**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:**  St Andrew’s RC Primary | **Accountable Person:**  Miss Louise Gallagher |
| **Focus: Learning Intentions and Success Criteria** | |
| **What was innovative about your approach to moderation of skills?**  Through a process of evaluation and tracking experiences and outcomes though planning folders, it became evident to our management team that it was essential for our staff to consider the progression of skills throughout the curriculum. Although much focus had been given to what we teach in terms of curricular developments, e.g. Active Literacy and Active Maths, there appeared to be weakness in how this transferred from Curriculum for Excellence to our planners and then to the learning experience of children our classrooms. For this reason we decided to break our planning and teaching down to the basics and ensure there was more consistency at that fundamental stage. We decided to focus on two areas which have now been identified as priorities for the whole authority: learning intentions and success criteria and how these can be applied within science education. We enlisted the expertise of Curriculum Support to guide us as we developed a deeper understanding of learning intentions and success criteria and as a team made some important changes to our linear planning format to ensure more focus was given to key learning intentions and success criteria. We also spoke in detail to a scientist parent, Dr Helen Young, who guided us when considering the key transferable skills for science. After a few weeks trialling our new science linear plans we asked staff for feedback and decided to do a whole day INSET based on learning intentions and success criteria. Within this session staff were asked to do various activities aimed at developing their skills in picking and identifying quality LI and SC as well as engaging in peer assessment of the LI and SC they included in their science linear plan. This was a really worthwhile experience and staff feedback from this was very positive. We felt it was worthwhile asking staff to feedback to each other rather than hearing feedback from management. | |
| **What impact did this approach have on :**  **Pupils’ learning**  Overall, the children in our school experienced more focused and relevant lessons in which they became increasingly aware of teacher expectations and how to be successful in their learning. By deciding to focus on science experiences and outcomes the children were given the opportunity to access learning opportunities which had in the past been poorly taught or not taught at all. The children had the opportunity to have a greater input into the types of activities they wold do when the learning intentions for their lesson was context free. The impact of our task will have to be monitored over many years as staff become more confident and children more exposed to LI and SC in their lessons. We appreciate we will not have overnight success in this this area. Some of our classes are using LI and SC in children’s learning logs and this has really helped to focus their reflections. Our P6 children designed experiments for their parents during our Open Evening and asked if they should create learning intentions and success criteria for their parents. They then wrote these on their own (with some support). I hope we are beginning to see a shift in mind set.  **Teacher planning**  Our staff have been receptive to the changes overall and we hope that this will continue. They have commented on the time implications, as thinking in such detail in advance about LI and SC has been time consuming but they are willing to accept that this will improve as we improve and build a bank of skill based LI which can be used from year to year. Some staff, particularly those working with me in the RACI team have dramatically improved their planning to incorporate more suitable LI and SC and it is hoped as we all move to different stages next year we will be able to support new stage partners during the planning stages. Some staff still need support in this area and we have identified those individuals through their planning folders. This has helped us to determine who perhaps requires additional support or input regarding LI ad SC in order to plan lessons effectively. Some staff members found it challenging to see the ‘bigger picture’ in their planning and still planned activities first then the LI and SC but this was so much more obvious than it had been in the past, especially when comparing this to examples in which teachers had started with the experiences and outcomes and then suitable LI and SC. | |
| **How did you evaluate this impact?**  We evaluated the impact of our task through our planning and tracking meetings in which the management team looked specifically at the quality of the learning intentions and success criteria outlined in the linear plans for each stage. We considered how our RACI team influenced the breadth and progression of skills evident at the planning stages. We had a feedback session for staff and within this time we asked staff to consider the impact our RACI team had one their understanding and use of learning intentions and success criteria. Although our feedback was very positive it is still clear from these and our own self- evaluation that we still have some work to do. When evaluating our school improvement plan and setting tasks for next year, staff were very positive about the impact of the RACI team and understood that quality planning with learning intentions and success criteria is essential. We also conducted a pupil focus group in which I asked the children about the use of learning intentions and success criteria in their class and the feedback was very useful. Most of the children experienced similar things in class and this was evident from their responses. It was interesting to see that the children who found it difficult to discuss learning intentions and success criteria were from classes in which the teacher found creating learning intentions and success criteria challenging, as evident from their planning folders. | |
| **What will you take forward from this experience?**  Our head teacher has already confirmed that our RACI task will continue into next year to build on the work we have done. We have already begun to think of our focus for next year. We are keen to continue to improve our science skills across the school and for this reason the RACI team decided to create a bank of skill based learning intentions for each of the science learning outcomes at each level. We will offer these to staff at the beginning of the next session and will evaluate the impact of these as the year progresses. We also intend to track our progression of skills across all areas of the curriculum to determine areas we do not focus on readily and how we can support staff to create quality learning intentions and success criteria for those experiences and outcomes. One of the main areas we will also focus on is linking our work with LI and SC to assessment and how good quality SC can make assessment, both formative and summative, more manageable and meaningful. | |