**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:**  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]* | |
| **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. | |
| **How did you evaluate this impact?**   * Pupil focus group. * Teacher focus group. * Pupil survey. * Teacher survey. | |
| **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? | |