


Evidence J14

Monday, February 21, 2022 12:01 PM

EVIDENCE	 DOC J14
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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	J14							

Planning	Experiences and Outcomes <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>There is coherence amongst the Es and Os selected, and the relevant aspects of each E and O is highlighted.</p>
	Learning Intentions <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?

	<ul style="list-style-type: none"> Is clear language used and does it reflect the wording and standards within the Experiences and Outcomes? <p>Yes, however, the tally mark is more of an SC as it is how you show gathered information</p>
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Assessment	<p>Benchmarks</p> <ul style="list-style-type: none"> Have the Benchmarks been used to support the creation of the Success Criteria? <p>Yes, they have been used to create the SC and have aspects highlighted.</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>They are clear and have been co-constructed with the children.</p> <p>There are a lot of them; could some of these be combined to be more concise?</p>
	<p>Are there appropriate and coherent links between the selected Experiences and Outcomes, Benchmarks, Learning Intentions and Success Criteria?</p> <p>Yes</p>

Learning Experiences, Planned Assessment, Evidence and Evaluation

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

Yes – a range of experiences and resources are seen to be used.
- To what extent does the task promote higher order thinking skills? (Analysing, Applying, Creating, Understanding, Remembering, Evaluating)

Yes
- In what ways do the range of assessment activities meet the Success Criteria?

Very closely linked and tied to one another.

The annotations show this.
- How do the range of assessment activities demonstrate, breadth, challenge and application of learning?

Breadth of experiences are evident. Challenge is a part of the application here.

- Does the learning activity/experience enable the teacher to gather evidence against the set criteria?

Yes

- Does the teacher's evaluation of learning reflect the standards within the Experiences, Outcomes and Benchmark statements?

Yes

Feedback and Next Steps

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

Feedback is throughout and is very clear and linked to the SC

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

The next steps are very clear and are specific to each individual child

Pupil Voice

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

Pupil voice is evident throughout from SC to activities.

Attainment of Attended Outcomes

- Does the evidence allow you to determine whether the learner has attained the intended outcomes? **Yes/No**

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:

