

ASSESSMENT & MODERATION

NEWSLETTER

Autumn Edition
2014

Cambridge Education working with Slough Borough Council
School Improvement Service
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How is your school responding to assessment without levels?

I would welcome the newsletter being a conduit for sharing resources you have found helpful or assessment processes being developed within the new NC in Slough schools. Please send any contributions to Farahat.Majeed@slough.gov.uk.

The Association for Achievement and Improvement through Assessment is a good source of information. Have you seen Shirley Clarke is keynote speaker at the AAIA day conference in Bournemouth on October 3rd 2014? More information at <http://www.aaia.org.uk/about-us/conference-2014/>

LA External Moderators

We will be seeking to recruit experienced Year 2 and Year 6 teachers/leaders to the LA moderator teams again this year. Schools that were moderated in the summer term have put forward staff but we are again particularly 'light' on Key Stage 1 offers. Do you have a Key Stage 1 teacher or team leader who has the potential to undertake the role?

Please see details of the Key Stage specific "Potential Moderators – recruitment sessions" in early January 2015 noted below.

Training Programme

End of KS1 Assessment Moderation

Audience: **NQTs teaching Y2 and experienced teachers new to Y2**
 Course Code: CPDASS50
 Date: 11th November 2014
 Time: Prompt start at **9.30** am - 3.30 pm
 (Registration & refreshments from 9.00 am)
 Venue: Beechwood Conference and Research Centre
 Cost: £120 per delegate
 Trainer: Elizabeth Lewin, Assessment Consultant & STA Senior Moderator

Key information for delegates:

- Each delegate **MUST** bring range of evidence for at least one child spanning attainment in their class (e.g. levels 1, 2C, 2B, 2A & 3) in reading, maths or writing

End of KS2 Assessment Moderation

Audience: **NQTs teaching Y6 and experienced teachers new to Y6**
 Course Code: CPDASS51
 Date: 12th November 2014
 Time: Prompt start at **9.30** am - 3.30 pm
 (Registration & refreshments from 9.00 am)
 Venue: Beechwood Conference and Research Centre
 Cost: £120 per delegate
 Trainer: Elizabeth Lewin, Assessment Consultant & STA Senior Moderator

Key information for delegates:

- Each delegate **MUST** bring range of evidence for at least 3 children spanning attainment in their class (e.g. levels 3, 4, 5 & 6) in writing

Training Programme

End of KS1 Statutory Assessment Moderation Update

Audience: **Experienced Year 2 teachers**

Attendance is highly recommended for teachers in all schools that have not had an LA moderation visit in the last 3 years or are receiving HMI visits

Course Code: CPDASS2
 Date: 19th November 2014
 Time: Prompt start at **9.30** am - 3.30 pm
 (Registration & refreshments from 9.00 am)
 Venue: Beechwood Conference and Research Centre
 Cost: £120 per delegate
 Trainer: Elizabeth Lewin, Assessment Consultant & STA Senior Moderator

Key information for delegates:

- Each delegate **MUST** bring range of evidence for 3 children spanning attainment in reading, writing and mathematics across their class (e.g. levels 1, 2C, 2B, 2A, 3)

End of Key Stage 2 Statutory Assessment Moderation Update

Audience: **Experienced Year 6 teachers**

Attendance is highly recommended for teachers in all schools that have not had an LA moderation visit in the last 3 years or are receiving HMI visits

Course Code: CPDASS3
 Date: 20th November 2014
 Time: Prompt start at **9.30** am - 3.30 pm
 (Registration & refreshments from 9.00 am)
 Venue: Beechwood Conference and Research Centre
 Cost: £120 per delegate
 Trainer: Elizabeth Lewin, Assessment Consultant & STA Senior Moderator

Key information for delegates:

- Each delegate **MUST** bring range of evidence for 3 children spanning attainment in writing across their class (e.g. levels 3, 4, 5 & 6)

AUTUMN Cross School Moderation Session

Audience: **Experienced Year 2 and Year 6 teachers and teachers new to Year 2 and Year 6, including NQTs**

Attendance is highly recommended for teachers in all schools that have not had an LA moderation visit in the last 3 years or are receiving HMI visits

Course Code: CPDASS5
 Date: 21st November 2014
 Time: Prompt start at **1.00** pm - 3.00 pm
 (Registration & refreshments from 12.30pm)
 Venue: Beechwood Conference and Research Centre
 Cost: £85 per delegate
 Trainer: Elizabeth Lewin, Assessment Consultant & STA Senior Moderator

Key information for delegates:

- Each delegate **MUST** bring range of evidence for 3 children spanning attainment range in their class in **KS1 Reading** levels 1, 2C, 2B, 2A & 3, **KS2 Writing** levels 3, 4, 5 & 6)

Key Stage 1 – Potential moderators

Audience: **KS1 teachers with 2 years' experience in teaching Year 2 within the in last two years wishing to see if LA moderator role is for them**

Must be experienced KS1 teachers:

- Must have taught in year 2 for at least 2 years, within the last 2 years
- Headteacher reference confirming good teaching practice and secure TA
- Full programme of training follows for those invited to join the LA external moderator team for 2015

Course Code: CPDASS6
 Date: 6th January 2015
 Time: Prompt start at **9.30** am - 3.30 pm
 (Registration & refreshments from 9.00 am)
 Venue: Beechwood Conference and Research Centre
 Cost: £120 per delegate
 Trainer: Elizabeth Lewin, Assessment Consultant & STA Senior Moderator

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All existing KS1 LA moderators are required to attend as update training

Key information for delegates:

- Each delegate **MUST** bring range of evidence for 3 children spanning attainment in reading, writing and mathematics across their class (e.g. levels 1, 2C, 2B, 2A, 3)

Key Stage 2 – Potential moderators

Audience: **KS2 teachers with 2 years' experience in teaching Year 6 within the in last two years wishing to see if LA moderator role is for them**

Must be experienced KS2 teachers:

- Must have taught in year 6 for at least 2 years, within the last 2 years
- Headteacher reference confirming good teaching practice and secure TA
- Full programme of training follows for those invited to join the LA external moderator team for 2015

All existing KS2 LA moderators are required to attend as update training

Course Code: CPDASS7
 Date: 7th January 2015
 Time: Prompt start at **9.30** am - 3.30 pm
 (Registration & refreshments from 9.00 am)
 Venue: Beechwood Conference and Research Centre
 Cost: £120 per delegate
 Trainer: Elizabeth Lewin, Assessment Consultant & STA Senior Moderator

Key information for delegates

- Each delegate **MUST** bring range of evidence for 3 children spanning attainment in writing across their class (e.g. levels 3, 4, 5 & 6)

Phonic screening check training

Audience: **Y1 & Y2 NQT and experienced Y1 & Y2 teachers new to the PSC**

Highly recommended phonics leader should attend with colleagues, also schools below PSC national average or receiving HMI visits. TA involved in delivering school phonics warmly welcomed.

Course Code: CPDASS8
 Date: 27th January 2015
 Time: Prompt start at **9.30** am – 12.00 pm
 (Registration & refreshments from 9.00 am)
 Venue: Beechwood Conference and Research Centre
 Cost: £85 per delegate
 Trainer: Linda Ross, Primary Lead Consultant

SPRING Cross School Moderation Session

Audience: **Experienced Year 2 and Year 6 teachers and teachers new to Year 2 and Year 6, including NQTs**

Attendance is highly recommended for teachers in all schools that have not had an LA moderation visit in the last 3 years or are receiving HMI visits

Course Code: CPDASS65
 Date: 18th March 2015
 Time: Prompt start at **1.00** am - 3.00 pm
 (Registration & refreshments from 12.30 pm)
 Venue: Beechwood Conference and Research Centre
 Cost: £85 per delegate
 Trainer: Linda Ross, Primary Lead Consultant

Key information for delegates

- Each delegate **MUST** bring evidence for 3 children spanning attainment range across their class (e.g. **KS1 Maths** levels 1, 2C, 2B, 2A & 3. **KS2 Writing** levels 3, 4, 5 & 6)

KS2 Year 6 Test Administration Training

Audience: **Staff new to end of KS2 tests are particularly welcomed, e.g. Y6 NQT, experienced teachers new to Y6, experienced Y6 teachers, recently appointed KS2 leader or Y6 team, relevant office staff, etc**

Course Code: CPDASS66
 Date: 26th March 2015
 Time: Prompt start at **1.30** pm - 3.30 pm
 (Registration & refreshments from 1.00 pm)
 Venue: Beechwood Conference and Research Centre
 Cost: £85 per delegate
 Trainer: Linda Ross, Primary Lead Consultant

Key Stage 1 – Securing Judgements

LA provision of this moderation session is a statutory requirement

Audience: **TA moderation session for Year 2 teachers and appropriate senior leader in schools NOT selected for an LA moderation visit this summer (schools informed week before Easter).**

Course Code: CPDASS72
Date: 25th June 2015
Time: Prompt start at **9.30** am - 3.00 pm
(Registration & refreshments from 9.00 am)
Venue: Beechwood Conference and Research Centre
Cost: £120 per delegate
Trainer: Linda Ross, Primary Lead Consultant

Key information for delegates

- Each class teacher delegate **MUST** bring range and variety of evidence for children spanning range attainment across their class in **reading AND maths AND writing** (e.g. levels 1, 2C, 2B, 2A and 3)

Key Stage 2 – Securing Judgements

LA provision of this moderation session is a statutory requirement

Audience: **TA moderation session for Year 6 teachers and appropriate senior leader in schools NOT selected for an LA moderation visit this summer (schools informed week before Easter).**

Course Code: CPDASS73
Date: 26th June 2015
Time: Prompt start at **1.30** pm - 4.00 pm
(Registration & refreshments from 1.00 pm)
Venue: Beechwood Conference and Research Centre
Cost: £85 per delegate
Trainer: Linda Ross, Primary Lead Consultant

Course details can also be found on the CWPD website <http://www.slough.gov.uk/cwpd>

To apply for training, please use the following direct link for an application form:
<https://www.slough.gov.uk/jobs/application-form-for-slough-council-staff.aspx>

Recent and upcoming publications

DfE – Phonics screening check evaluation: NFER Research report, May 2014

This is the second interim report based on research following 2013 PSC implementation. The executive summary is available at: <https://www.gov.uk/government/publications/phonics-screening-check-evaluation>

Key aims of this report are ‘to explore whether issues raised in the pilot evaluation have been addressed’ and ‘to identify and track the impact of the check on teaching and learning’. The final report will be published in spring 2015.

OfSTED – Note for Inspectors: use of assessment information during inspections in 2104-15 June 2014

Available at: <http://ofsted.gov.uk/resources/note-for-inspectors-use-of-assessment-information-during-inspections-201415>

*“As now, inspectors will use a range of evidence to make judgements, including by looking at test results, pupils’ work and pupils’ own perceptions of their learning. **Inspectors will not expect to see a particular assessment system in place and will recognise that schools are still working towards full implementation of their preferred approach.***

However, inspectors will:

- *spend more time looking at the range of pupils’ work to consider what progress they are making in different areas of the curriculum*
- *talk to leaders about schools’ use of formative and summative assessment and how this improves teaching and raises achievement*
- *evaluate how well pupils are doing against relevant age-related expectations as set out by the school and the national curriculum (where this applies)*
- *consider how schools use assessment information to identify pupils who are falling behind in their learning or who need additional support to reach their full potential, including the most able*
- *evaluate the way schools report to parents and carers on pupils’ progress and attainment and assess whether reports help parents to understand how their children are doing in relation to the standards expected.*

There is also information about how inspectors will reach judgement about leadership and management, the accuracy of assessment – including the need for continued standardisation and moderation - and progress.

Standards and Testing Agency - 2016 Tests

In July 2014 STA published a small number of sample questions, mark schemes and commentary for Key Stage 1 and 2 in each test (GPS, reading and maths) to illustrate new question types that will be included in tests from 2016. They also indicate how some of the new curriculum content will be assessed. Available at:

<https://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials#key-stage-1> or [- 2](#)

Key Stage 2 tests will be administered and marked in same way as the current tests. Key Stage 1 administration arrangements are yet to be confirmed. Administration and marking guidance will be provided with the live tests.

In summer 2015 final sample tests and mark schemes, guidance on how results will be reported – including an explanation of scaled scores – and test frameworks will be published.

Standards and Testing Agency - 2015 Assessment and Reporting Arrangements; Sept. 2014

The STA have recently posted 2015 Assessment and Reporting Arrangements for Early Years Foundation Stage, Key Stage 1 and Key Stage 2. They are each made up of several separate WORD files - when queried with STA was advised that not posted as PDF documents as they are keen for schools to read offline rather than print off. WORD documents available at:

- <https://www.gov.uk/government/publications/early-years-foundation-stage-assessment-and-reporting-arrangements-ara>
- <https://www.gov.uk/government/publications/key-stage-1-assessment-and-reporting-arrangements-ara>

2015 ARA Key Stage 1 - Changes for 2014-15

1. Local authorities must **externally moderate 50% of their infant schools** during the 2014 to 2015 academic year. This is in addition to carrying out an external moderation visit for each primary phase schools at least once every 4 years.

2. STA no longer producing printed copies of the 'Assessment and reporting arrangements' or 'Check administrators' guide'. This information is now only available on GOV.UK. Instructions for scoring the phonics screening check will be included with the check materials. These will be sent to schools in June. All other check administration guidance is on GOV.UK at <https://www.gov.uk/government/publications>

3. This is the final year that schools will use the 2007 and 2009 versions of the **key stage 1 tasks and tests**. These will be replaced by a new suite of tests when the new national curriculum is assessed for the first time in May 2016.

2015 PSC week begins June 15th

- <https://www.gov.uk/government/publications/key-stage-2-assessment-and-reporting-arrangements-ara>

2015 ARA Key Stage 2 - Changes for 2014-15

1. STA no longer producing printed copies of the 'Assessment and reporting arrangements' or 'Test administrators' guide'. This information is now only available on GOV.UK at <https://www.gov.uk/government/publications>

2. **How test results will be used in performance tables** Until now, the Department for Education (DfE) counted results from more than 1 year in the performance tables. From 2016, the DfE will not do so. **This means that pupils should only take the tests in 2015 if they have completed both the English and mathematics programmes of study.**

3. **Science sampling tests** won't take place in 2015 as they happen every other year. The tests will recommence in 2016.

4. **Optional tests for years 3, 4 and 5 are no longer available.**

2015 KS2 test week begins May 15th.

For your convenience it has been arranged for each ARA to be posted as a single PDF file on Slough website at:

<http://www.slough.gov.uk/jobs/assessment-and-moderation.aspx>

Key Stage 1 and Key Stage 2 curriculum Performance Descriptors for expected national standards

There is still no date for publication of performance descriptors. STA has indicated *draft* performance descriptors will be published this term:

- Key Stage 1 – performance descriptors for national standards in reading, writing and maths with a **single** performance descriptor for science
- Key Stage 2 - performance descriptors for national standards in writing with **single** performance descriptor for science, reading and maths.

Evaluation of 2014 Key Stage 2 LA Test Administration Monitoring Visits

All schools met STA requirements for administration and storage

- Reminders
 - Ensure school details are correct NCAtools
 - Online Additional time applications:
 - remove practice entries
 - remove any entry abandoned before completion
 - address double entry for same child
 - Ensure current year's version of STA 'Test Administrator's Guide' is read by all staff administering the tests and office staff where they are responsible for checking materials on arrival and storage access
 - Ensure access to STA 'Maladministration Guidance' for all relevant staff
 - Consider attending LA 'KS2 test administration' training session in spring 2015
- Good practice seen and recommended for consideration to further reduce risk of maladministration (see STA Maladministration Guidance) :
 - Tests file:
 - *'store' delivery note here*
 - *all evidence demonstrating selection of children for prompter/readers/translator, i.e. highlighted cohort reading age sheet*
 - keep copies of all AT applications
 - *store all proof of posting labels*

- Full information displayed in each room for children to complete front cover
- Agreed script for all staff leading test, including TAs where appropriate
- Stand up folders between children to reduce risk of cheating where two children have to sit at one desk or space between tables is limited
- Two adults handling test papers
 - two signatures on annotated delivery note
 - accessing storage to remove or return tests – logging system to record date, time and signature
 - distributing and collecting (in test register order) from each room
 - two adults in each room where test is being administered
- Invite appropriate governors to observe administration of tests – prepare by reading guidance
- Include explanation of available assistance and how access arrangements may be used with Year 6 parents

Findings from LA PSC Monitoring Visits 2014

1. Almost all schools met statutory requirements for:
 - Checking materials on arrival – best practice advised, two witnesses signing and dating to confirm consignment checked on arrival
 - Check materials stored securely – best practice logged access by named person witnessed every time storage cupboard or PSC box opened
 - Appropriate staff administering the PSC and Appropriate training for administrator's and Room appropriate – best practice where all Year 1 and Year 2 staff administering the test had had update training with 2014 Check Administrators Guidance (CAG), either in-house led by phonics leader or attending LA session. For example, consistent understanding of appropriate prompts, agreed script to introduce check to children, accurate marking, etc.
2. Schools that had attended LA PSC training had most secure practice and recognised their teaching and tracking had improved pupil progress. Schools that had not engaged with LA training had less secure practice in marking the check accurately. For example, an NQT in Year 1 not using current version of CAG, exemplary practice across Year 1 team and weak administration (marking and inappropriate prompts in particular) by Year 2 teacher who had not been trained.

3. Schools identified the need to engage more Phonics Leaders/KS1 Leaders in LA training to ensure they are as well informed as staff and can better support as well as monitor administration to ensure robust scoring.
4. Schools where classroom practice is for children to regularly decode new words and then blend whole word find that children are more comfortable and do so readily during the check. In schools where this is not agreed practice children can decode but forget to blend and thus check score does not reflect their teacher assessed ability.
- f. Prompt every child on every page as to whether there are real words they may have seen before or alien/monster/nonsense words they may not have come across before.
- g. If teachers only use ticks whether right or wrong, pupils who are interested they don't get distracted by seeing the x.
- h. *Scoring guidance
 - States T should record pupil's errors – informs next step teaching to address weaknesses before entry to Year 2.
 - If child initially blends incorrectly but SELF-CORRECTS with no prompt then word must be marked correctly.
 - Where child decodes accurately but does not say blended word must be marked incorrect.

Suggestions drawn from discussion with school staff:

- a. Good practice to have formal record of Year 1 / Year 2 new / re-take children disapplied, with confirmation parents have been informed.
- b. Introduction – cover fact that pupil must 'speak up' and not go too fast so teacher can hear their good reading and write it down. **It is ok to ask child to repeat the odd word if you have not heard it, but not to repeat it if they*
 - *have not blended after decoding accurately*
 - *if you did hear and they are getting another 'chance'*
- c. Fine to personalise to school practice where this does not give children an advantage. For example, having sheet to show school version of lower case k and drawing child's attention to this as they read 'osk' on practice sheet; using alien or monster to identify nonsense /alien words as is school practice and thus familiar to children.
- d. Using practice sheet purposefully – i.e.
 - k formation;
 - reading loudly enough;
 - reading at steady pace;
 - look at and talk about monster/alien especially for the less confident/capable to understand these are not real words/are nonsense words they may not have seen before;
 - point out no monsters means real words they should have seen or heard before;
 - model sounding out every sound e c t and saying blended word
- e. If teacher turns pages they can keep up with confident readers and score accurately.
- i. Reassurance
 - As long as first answer is scored can if teacher wishes, go back at end of check and support child to decode/blend errors/have another go.
 - It is ok to say 'well done' at points to encourage child, as long as not directly after a word which may indicate they got it right, after all can say 'well done' if they look to teacher for reassurance even if they got it wrong.
 - It is ok for teacher to point to words – general point to indicate starting or missed word but not to focus child on initial or end sound to aid decoding or blending.

Evaluation of Slough Moderation Process 2014

Collated feedback from 22 schools that had received a moderation visit summer 2014

1. LA assessment moderation training sessions – 100% positive feedback on value of sessions for teachers new to Y2/6 including NQT, experienced Y2/Y6 teachers and cross school moderations, etc)
2. School briefings for selected schools - 100% positive feedback, for example:
 - information and documentation provided was very helpful
 - good to meet allocated moderators
 - role play of moderation dialogue highlighted as very useful/informative in preparing for visit, demonstrated what to expect and level of preparation
 - HLT/SL attendance ensured support of staff preparation back in school and alerted leaders to newsletters and websites for updates and materials to support staff

3. Moderation Visit – 20/22 (90%) of schools had positive experiences that reflected their expectations following briefing session. The issues raised by the two schools have been shared with moderators and will inform moderator training and school briefings this year to ensure all schools have positive experiences.

Positive feedback included:

Year 2

- carried out fairly, openly and met our expectations
- gave our team confidence and affirmed judgements; helpful in clarifying our understanding of what constitutes a level
- knowledgeable, supportive moderators who were approachable and flexible
- useful suggestions of ways forward with our practice
- great dialogue and supported our evaluation of how we show evidence for achievement in maths across the school

Year 6

- discussion of 'cusp' children - around why a child was no longer a particular level was particularly helpful approach to secure judgement
- very supportive and non-threatening challenging process
- fantastic, excellent experience from both procedural and professional development standpoint informing whole school practice going forward
- modelled how we can 'challenge' each other to confirm judgements, in Y6 and across the school

Issues raised and suggested developments from schools

LA assessment moderation training sessions (new to Y2 including NQT, experienced Y2 and cross school moderations, etc)

"Staff were not aware of training until was all over."

- Programme on Slough and SLP websites early autumn term, in Moderation handbook sent to all schools in autumn term, in regular A&M newsletter sent to all schools, flyers sent to all schools two weeks before events as final publicity, schools contacted by phone to check attendance where NQT placement is known.

Welcome advice from schools on how to ensure A&M CPD programme reaches correct senior leader

School briefings

"Larger room or smaller groups of schools for first briefing, squashed/not comfortable"

- 2015 sessions will be Key Stage specific, reducing numbers so all are more comfortable

"Afternoon release of staff easier than mornings."

- Where possible have done so.

"First session should have been much earlier in the year with second refresher session just before visit"

- STA requirement that schools are not told of selection for visit until summer term, Slough inform schools last week of spring term and hold briefings as early as possible in summer term
- attendance at well publicised autumn term A&M CPD sessions will support new to Year 2/6 and experienced Y2/6 staff in understanding moderation process (see courses listed on Page 1)
- Slough Moderation Handbook, STA Key Stage Assessment & Reporting Arrangements and Guidance for Key Stage 1 & 2 TA all provide information relating to expectations of moderation processes – published to all schools each autumn and referenced in A&M newsletter

Moderation Visit

"Works well don't change!"

Concern at continued practice of KS1 staff undertaking a 'SATs' week.

Using past tests and tasks to inform TA at one point during Year 2 is good practice as these can be used diagnostically to focus teaching on identified needs. It is strongly advised not to undertake a Year 2 SAT week in the summer term as teachers will have good range of evidence to support their TA against national standards without needing a test result.

If security of TA has been identified by school leaders as a factor in having a KS1 SAT week, then attendance of teachers/leaders at LA CPD is recommended as is contacting CE Assessment Lead to discuss in-school support.

Useful Contact Details

Robin Crofts, Director of Education	01753 787645
Paula Doneghan PA to Director of Education	01753 875769
Julian King-Harris Head of School Improvement Service	01753 875732
Eithne Leming Vulnerable Groups, Consultant	01753 875705
Geoff Bent Primary Lead Consultant	01753 875734
Gloria Walker Governance, Consultant	01753 875796
Glinys Weller School Improvement Consultant	01753 476559
Linda Ross Primary Lead Consultant	01753 875711
Lorraine Anderson LAC Consultant	01753 476559
Rachel Cartwright Development Manager, QCL	01753 476556
Jamie Hassan Early Years & Pupil Premium Consultant	01753 476559
Farahat Majeed Administrative Officer School Improvement & Standards	01753 476559
Governor Service	01753 476559
Education Helpdesk	01753 875700
Aman Gill Performance & Information Manager	01753 875731
Christine Edden Interim Head of Integrated Support Service	01753 875796
Maria Elahee Asst Team Manager for LAC	01753 690725
Tony Browne Head of School Services, Governance & Services to School	01753 875717
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Linda Ross

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The named Assessment and Moderation contact for the Local Authority is Linda Ross who can be contacted on 01753 476559.

Farahat Majeed is the administrative officer for assessment and moderation who may also be contacted on the above number should you have any queries.

Together they will do all they can to respond to any questions or queries that you may have.



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