**Questions to ask yourself for each stage of the moderation process**

Es and Os

Have you started with the Es and Os rather than bolting them onto work you’ve had in place for years?

Have you selected the most appropriate range of Es and Os for progression towards Nationals and Highers?

Have you grouped them together logically so you’re not spending a long time achieving progress in just one area?

Have you taken account of progression – i.e. if a student is at level 1, what are the level 2 Es and Os for your selected area? If they’re at 3, what are the level 4 Es and Os for this area? *This should enable you to ensure planning for all levels of ability.*

Learning Intentions and Success Criteria

Do they reflect the wording of the Es and Os (understand, use, explain etc)?

Do they enable every child to succeed at some level?

Do they enable the most able to move forward?

Are you clear about how to share these with learners?

Learning Experiences

The principles of design are as follows:

* Challenge / Enjoyment
* Breadth
* Depth
* Progression
* Personalisation / Choice
* Relevance
* Coherence

Can you identify opportunities for each of these in your course?

Is support built in for the least able? Is this clearly based on the development of skills outlined in the Es and Os progression?

Are there activities to push the most able?

Have you built in opportunities for pupils to demonstrate skills in literacy, numeracy and health and wellbeing where appropriate to your course?

Have you made this clear to students?

Have you built in examples of good practice: starters, plenaries, engaging activities, activities across a range of learning styles?

Evidence / Assessment

Have you considered ways of gathering evidence which aren’t based on end of unit tests? For example:

* Jotter work (taking out pages)
* Post-its (writing on them as you observe)
* Photographs (of pupils / of what they’ve produced)
* Checklists to be filled in as you observe
* Self / peer assessment
* Exit passes

Have you considered how this will be stored? (e.g. a polypocket per child)

Are your end of unit assessments firmly linked to the original Es and Os?

Do they need to be differentiated?

Are pupils aware of the success criteria before they are assessed?

Do they provide an opportunity for formative feedback? Is this firmly linked to the success criteria?

Evaluation / Feedback

Are you clear which benchmarks you should be using to assess progress? (when they’re available)

Have you got a system of feedback which enables you to give clear next steps to the pupils at appropriate points?

Looking at the way you provide feedback, is it easy to link it to the success criteria? (i.e. can the students see the success criteria at the same time as they’re reading your comments?)