

Evidence J4

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EVIDENCE	 DOC J4
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Regional Improvement Collaborative: West Partnership Moderation Conversation Guidance



**Use the questions below to guide moderating conversations.
Constructive and supportive feedback that represents the views of the group must be provided.**

Practitioners may also use this template as a reflective tool when planning learning and teaching and submitting assessment evidence.

Highlight the following:

Curriculum Area(s)	Languages	Maths	Sciences	Social Studies	Expressive Arts	Technologies	RME	HWB
Aspect	Literacy	Numeracy	Health & Wellbeing					
Level	Early	First	Second	Third	Fourth			
Evidence Code								

Planning	<p>Experiences and Outcomes</p> <ul style="list-style-type: none"> • Is there coherence amongst the Experiences and Outcomes selected? • Are the relevant aspects of each Experiences and Outcomes highlighted/identified? <p>The E's and O's link well. The skills are highlighted and coherent.</p>
	<p>Learning Intentions</p> <ul style="list-style-type: none"> • Do the Learning Intentions clearly state what the learner should know, understand and be able to do by the end of the learning experience? • Is clear language used and does it reflect the wording and standards within the Experiences and Outcomes?

The Learning Intentions link well to the E's and O's. The language used is clear. It is evident what the teacher wants the learner to be able to do by the end of the series of lessons.

The learning intentions could have been more focused. One L.I per lesson would have been enough. Some of the L.I's could have been part of the success criteria.

Assessment	<p>Benchmarks</p> <ul style="list-style-type: none"> • Have the Benchmarks been used to support the creation of the Success Criteria? <p>Overall similar language has been used within the S.C from the Benchmarks. The S.C are coherent and show clear next steps. Could these have been condensed.</p>
	<p>Success Criteria</p> <ul style="list-style-type: none"> • Are the Success Criteria clear, relevant and outline measurable definitions of success? • Do they link to the Learning Intention/s and clearly outline what the learner needs to do to achieve the learning? <p>The S.C are achievable and easily measured. They link well to the L.I and allow children to build on their previous learning.</p>
	<p>Are there appropriate and coherent links between the selected Experiences and Outcomes, Benchmarks, Learning Intentions and Success Criteria?</p> <p>Throughout all lessons there is opportunity for the children to apply their learning from previous lessons. Everything links well and almost just makes sense. It is a good progression of lessons which allows for good application in learning.</p>

Learning Experiences, Planned Assessment, Evidence and Evaluation

- Reflect upon the planning. Does it:
 - offer and range of quality learning experiences?
 - demonstrate aspects of the design principles? (Challenge and Enjoyment; Breadth; Progression; Depth; Personalisation and Choice; Coherence; Relevance.)

There is a breadth of learning across all the lessons. Mixed ability learning is evident throughout. There is opportunity for children to work individually and collaboratively. Hot Seating allows the children to lead their own learning. There is evident application of new learning throughout.
 - To what extent does the task promote higher order thinking skills? (Analysing, Applying, Creating, Understanding, Remembering, Evaluating)
- The children creating their own questions, analyzing a range of text, applying the skills they learn in each lesson through a range of activities. The children are able to demonstrate their understanding throughout the series of lessons.
- In what ways do the range of assessment activities meet the Success Criteria?
- The lesson is well evidenced. The practitioner clearly knows what she is looking for. The way in which the practitioner has set out her evidence allows for the moderators to determine that the S.C has been met.
- How do the range of assessment activities demonstrate, breadth, challenge and application of learning?
- There is a range of opportunities for SAY, MAKE, WRITE and DO. There is lots of opportunity for challenge as well as personalisation and choice through the hot seating activity. The lesson is rich in variety of activities. The buildup allows for the children to see purpose for their piece of writing.
- Does the learning activity/experience enable the teacher to gather evidence against the set criteria?
- The series of lessons are well thought out. Evidence gathering has been well planned for and collated to show the achievement of the success criteria.
- Does the teacher's evaluation of learning reflect the standards within the Experiences, Outcomes and Benchmark statements?

The teachers feedback reflects the skills within the E's and O's. Success Criteria was also used to form the feedback.

Feedback and Next Steps

- Does the feedback annotated on the evidence link to the Success Criteria?

A check list has been created and used based on the S.C.

Children have been required to highlight their work. The practitioner has colour coded the check list which allows for visual and instant feedback.

- Are the learner's strengths and appropriate next steps identified?

The practitioner has discussed next steps with the pupil.

The teacher was able to assess the pupils work alongside the pupil.

Opportunity was given for self-assessment.

Pupil Voice

- Is there evidence of the learner's involvement in planning, evaluation of their learning and within the assessment process?

The pupil is aware of their next steps and was able to evaluate their learning using the S.C checklist.

Attainment of Attended Outcomes

- Does the evidence allow you to determine whether the learner has attained the intended outcomes? **Yes**

If not, why not?

Experiences and Outcomes, Learning Intention and Success Criteria not linked	
Pupil Voice not evident	
No evidence of breadth of learning	
No evidence of challenge (higher order thinking skills)	
No evidence of application of skills	

Any other comments:

This is a fantastic series of lessons. The L.I are well thought out. The practitioner has ensured that the S.C are clear and measurable. The series of lessons allows for a multitude of challenge, breadth and application of learning through the wide range of activities planned for. The lesson is engaging for learners and allows for purposeful learning in the buildup to a very successful piece of writing.

The way in which the planning/evidence has been displayed and annotated made this an enjoyable and beneficial experience for those moderating this series of lessons.

