

Moderation Support Questions

How to use?

This bank of questions has been collated under each stage of the moderation cycle. They are prompts for professional dialogue. There is no expectation that all questions under each heading would be used at the same time. In practice, it is likely that **only** a few questions would be used while going through the moderation process. The choice of questions to be asked will vary as appropriate to the focus of the moderation activity.

Experiences and Outcomes

- Explain how you chose the Es & Os.
- Why did you choose to bundle these Es & Os?
- How do these Es & Os fit together?
- Do they link together naturally?
- How has this taken account of previous learning?

Learning Intentions and Success Criteria

- Why did you select these LI & SC?
- In what way are they appropriate for this group of learners?
- Do they reflect the key learning?
- How did you involve the learners in developing the success criteria?
- Do they clearly outline what learners need to do to be successful?
- In what ways are they reflected in the assessment activities?
- Are they at the correct level of challenge? How do you know?
- Do the LI & SC focus on the learning?
- Are there any ceilings in your LI & SC?
- Do they reflect the wording of the E & Os? (i.e. understand, use, explain etc.)
- How did you share the LI with the learners?
- How did you agree the SC with the learners?

Learning, Teaching and Assessment

- Describe the learning experiences you have planned, including the planned assessment.
- Have you linked the learning within a context?
- How have you taken account of the principles of curriculum design (challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance)? Discuss each one.
- Are there any ceilings?
- Have you used any hinge questions?
- How do you know your planned learning experiences are at the correct level?
- Describe your ongoing assessments.
- Have you used a range of assessment approaches?
- Does this include self and peer assessment?
- Are the learners receiving ongoing feedback?
- Is this based on the success criteria?
- Have you planned any periodic assessment?
- Does this allow the learner to demonstrate breadth, challenge and application?

Evidence

- What does the evidence demonstrate?
- Does the evidence allow learners to demonstrate the application of their knowledge, understanding and skills?
- In what way does this allow the learners to apply their knowledge in a new and unfamiliar situation?
- What information/evidence of learning do you hope to get from this assessment evidence?
- What does this evidence tell you?
- Does the evidence reflect “how much” and “how well”?
- Does it reflect breadth, challenge and application?
- Does it demonstrate application in new and unfamiliar contexts?
- Does it reflect one of the four contexts of learning?
- Do you have a range of evidence to support your professional judgements?

Evaluation of learning

Has the learner demonstrated they have:

- Met the success criteria?
- Met the required level of challenge?
- Been able to apply knowledge from one organiser in another?
- Applied their learning across one of the 4 contexts of learning?
- Achieved a breadth of learning across the knowledge, understanding and skills as set out in the Experiences and Outcomes for the level?
- Responded consistently well to the level of challenge set out in the Experiences and Outcomes for the level and have moved forward to learning at the next level in some aspects?
- Demonstrated application of what they have learned in new and unfamiliar situations?

Feedback

- Are learners receiving ongoing feedback on their work?
- Is this based on the success criteria?
- Does the feedback outline what they did well based on success criteria?
- Does the feedback describe what they need to do to improve based on success criteria?
- Does the feedback state areas of success?
- Does the feedback state what the learner’s next steps are?
- Does the feedback include a mix of self, peer and teacher assessment?
- Are the learner’s next steps clear?
- Could a learner set appropriate targets from the feedback?
- In what ways is the feedback formative?

Next Steps

- Have the next steps in learning been clearly stated?
- Are the next steps set at an appropriate level of challenge?
- Would these comments be useful for reporting purposes?

Reporting

- Have the successes been reported appropriately?
- Are the areas for improvement appropriate?
- Is it written in plain, jargon-free language?
- Would the comments help parents to support learning at home?

NOT ALL QUESTIONS TO BE USED – PLEASE SELECT WHAT IS APPROPRIATE FROM EACH SECTION