**Approaches to assessment and moderation 2012 – 2013**

**Report on ‘Innovation Funding’ – Moderation of skills across learning.**

As previously intimated you are required to provide a brief report on how the funding has supported your work and how their work has impacted on the pupil experience

I would be grateful if you would complete the pro-forma and return to me at [carol.paton@falkirk.gov.uk](mailto:carol.paton@falkirk.gov.uk) by **10th June 2013.**

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| **School: Graeme High School** | **Accountable Person: Gavin Morrison** |
| **Focus: Establishing a school standard for presentation.** | |
| **What was innovative about your approach to moderation of skills?**  My approach to moderating the skill of presenting was all based on video examples and audio recordings of pupils making presentations. A standard set of success criteria had already been established but the addition of the filming equipment allowed us to develop a bank of examples of pupil work which could then be used for staff moderation. This was a far more innovative way of communicating the standard to staff. We also carried out an in-service day event on the topic of presentations and listening and talking literacy outcomes. During this session we highlighted some of the work pupils had completed and asked staff to moderate it. The outcomes of this session were that staff were more aware of the literacy outcomes and they had ideas for how they could implement them in their subject using the school standard for presentation. | |
| **What impact did this approach have on :**  **Pupils’ learning**  In creating a standard that has been shared across the school pupils should know what is expected of them when they are presenting their learning in any subject. In the context of literacy across the curriculum the standard also established a common language around presentations so that pupils could build on their prior experiences. This approach also put a focus on presenting as a skill. I wanted teachers to be able to assess the delivery of the presentation (voice, structure, eye contact) and not just the content that related to their subject area. There is more work to be done going forward, in order to embed the standard in most departments but this initiative allowed us to lay the foundations and target certain departments who were already strong in offering pupils presentation experiences. There was also a peer observation sheet developed which allows teachers to gather evidence of listening when another pupil is giving their presentation. Asking pupils to complete a peer observation sheet also gives them a meaningful experience of applying the standard success criteria to another presentation.  **Teacher planning**  Teachers are more likely to include presentations as a way of getting pupils to show their learning so that they can assess a pupil’s understanding of a given topic. The feedback teacher’s provided following the in-service session showed the intent for teachers to include more activities like this in future. I intent to moderate if this is the case by issuing questionnaire’s to pupils next year. | |
| **How did you evaluate this impact?**  At the beginning of the year most departments requested more information on presentations. Following the in-service event almost all departments reported an increase in confidence with presentations so there has certainly been an impact on staff. I will not be able to fully measure the impact on pupils until next year but I hope that the support staff have received will have a knock on effect to the experiences pupils have in the classroom. This year I took a benchmark in where we were with presentations in the school – through classroom observations and recorded videos. I will measure again next year against this benchmark to more fully assess the impact of the work completed. | |
| **What will you take forward from this experience?**  The next steps for this development work will be to develop a bank of examples which pupils can access when preparing presentations. In this way we can also share the standard with pupils in an innovative way. By adding to the bank of examples we will also be able to carry out credible evaluations on the impact the work has had on standards going forward. At the moment the standard is presented as a PowerPoint which is in the shared folder for staff. I would like to take the main points from this and turn it into a short video. This would be more time efficient for staff to show the pupils and could put the ideas across in a more engaging way. | |