# C:\Users\U419246\Pictures\ES_logo_RGB_With%20Strap.jpgImproving moderation through effective self-evaluation

**The statements below are drawn from the illustrations of very good from How good is our school? (4th Edition). They may be useful when reviewing moderation activities in your establishment.**

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| **Illustration of very good** | **How are we doing?**  **What are the features of effective practice in our school?** | **How do we know?**  **Where do we see evidence of the impact of our work?** | **What are we going to do now?**  **Challenge questions for staff to discuss.** |
| 1.1 Self-evaluation for self-improvement   * **Within our school and with our learning community, we engage regularly in effective quality improvement and moderation activities and have agreed standards and expectations.** * We have accurate intelligence about the quality of learning and teaching and the attainment and achievement of all learners. * We regularly interrogate data, making use of digital technology to support this where relevant and appropriate. * **We actively seek out and share good practice within and beyond the school and can demonstrate improvement as a result.** |  |  |  |
| 1.2 Leadership of Learning   * Our school has a collegiate learning culture demonstrated through, for example, collaborative practitioner enquiry, peer learning, constructive feedback, professional dialogue and debate. * All staff work collaboratively with colleagues, learners, partners and parents to take forward improvement priorities and learn with and from each other. * **We actively engage in communication and discussions about learners’ next steps and contribute to planning learning pathways which meet their needs and aspirations.** |  |  |  |
| 2.2 Curriculum   * **We have a shared understanding of what progression looks like.** |  |  |  |
| 2.3 Learning, Teaching and assessment   * **Our assessment evidence is valid and reliable. Across our learning community we have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum.** |  |  |  |
| 2.6 Transitions   * **We plan collaboratively to develop a shared understanding of progress both within our establishment and with others.** |  |  |  |
| 3.2 Raising Attainment and Achievement   * Assessment evidence is used to inform teacher judgements. * **Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.** |  |  |  |