

Mid Argyll Cluster Moderation activities – Spring 2019

It was proposed that schools who wanted to be involved in the cluster Assessment and Moderation activities would focus on listening and talking – with a view that without pupils being able to talk about something confidently, they will be unable to write it. Also, it is hoped that this will encourage quality drama activities to be used to support literacy.

The following is a proposed draft for schools:

**14th February INSET Day 1 Assessment and Moderation
Inveraray Primary School. 9.30am-12.30pm (Tea and Coffee
will be served from 9am)**

Moderation will have talking and listening focus. Schools will have a choice whether they wish to focus on

- Tools for listening and talking
- Finding and using information
- Understanding analysing and evaluating

Staff from the same school should be focussing on the same organiser to help develop a sense of progression from early through second level. Please let me know before the start of the February break which your school will focus on.

Consider what you have in your annual Plans – look at what you planned to be doing; it can be topic based or stand alone. Try to find a natural link to what is already on long term plans for March to April. These organisers have specifically been chosen as they are able to be linked to so many curricular areas.

During this first session schools will initially be altogether but then will quickly spilt into the group of their chosen organiser.

Once in groups, we will be looking at the appropriate E's and O's. We will narrow down Es and Os that will be most relevant and then develop a progression of possible learning intentions linked to the chosen Es and Os

As planning should include pupil input and direction, class teachers will be asked to go away and plan with pupils, further develop the Learning Intentions, Success Criteria and appropriate activities. They will be planning learning experiences and how work is to be assessed with pupils.

We will then be getting the whole group together and ask for feedback from each of the groups before heading off to our respective schools for the afternoon session.

Wednesday 27th February - Twilight Assessment and Moderation 4.15m-5.30pm

Within each of the three groups we will look at and analyse the Success Criteria that has been developed with the children as well as planned learning experiences. We will be looking at progression and begin to have an idea of assessment activities and agree evidence to be gathered which will help demonstrate breadth, challenge and application.

Again, we will get the whole group together at the end for a very brief feedback session.

In between times from this session and the last, members of staff will develop and implement assessment activities.

The latest a member of staff could complete assessment activities in order to be ready for the next session would be week beginning 11th March.

20th March Twilight Assessment and Moderation 4.15m-5.30pm

We will be evaluating the learning – using benchmarks and E's and O's to evaluate learners progress.

We will also share assessment tasks – provide a sample of pupils' evidence of achievement and consider feedback and next steps for learning within the group. Good feedback will be exemplified and we will consider how this work will be reported on.

Assessment and Moderation Argyll and Bute MAKI cluster – speaking and listening

Jay Helbert and Sandra
Clarke



Aims of the project

- To develop a consistent and coherent approach to assessment within the cluster
- Develop a common understanding of the standards (within levels) of talking and listening
- Support pupils to identify strengths and future learning of talking and listening skills
- Develop creative approaches to assessment activities (depth, application and breadth).



Time line

- 14th February - moderation session 1
- 14-27th Feb – develop plans and success criteria with pupils
- 27th Feb – Moderation session 2
- 27th Feb – 11th March – Teaching and learning
- 11th March – 20th March – Undertake holistic assessment activities
- 20th March – Moderation session 3 – using LI and SC progressions as well as Benchmarks, evaluate pupil achievement (sampling)



Aims of the day

- Identify common and relevant E's and O's from the talking and listening organiser
- Develop a progression of learning intentions from early through to the end of second level
- Begin to consider possible success criteria relating to the LIs
- Consider teaching and assessment activities as well as learning experiences that will enable pupils to demonstrate their application of skills
- Begin to consider the evidence of achievement that can be gathered



Activity

- Work in small groups with colleagues who teach at the same level as you. Discuss the Es and Os within the organiser you have been given. Consider how these might relate to other curriculum areas you are planning to cover.
- As a whole group reach a consensus on what 1 or 2 Es and Os we will all look at (this will enable horizontal as well as vertical moderation).



Learning Intentions

- In level groups begin to draft out learning intentions appropriate to the E's and O's and your learners.



What makes a good learning intention?

- Statement that shows what pupils will be learning to do over a lesson or series of lessons
- Derived from E's and O's
- Build on prior learning and help make connections to other learning
- Decontextualized (generic and transferable to other contexts)



Learning intentions

- Share your LI's with the whole group – can we see a progression developing – do we need to tweak or fill any gaps



COFFEE



Success Criteria

- Context specific
- Related to LIs
- Developed with pupils



Activity

- Discuss what some success criteria for one or two of your LIs might be (remember the pupils will be involved in forming these)
- Discuss how you might work with pupils to develop SC's



Learning experiences and assessment activities

- Consider and discuss the contexts in which you will develop listening and talking.
- What opportunities do you see for developing a holistic assessment activity?
- What other methods of assessment might there be?
- What are some of the learning experiences that you might plan for?
- What sources of evidence of pupil achievement will you use?



Next steps....

- Work with pupils to develop success criteria for elements of LI's
- Finalise holistic assessment tasks and plans for teaching and learning activities
- Start the teaching and learning, making judgements on learning as you go



Next time

- Bring success criteria that have been developed
- Bring planned learning experiences
- Bring planned holistic assessments



27th February

- Finalise and moderate learning experiences and assessment activities
- Share and moderate success criteria – is the level of challenge consistent and progressive?
- Agree on evidence sources and how these will be gathered



20th March

- Bring completed holistic assessments and other sources of evidence for 2 pupils
- Consider and agree upon feedback to the learner in terms of achievement and next steps
- Develop a consistent shared understanding of the level of challenge and attainment in talking and listening across the cluster



Organiser:

Finding and Using Information (Lochgilphead, Ardrishaig, Furnace)			
Es and Os of initial focus			
Early Level	First Level	Second Level	
I listen or watch for useful information and I use this to make choices or learn new things. LIT 0-04a	As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. LIT 1-05a	As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. LIT 2-05a	
Aspects of Es and Os (that may form learning intentions)			
Listen or watch carefully.	Listen or watch to find specific or relevant information.	Listen or watch, making relevant notes.	
Find and recall some useful or interesting information.	Record notes for a purpose under given headings.	Organise and make notes under headings that pupils have chosen.	
Record information that was listened to or watched (adult scribe, pupil drawn, pupil's starting to write with more independence).	Begin to explore and use different formats for organising notes and information (headings, lists, mind maps, writing frames etc.).	Organise notes in a variety of formats. Choose the most helpful format to organise information.	
Sort information that was listened to or watched into groups (groups defined by teacher or by pupils with support).	Use notes to help prepare to create new texts (spoken, written, acted).	Prepare a text in my own words using notes taken. Use the format of the notes to help create the structure of the text.	
Examples of success criteria (in the context of fair trade topic) – We will add to these and moderate the degree of challenge and relevance when we meet on 25 th September.			
I can share my thoughts with an adult using objects to help me.	I can tell somebody else how the video clip helped me to sort the items	I can identify all of the main causes of poverty listed in the video.	I can say why fair trade is important and give reasons that I saw and heard in from the video
	I can tell others what I about fair trade after watching the video.	I can use vocabulary I have learned from the video as well as my own words to describe the importance of fair trade.	I can use a number of different sources about fair trade to report on the viewpoints of different people using technical vocabulary

<p>I can sort items into fair trade and not fair trade when an adult helps me.</p>	<p>I can sort items into fair trade and not fair trade (after watching a video that helps me to understand).</p>	<p>After watching a video clip on fair trade, I can list some of the reasons farmers might live in poverty.</p>	<p>With Support, I can organise my notes under given headings</p>	<p>I can organise notes under given headings</p>	<p>I can make some notes as I listen and watch and organise them afterward.</p>	<p>(With support), I can decide on headings to use and make notes under these.</p>	<p>I can make notes as I listen and watch longer texts and organise them afterward.</p>	<p>I can choose the most relevant headings from a given list and make notes under these.</p>	<p>I can make notes under headings I have decided are relevant.</p>
--	--	---	---	--	---	--	---	--	---

Possible sources of evidence of learning may include:

- Annotated photographs (with teacher / pupil observations, explanation etc.) – photos alone leave a lot to the imagination and so a description of what the pupil was doing / achieving / demonstrating is necessary.
- Video clips
- Pupil Plans (e.g. notes under headings, mind-maps, lists etc.)
- Pupil drawn pictures with pupil voice scribed by an adult
- Posters that pupils have made that show their learning journey
- Voice recording (or transcript if relevant and possible)
- Peer assessment sheets

This list is not exhaustive and we can add to it when we meet again on 25th February – be creative.

