web and multimedia authoring software, to produce a solution which meets user needs.

The colours used in this document provide a means by which progression in the Requirements may be tracked across the levels.

### Assessment Guidance: Key Stage 3 Using ICT

**Level 4**
- Pupils can:
  - research, select, edit and use assets from a range of digital sources;
  - investigate and solve problems in a digital environment.
  - process found or self-produced assets, including text, data, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose.
  - use contemporary digital methods to communicate, exchange and collaborate in supervised online activities.
  - use appropriate ICT tools and features to improve work.
  - select, organise, store and retrieve their work to showcase learning digitally in a personalised area.

**Level 5**
- Pupils can:
  - research, select, edit, use and evaluate assets from a range of digital sources;
  - investigate and solve problems in a range of digital environments.
  - process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose.
  - use a range of contemporary digital methods to communicate, exchange and share their work, collaborating online with peers.
  - use appropriate ICT tools and features to carry out ongoing improvements and evaluate process and outcome.

**Level 6**
- Pupils can:
  - research, select and evaluate assets from a range of digital sources, justifying and referencing their sources;
  - investigate and solve problems in digital environments by developing and manipulating models.
  - use a range of contemporary digital methods to communicate, exchange and share their information and multimedia products, collaborating with peers, experts and end users.
  - review their use of ICT, routinely evaluating and justifying the processes and outcomes.
  - manage their stored work within a personalised digital bank to showcase learning across the curriculum, showing an awareness of format, portability and size.

**Level 7**
- Pupils can:
  - research, select and evaluate assets from a range of digital sources, found and created, discriminating between these for relevance, reliability and accuracy, justifying and referencing their sources;
  - investigate and solve problems in digital environments by designing solutions to meet the needs of the end user.
  - exploit contemporary communication methods to exchange, share and collaborate on their developed ideas and information with peers, experts and end users, contributing to a collaborative global environment.
  - review their use of ICT, testing and adjusting work as necessary, collecting and responding to the views of end users and to client needs.
  - manage and present a logically structured digital bank of work to showcase learning across the curriculum, taking account of format, portability, size, copyright and versioning.

and understanding of e-safety, including acceptable online behaviour
Appendix 2

Frequently Asked Questions – Using ICT at Key Stage 3

How much structure and guidance can I give to my pupils?
This depends on the level at which each pupil is working (as stated in the Levels of Progression). For example:
• At Levels 1, 2 and 3, the teacher gives the pupils sources of information, images and sounds. The teacher will help them by prompting as they talk about, modify and save their work.
• From Level 4 upwards, pupils should demonstrate these skills independently and with increasing discernment.

How important are spelling, punctuation and grammar when assessing a pupil in Using ICT?
Spelling, punctuation and grammar will have some impact on assessing Using ICT, as the pupil’s work must consider audience and purpose. For example, if the pupil is designing a website for a local community group or to promote a new product to a potential investor, it is important that they communicate well. Teachers should promote literacy by pointing out to pupils any mistakes they might have made.

Can pupils redraft their response to an Assessment Task?
Yes. We expect pupils to redraft their work as part of the ongoing improvements they make. However, at the higher levels they should receive only minimal direction on this from their teacher.

Can I use more than one CCEA Using ICT Assessment Task with my pupils?
Yes. Each level portfolio must contain at least one CCEA Assessment Task. However, the entire submission can be made up of CCEA Assessment Tasks, if desired.

Can pupils work in groups when carrying out Using ICT Assessment Tasks?
This will depend on the context of the individual task and/or the level the pupils are working at. Working in a group is more appropriate in Moving Image and Animation activities where pupils would not be expected to work individually to script, film and edit work. At other times, such as when a pupil is creating a spreadsheet, it would be more appropriate for pupils to work on their own. In Exchange activities, group working will be essential. Teachers should decide what is most appropriate in all cases. This can depend on the hardware and resources available at their school.

Where teachers are using an activity to assess pupil competency, and that pupil is working in a group, teachers should base their judgement on the competency demonstrated by that individual.

Can pupils do any of the Using ICT assessment outside class time?
For Exchange activities to be meaningful, the pupils’ contributions should evolve over a period of time so that they can take place at times when pupils are working at some distance from each other. Therefore, pupils could contribute to an online Exchange activity over a few weeks, making posts in class, in school (but outside class time) and at home.
Can pupils use tablet technology to undertake Using ICT assessment activities?

Yes. Please contact us if you wish to check whether certain apps are appropriate, or whether they have scope for assessment purposes. If you are submitting pupil work produced on tablets for voluntary moderation, you should send us:

- the project file or a screenshot of the open project file in its native file format; and
- a version of the file saved in a format that can be opened by standard software such a media player (you can check this by adding file extensions manually, such as .jpeg suffixes, if you need to).

**Please note:** If pupils produce work using apps, teachers may need to export it from the tablet device by email (or equivalent) and convert it to a sharable format before sending it for moderation. In cases where a project file isn’t available (such as before sharing an edited movie or saving a sound or music project as an MP3 file), the teacher can create a screenshot of work in progress to show how the work was produced. For example, the teacher can use a screenshot to show layers or edits in an image manipulation app, or the various tracks in a music app.
Appendix 3

Portfolio Requirements for Voluntary Moderation 2015/16

Schools should provide CCEA with one school portfolio for each level at which they have assessed Year 10 pupils. The selection of work illustrating each level may be from one or more pupils.

<table>
<thead>
<tr>
<th>Evidence in each level portfolio</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least five Using ICT activities/pieces of pupil work showing evidence of using different types of software across different Areas of Learning</td>
<td>At least one response to a CCEA-Approved/Exemplar Task</td>
</tr>
</tbody>
</table>

Judgement to be made based on 3 ‘E’s at or above the level to be awarded.

Each level portfolio should contain evidence of:

- At least five Using ICT activities/pieces of pupil work showing evidence of using different types of software across different Areas of Learning
- At least one response to a CCEA-Approved/Exemplar Task
- Explore, Express, Exchange, Evaluate

Judgement to be made based on 3 ‘E’s at or above the level to be awarded.

Each school/level portfolio should have a corresponding Portfolio Cover Sheet (EMA6iS).

It is not necessary to submit a portfolio of pupil work for Level 1 in Using ICT.

Submission

Three options are available. Schools can submit electronic portfolios for moderation by:

- sending a CD/DVD of the electronic files to CCEA in the envelope provided*; or
- giving CCEA moderators access to electronic pupil work on the school VLE (by providing a temporary username and password to the area during March 2016).

Please note that all samples submitted for moderation must be in electronic format. No hard copies will be considered.

* Once you have confirmed that you are participating in voluntary moderation, we will send you a stationery pack with further instructions.
Appendix 4

Guidance on Internal Standardisation

Internal standardisation can make an assessment system significantly more effective and reliable. We strongly recommend that each school establishes a process for internal standardisation.

Whether you are establishing a new process or reviewing your current procedures, we hope that you find the recommendations in this guidance useful.

What is Internal Standardisation?

Internal standardisation is a collaborative process. In it, teachers in a school work together to review examples of their pupils’ work. They use set criteria (in this case, the Levels of Progression for Using ICT) and the standardised exemplars, which we provide at Standards Setting Events, to reach an agreement about standards that are typical of work at a particular level. This promotes a shared understanding of:

• the standards themselves;
• the teachers’ approaches to assessment; and
• how to apply the standards when assessing pupils’ work.

Benefits to Schools

Setting up an internal standardisation process:

• ensures that relevant staff can be involved in discussing standards;
• provides information that can lead to more effective curriculum planning, learning and teaching; and
• may help schools select appropriate materials to include in portfolios for moderation.

Internal Standardisation and the Cross-Curricular Skills

Statutory assessment of the Cross-Curricular Skills within the Northern Ireland Curriculum is based on teacher assessment, so it is important that teachers share the same understanding of the performance and achievement of pupils working at particular levels.

Many teachers will already have participated in agreement trials that focus on developing a common understanding of pupils’ attainment. Internal standardisation is about taking this a stage further, as schools establish their own process for ensuring a shared understanding of standards.

Establishing an Internal Standardisation Process

The school principal, senior management team and/or assessment co-ordinator should first decide who will arrange and take part in the internal standardisation process. The process should involve all teachers who will be assessing and reporting on the Cross-Curricular Skills with reference to the Levels of Progression.

For Using ICT, this is likely to happen in two steps:

• Each participating subject department should meet to define and agree on the judgements they will use for internal standardisation.
• There should then be a whole-school internal standardisation process, where teachers develop a shared understanding and make holistic summative judgements.
Internal standardisation is likely to be an ongoing process. Consider the following:

<table>
<thead>
<tr>
<th>Staff Involvement</th>
<th>Who will need to be involved:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• subject teachers and heads of department?</td>
</tr>
<tr>
<td></td>
<td>• staff from special units?</td>
</tr>
<tr>
<td></td>
<td>• ICT co-ordinator?</td>
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<tr>
<td></td>
<td>• assessment co-ordinator?</td>
</tr>
<tr>
<td></td>
<td>• cluster groups of staff from neighbouring schools (particularly in the case of small departments or small schools)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timescales</th>
<th>How many meetings should you plan?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>How often will they take place?</td>
</tr>
<tr>
<td></td>
<td>How long should meetings last?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Groupings</th>
<th>Should participants work in pairs or a larger group?</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Content</th>
<th>At each meeting, will you focus on:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• a specific type of software?</td>
</tr>
<tr>
<td></td>
<td>• a specific level?</td>
</tr>
<tr>
<td></td>
<td>• a specific ‘E’?</td>
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</tbody>
</table>

**Organising an Internal Standardisation Meeting**

It is important to prepare for each internal standardisation meeting.

**Before Each Meeting**

- Define a focus for the meeting and ensure that everyone knows what it is, for example the skills of Express or Evaluate.
- Choose which pieces of pupil work you will focus on. If you would like to use your own pupils’ work, give teachers enough time to choose appropriate samples before the meeting. They may wish to annotate the samples with contextual information that will be useful to other staff.
- Ensure that everyone can view a copy. For electronic files involved in Using ICT work, you will need a data projector or the files available in a shared area.
- Ensure that copies of the Levels of Progression for Using ICT and other supporting materials (for example Desirable Features, Approved Tasks or samples from Standards Setting Events) are available to help teachers reach agreement on standards.
- Decide how you will collate and share the comments.

**During the Meeting**

- Ensure that everyone involved can contribute their views. The process should acknowledge the professional contribution of all teachers and departments taking part.
- Make sure that each teacher has access to the electronic pupil work and knows the context in which it was completed.
- Define again the aspect of the Cross-Curricular Skill of Using ICT that you are focusing on.
- Set time aside for teachers to discuss each piece of work in relation to the Levels of Progression, and assign a level to each. They may wish to annotate the work to highlight what they have discussed and agreed.
- Where teachers have been working in more than one group, bring them back together to give feedback. They should:
  - discuss the provisional levels that each group has assigned;
  - seek to reach an overall agreement about the level for each piece of work; and
  - record the decisions taken at the meeting so that staff can refer back to them later. For example, you could create an internal school Using ICT Portfolio using the pieces agreed at internal standardisation.
At the End of the Meeting
Consider the following:
• Will you need to revisit the same area at a later meeting?
• Should you address a different area in the next meeting?
• What have you learned about levels of work that could inform future planning in your school?
• If only a small proportion of staff took part in the meeting, how can you best share your findings with other members of staff?

Post-Moderation
• If your internally agreed standards result in issues at moderation (if we find that judgements are too lenient or too severe), what is the best way to rectify this?
• Do you have a policy to help align your standards to CCEA’s?
Appendix 5

Assessing Pupils with Special Educational Needs

The access statement below provides useful guidance on planning and managing tasks for pupils with special educational needs.

Providing Equality of Opportunity and Access for All

Schools have a responsibility to provide a broad and balanced curriculum for all children and should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

In planning curriculum and assessment activities, teachers should be aware of the requirements of the equal opportunities legislation and the Special Educational Needs and Disability Order (SENDO) and should have high expectations for all pupils, including pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers and those from diverse linguistic backgrounds.

For pupils with special educational needs, teaching should take account of the type and extent of the difficulty experienced by the pupil:

- For pupils whose attainments fall significantly below the levels expected at a particular Key Stage, degrees of differentiation of tasks and materials appropriate to the age and requirements of the pupils will be necessary.
- In Using ICT, teachers should consider the appropriateness of both hardware and software when developing and running activities with less able learners.
- For pupils whose attainments significantly exceed the expected levels of attainment during a particular Key Stage, you will need to plan suitably challenging work by extending the breadth and depth of study across Areas of Learning.

In planning to meet the needs of all pupils, you may need to:

- use teaching approaches appropriate to different learning styles;
- use a range of organisational approaches, such as setting, grouping or individual work, to ensure that individual needs are properly addressed;
- vary content and presentation so that it matches the learning needs of particular pupils;
- use a range of activities and contexts for work and allow a variety of interpretations and outcomes;
- allocate sufficient time for children to complete tasks;
- use accessible texts and materials that suit children’s age and level of learning;
- plan work which builds on interests and cultural diversity;
- plan the pace of work so that all children will have the opportunity to achieve success;
- plan challenging work for those whose ability and understanding are in advance of their peer group;
- provide support by using ICT appropriate to the pupils’ individual needs; and
- enable the fullest possible participation of pupils with disabilities, including those with medical needs.
## Appendix 6

### Key Dates 2015/16

<table>
<thead>
<tr>
<th>Date</th>
<th>Process</th>
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</thead>
<tbody>
<tr>
<td>October/November 2015</td>
<td>Standards Setting Events</td>
</tr>
<tr>
<td>Friday 27 November 2015</td>
<td>Schools register interest in voluntary moderation by sending their name, DENI number and contact details by email to <a href="mailto:UICT@ccea.org.uk">UICT@ccea.org.uk</a></td>
</tr>
<tr>
<td>11 – 15 January 2016</td>
<td>Briefing events for ICT co-ordinators of participating schools</td>
</tr>
<tr>
<td>Tuesday 19 January 2016</td>
<td>Schools must confirm participation in voluntary moderation by email to <a href="mailto:UICT@ccea.org.uk">UICT@ccea.org.uk</a></td>
</tr>
<tr>
<td>On or before Tuesday 1 March 2016</td>
<td>Schools submit one school portfolio per level to be awarded. They can do this by:</td>
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<tr>
<td></td>
<td>• sending us their school portfolios on DVD or CD; or</td>
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<td></td>
<td>• giving us temporary access to their VLE to view their school portfolios (access should be made available until 30 March, 2016).</td>
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<td></td>
<td>Please see page 14 for more information.</td>
</tr>
<tr>
<td>By Friday 15 April 2016</td>
<td>Schools receive outcomes of moderation.</td>
</tr>
<tr>
<td>By Friday 20 May 2016</td>
<td>If desired, schools submit levels to us via electronic data file.</td>
</tr>
<tr>
<td>May/June 2016</td>
<td>Moderation Step 2: support visits for schools.</td>
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## Appendix 7
### Useful Contacts

<table>
<thead>
<tr>
<th>For queries about</th>
<th>Please contact</th>
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<tbody>
<tr>
<td>Assessment Administration</td>
<td>Gary Black</td>
</tr>
<tr>
<td></td>
<td>(028) 9026 1224</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:gblack@ccea.org.uk">gblack@ccea.org.uk</a></td>
</tr>
<tr>
<td>Assessment and Moderation</td>
<td>Using ICT</td>
</tr>
<tr>
<td></td>
<td>Dorothy Orr</td>
</tr>
<tr>
<td></td>
<td>(028) 9026 1200 ext. 2620</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:dorr@ccea.org.uk">dorr@ccea.org.uk</a></td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>Using ICT</td>
</tr>
<tr>
<td></td>
<td>Dorothy Orr</td>
</tr>
<tr>
<td></td>
<td>(028) 9026 1200 ext. 2620</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:dorr@ccea.org.uk">dorr@ccea.org.uk</a></td>
</tr>
<tr>
<td>Assessment for Pupils with Special Educational Needs</td>
<td>Andrew Douglas</td>
</tr>
<tr>
<td></td>
<td>(028) 9026 1200 ext. 2713</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:adouglas@ccea.org.uk">adouglas@ccea.org.uk</a></td>
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Assessment Guidance

Key Stage 3 Using ICT

2015–2016