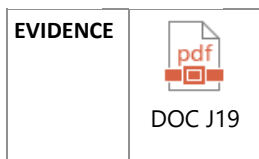


Evidence J19

Monday, February 21, 2022 12:23 PM



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	J19							

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 relevant aspects of the E&Os are highlighted. Could another curricular area be added as this would allow a wider range of subjects to be covered and allow the children to make links across the curriculum with their learning.</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 LIs are very clear and state what the child is expected to do. There are not context driven which is great. Could the skill words possibly come from the LIs? For example – use, interpret.
Language is clear and child friendly.

Assessment	<p>Benchmarks</p> <ul style="list-style-type: none"> Have the Benchmarks been used to support the creation of the Success Criteria? <p>The benchmarks are listed and only related ones have been selected. You have taken aspects from the benchmarks and changed this to child friendly language.</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>Could the children take more of a leadership role when creating these? They link to the learning intentions and state what the child needs to do. We would have expected the S.C for the last lesson to be more in depth.</p>
	<p>Are there appropriate and coherent links between the selected Experiences and Outcomes, Benchmarks, Learning Intentions and Success Criteria?</p> <p>There are links between all of these. These could be more consistent in the vocabulary used.</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 are three learning experiences which allow learners to build new skills. Concrete materials have been given to allow all learners to access learning and build on previous skills.

Is this breadth? We are not sure if this is showing breadth.
Challenge – Differentiation has been given to challenge different learners. Multi-step problems, worded problems etc.
- To what extent does the task promote higher order thinking skills? (Analysing, Applying, Creating, Understanding, Remembering, Evaluating)

Application – this could have been linked to the ethos of the school. Could they have applied their skills to plan a trip or a sponsored day.

Could these be made clearer?
- In what ways do the range of assessment activities meet the Success Criteria?

The SC are clearly linked to the range of assessments you have provided. These have been created with the lessons in mind.
- How do the range of assessment activities demonstrate, breadth, challenge and application of learning?

Challenge was provided through your questioning.
Could the children be challenged to apply their skills in different contexts. E.g planning a trip, concert etc.

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

There is written evidence and it is apparent that you have had learner conversations with the children.
You have given opportunities for children to share their knowledge.

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

These could be more explicit and link back to the E&Os and benchmarks. You have made some links – calculate, interpret.

Feedback and Next Steps

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

It is difficult to ascertain if it does. There doesn't seem to be any feedback on the images. The oral feedback was definitely effective and in the moment. Could this be recorded in relation to the SCs on the child's work.

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

We are not sure as it is not in the evidence given.

Pupil Voice

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

The learner was involved in the creation on the last SC to an extent. Could this be encouraged more?
The learner has evaluated what they did and how they felt that they got on.

Attainment of Attended Outcomes

- Does the evidence allow you to determine whether the learner has attained the intended outcomes? **Yes/No**
Only the annotated comments allow you to do this as the pictures are hard to see and analyse.

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:

