# **Moderation Audit Tool**

When engaging with the audit tool below it would be helpful to consider the relevant section of the moderation guide as it gives you some messages around each area of the cycle. There is some repetition between different aspects of the cycle which have been left as some schools may decide to audit a specific area of the moderation cycle.

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| **Area of moderation cycle** | **Current position/Strengths** | **Next steps/Points for action** |
| **Learners involved at every stage of the cycle:** |  |  |
| * Are learners involved in planning learning experiences in any way? * Are they involved in co constructing success criteria? * Peer/self-assessment opportunities - Do pupils refer to LI and SC when engaging in self-peer assessment activities? * Are discussions held with pupils about the progress they are making in learning? (i.e.) * Are regular opportunities provided for pupils to talk about their learning. Do they know where their strengths lie and what they have to do next to improve. * Learners receive high quality feedback and have an accurate understanding of their progress and next steps. |  |  |
| **Experiences and outcomes** |  |  |
| * When planning, do staff bundle Es and Os in ways which link learning coherently and are best suited to the learners? * Do staff plan assessment alongside learning experiences? * Are opportunities provided to engage in professional dialogue with colleagues when planning learning experiences and assessments from the Es and Os? * Do staff plan learning experiences from the Es and Os that enable progression ensuring smooth transition across the school? * Is time built in for staff to plan together within and across levels, looking at the Es and Os and planning appropriate assessments? |  |  |
| **Learning intentions/success criteria** |  |  |
| Is time built in for staff to work together to plan/discuss/evaluate and improve their work linking to LI/SC ensuring:   * Learning Intentions describe what learners are going to learn, rather than what they are about to do. They focus on the learning and not the task, activity or context. * Success Criteria effectively describe how both practitioners and learners will know that they have been successful in achieving the Learning Intention. * Learners at all stages across our establishment are engaged in sharing and co-constructing Success Criteria. * Learners confidently engage in effective peer and self-assessment based on Learning Intentions and Success Criteria.   There are opportunities for staff to work together, moderating Learning Intentions and Success Criteria to ensure consistency of approach and a shared understanding of standards. |  |  |
| **Learning, Teaching and Assessment** |  |  |
| Staff have opportunities to collaboratively plan learning experiences that are based on the Es and Os. Assessment is integral to the planning of learning and teaching.  Staff consistently use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.  Opportunities are provided for pupils to engage in holistic assessments to ensure they can apply learning in new/unfamiliar contexts.  Staff have opportunities to engage in focussed moderation/discussion activities linking to planned/observed learning experiences (using support questions to support a clear focus for discussion.  Staff have opportunities to share effective pedagogical approaches in order to share/improve/develop consistency in practice |  |  |
| **Evidence** |  |  |
| Opportunities are provided for staff to engage in professional discussions ensuring that effective use is made of learner evidence in identifying strengths and next steps in learning to support progress and improvement.  Staff have regular opportunities to moderate learner evidence to ensure consistency/a shared understanding of standards.  When reviewing a range of evidence to make the professional judgement of achievement of a level, staff refer to the Benchmarks and engage in dialogue with colleagues.  There are opportunities provided to periodically sample learner evidence for those who have achieved a level to ensure consistency. |  |  |
| **Evaluate** |  |  |
| Staff have regular opportunities to meet together to evaluate a range of evidence, using the Benchmarks to support their judgements when considering progress towards or achievement of a level?  As part of the moderation process staff take part in discussions to evaluate assessment evidence with colleagues within the early learning setting, school and where possible with the cluster/local authority? |  |  |
| **Feedback and next steps** |  |  |
| Staff have a shared understanding of how to use Feedback to support learner progress.  There is a consistent approach to Feedback and Next Steps ensuring:   * Learners receive high quality Feedback and have an accurate understanding of their progress and Next Steps. * Learners are able to give effective Feedback to peers on their learning and suggest ways in which they can improve. * There is a clear system for using Feedback and Next Steps to support learners when setting longer term targets (eg within personal profiling etc). |  |  |
| **Reporting** |  |  |
| Approaches to reporting are discussed with staff and there is consistency across our establishment in terms of annual reporting opportunities as well as the format, language used, frequency etc. |  |  |