**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 by **10th June 2013.**

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| **School:** Larbert High School | **Accountable Person:**Susan Thomson/Tom McKay |
| **Focus: Moderation of 3rd level S1 Numeracy skills MNU 3.20a and MNU 3.21a** |
| **What was innovative about your approach to moderation of skills?*** Active involvement of pupils in own learning and development. *[QI 2.1]*
* Creative, discursive, evaluative and judgment-based task in a context (Passport) incorporating higher order thinking skills. *[QI 5.4]*
* Promotes an ethos of achievement. *[QI 5.5]*
* Inclusive (involves all S1). *[QI 5.6]*
* Gathers pupils view on learning. *[QI 5.9]*
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| **What impact did this approach have on :****Pupils’ learning*** Increased motivation.
* Further opportunities for active involvement in own learning and development through self –evaluation.
* Opportunity to work collaboratively or individually.
* Opportunity to build, recognise and discuss the connections of Mathematics and Numeracy across the curriculum and in context.

**Teacher planning*** Renewed/increased focus on developing opportunities for numeracy in the context of their subject.
* Common approach taken to re-enforce the numeracy learning in Mathematics.
* Opportunity for QA and understanding standards development related to Numeracy Experiences and Outcomes.
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| **How did you evaluate this impact?*** Pupil focus group.
* Teacher focus group.
* Pupil survey.
* Teacher survey.
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| **What will you take forward from this experience*** How can we develop and use this approach to moderate further numeracy outcomes?
* Can the Passport be carried with the pupils into S2 and S3 and how can it be used in these years?
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