**Regional Improvement Collaborative: West Partnership**

**Moderation Activity – Guidance for Practitioners**

This guidance should be used in conjunction with the Practitioner/Facilitator Moderation Template and provides criteria to help inform discussion and support professional dialogue about learning, teaching and assessment.

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| **Planning** | **Experiences and Outcomes:**  Is there coherence amongst the Es and Os selected?  Do the Es and Os that have been selected link together well and in a meaningful way? |
| **Learning Intentions:**  Learning intentions clearly state what the learner should know, understand and be able to do by the end of the learning experience. LI should be created from the chosen bundle of Es and Os.  Does the language of the LI link closely with the standards and expectations set out in the chosen Es and Os?  (The match between the Es and Os and the LI is important in order to make the assessment valid). |

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| **Assessment** | **Benchmarks:**  Have the Benchmarks been used to support the creation of the SC?  Have the standards within the Benchmarks been used to evaluate and monitor progress? |
| **Success Criteria:**  Success criteria are **clear**, **relevant** and **measurable**.  Are the SC based on the LI and clearly outline what the learner needs to do to achieve the learning?  Are they written in pupil-friendly language?  Is there any evidence to suggest the learner was involved in developing the SC?  Does the SC focus on the learning; refer to specific features of the work that will be assessed and use words that emphasise the learning, skills etc.?  Does the evidence build upon previous knowledge, understanding, skills and attributes and problem solving (in its widest sense)? |

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| Briefly outline the context and range of quality **learning experiences** that have been planned making reference to the chosen **design principles**. Make specific reference to **breadth, challenge & application**.  This section should include an overview of the planned learning experiences and demonstrate the **principles of curriculum design**: challenge and enjoyment; breadth; progression; depth; personalisation and choice; coherence; relevance.  Planning should be done in a way that meets the needs of children and young people; it needs to have suitable breadth and challenge and be capable of wide application. **In all cases from 3-18 the focus should be on high quality learning and teaching.** |

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| Record the planned assessment that will be gathered to meet the success criteria considering **breadth, challenge and application**.  Assessment should be an integral part of learning and teaching, helping to provide an emerging  picture of a child’s learning and achievement. Assessment should be planned and used in ways  which reflect the principles for curriculum design.  When considering the planned assessment and learner evidence:   * Have a range of assessment approaches been used? * Does this include peer and/ or self-assessment? * Does the evidence provide detail of the targeted learning (not the activity)? * Is the assessment based on the success criteria? * Have any high quality assessment questions been planned and do they allow the learner to demonstrate breadth, challenge and application? * Does the evidence reflect one of the four contexts of learning?   **Breadth**  This refers to the number and range of Es and Os encountered by learners. A learner who  has achieved a standard will be able to make connections in learning within a curricular  area and where relevant across areas of learning.  Examples of where an increase in breadth can show that a learner is progressing include:   * growing confidence and competence in the skills for learning, life and work in familiar and   routine contexts   * broadening range of texts (in its widest sense), performances and / or presentations * improving range of competence in skills and concept development * broadening use of more advanced language, formulae and equations * broadening amount of detail in the descriptions and explanations they provide.   **Challenge and Enjoyment** Challenge refers to the attributes, capabilities and skills, *including higher-order thinking skills*, which are embedded in learning (many Es & Os include analysing, evaluating and creating). Learners must have experienced challenge in learning before an effective assessment judgement can be made.  Examples of where an increase in challenge can show that a learner is progressing include:   * learning in a more complex context(s) * using and/or presenting increasingly complex texts in terms of length, structure, vocabulary,   ideas and/or concepts   * responding to and producing increasingly complex pieces of work, information and concepts * responding accurately and confidently to more complex and unfamiliar contexts * individuals become more adept at evaluating their own and others’ learning * demonstrating increasing responsibility and independence in learning.   **Application** Applicationrefers to how knowledge and understanding, attributes, capabilities and skills,  *including higher-order thinking skills*, are used in new and unfamiliar contexts so that they become transferable and secure.   Examples of progress in application of learning include:   * using skills and knowledge in different and sometimes unfamiliar situations * finding, selecting, sorting, classifying and linking information from a variety of sources * using information for a variety of different purposes * creating texts to persuade, argue and explore ideas * recording and present thinking in different ways * presenting, analysing and interpreting evidence to draw conclusions * evaluating learning and identifying possible next steps. |

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| Briefly outline the oral/written **feedback** given to the pupil on progress and **next steps**, referring to the learning intention and success criteria.  Effective feedback is based on **clear**, **relevant** and **measurable** success criteria. Feedback helps learners to identify strengths and next steps in their learning.  Is the feedback focused on the agreed set of success criteria?  Is the feedback age and stage appropriate?  Does it clearly state areas of strength and/or success?  Are the learner’s next steps clear?  Does the feedback include a mix of self, peer and practitioner assessment? Is this linked to the LI and/or SC? |

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| **Pupil Voice:**  Is there evidence to suggest that the learners are involved in the assessment process?  Are learners involved at the planning stage developing the SC?  Is the learner involved in the process through ongoing reflection and dialogue about their learning?  Is the SC being used by both the teacher and learners to judge ‘how much’ and ‘how well’ they have learned?  Did the SC give learners the opportunity to develop higher order thinking and learning skills?  Are learners aware of what they need to do to improve? |

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| **Did the learner successfully attain the outcomes?** YES/NO  The moderation process is about arriving at a shared understanding of the quality of learners’ work by discussing specific evidence.  Using the reflective questions contained within each section of this guidance should support you and your colleagues to reach consensus as to whether or not it meets the standard.  When moderating we need to consider two things;   * Is the assessment valid? * Has the learner achieved the success criteria?   An exemplar cannot simply be judged to have met the standard based on the learner evidence alone:   * If there is a mismatch between the Es and Os, Learning Intention and/or Success Criteria, then the exemplar cannot be said to have met the standard (i.e. the assessment tool is not valid.) * **If there is no evidence of opportunities to provide breadth, challenge and application, then the exemplar cannot be said to have met the standard**. * If there is not enough learner evidence of all the success criteria being met, then the exemplar cannot be said to have met the standard. |