

Glasgow City Council: Education Services

January 2023

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LTA Cycle Roles & Responsibilities in Glasgow

Reporting

Practitioners & Schools/ELCC use evidence to provide regular earner's progress and next

Use evidence to report on earner progress and next steps to support transitions both within and across establishments



LTA Cycle Roles & Responsibilities in Glasgow

Practitioners – consider learners nterests and life experiences earners to co-construct SC. Engage learners in dialogue about their learning during the earning experience based on the LI & SC. Involve learners in self & peer assessment based on the SC.

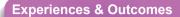
The Learning, Teaching &

Assessment (Moderation)

Cycle

Roles and Responsibilities

in Glasgow



Schools/ELCC – strategic curricular overview of Es&Os ensuring no gaps guided by GCC curricular frameworks.

Practitioners – planning together for learning, teaching & assessment. Moderating within and across establishments.

Learners – opportunities to be involved in planning for and eflecting on their learning.





Feedback / Next Steps

Education Services – provide CLPL on use of effective feedback to progress learning. Practitioners & Schools/ELCC Ensure feedback based on SC is shared during the learning experience. Ensure next steps are shared and based on SC.

Learners – engage in dialogue re self & peer assessment. Understand their next steps.

Learning Intentions & **Success Criteria**

Education Services - provide CLPL and opportunities for professional dialogue with SLTs

Practitioners & Schools/ELCC ensure LIs are created from the Es&Os and SC developed from the LI & Benchmark Statements

Learners – involved in discussing LIs leading to the cocreation of SC.



Evaluate

Education Services – provide CLPL on effective use of Benchmark Statements to evidence progress towards and up with school based activities

Practitioners & Schools/ELCC - Ensure understanding of the national standard through work with Benchmark Statements review a range of assessment evidence against the Benchmark Statements to evaluate a earner's progress towards/ achievement of a level

Evidence

Education Services - CLPL on planning Effective Assessment and use of Benchmarks to evidence progress towards and achievement of a level. Follow support understanding of the national standard.

Practitioners – plan for a range of assessment approaches gathering evidence from what earners say ,write, make or do Schools/ELCC – ensure a range of evidence is gathered including breadth, challenge and application of learning supported by well planned use of High Quality (holistic)

_earners - Involved in choosing neir latest and best work

Learning, Teaching & Assessment

Education Services – provide CLPL on Effective Learning, Teaching & Assessment. School based workshops and professional dialogue with establishment SLTs.

Practitioners & Schools/ ELCC – ensure the features of highly effective practice are evidenced daily in classrooms & olayrooms

Facilitate and engage in peer observations within and across establishments/departments. Ensure a range of approaches to assessment are planned for. Ensure assessment approaches meet the needs of learners and inform next steps. Ensure and engage in well planned opportunities for moderation of olanned assessments across the year both within and across establishments/departments.

Reporting

Practitioners & Schools/ELCC use evidence to provide regula earner's progress and next

Use evidence to report on learner progress and next steps to support transitions both withir and across establishments

Learners involved at every stage of their learning

Practitioners – consider learners nterests and life experiences _earners to co-construct SC. Engage learners in dialogue about their learning during the earning experience based on the LI & SC. Involve learners in self & peer assessment based on the SC.

Experiences & Outcomes

Schools/ELCC – strategic curricular overview of Es&Os ensuring no gaps guided by GCC curricular frameworks.

Practitioners – planning together for learning, teaching & assessment. Moderating within and across establishments.

Learners – opportunities to be involved in planning for and eflecting on their learning.



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The Learning, Teaching & **Assessment (Moderation)** Cycle

Roles and Responsibilities in Glasgow

Learning Intentions & Success Criteria

Education Services - provide CLPL and opportunities for professional dialogue with SLTs

Practitioners & Schools/ELCC ensure LIs are created from the Es&Os and SC developed from the LI & Benchmark Statements

Learners – involved in discussing LIs leading to the cocreation of SC.



Evaluate

Education Services – provide CLPL on effective use of Benchmark Statements to evidence progress towards and up with school based activities.

Practitioners & Schools/ELCC Ensure understanding of the national standard through work with Benchmark Statements to evaluate learning. Regularly review a range of assessment evidence against the Benchmark Statements to evaluate a learner's progress towards/ achievement of a level.

Evidence

Education Services - CLPL on planning Effective Assessment and use of Benchmarks to evidence progress towards and achievement of a level. Follow up school based activities to support understanding of the national standard.

Practitioners – plan for a range of assessment approaches gathering evidence from what learners say ,write, make or do. Schools/ELCC – ensure a range of evidence is gathered including breadth, challenge and application of learning supported by well planned use of High Quality (holistic)

Learners – Involved in choosing heir latest and best work

Learning, Teaching & **Assessment**

Education Services – provide CLPL on Effective Learning, Teaching & Assessment. School based workshops and professional dialogue with establishment SLTs

Practitioners & Schools/ ELCC – ensure the features of highly effective practice are evidenced daily in classrooms & playrooms

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LTA Cycle Roles & Responsibilities in Glasgow LTA Cycle Roles & Responsibilities in Glasgow

Moderation can be both formal and informal with aspects of the moderation process taking place as part of everyday learning and teaching. As such the Moderation Cycle has been renamed The Learning, Teaching & Assessment (Moderation) Cycle. Moderation involves practitioners working together and engaging in professional dialogue on each aspect of the Learning, Teaching & Assessment (Moderation) Cycle in order to:

Identify coherently bundled Experiences and Outcomes (Es&Os) / Benchmark Statements

Create effective Learning Intentions from the Es&Os

Create measurable Success Criteria from the Learning Intentions and Benchmark Statements

Plan for rich learning experiences that evidence breadth, challenge and application of learning

Plan for a range of valid and reliable assessments which evidence breadth, challenge and application of learning

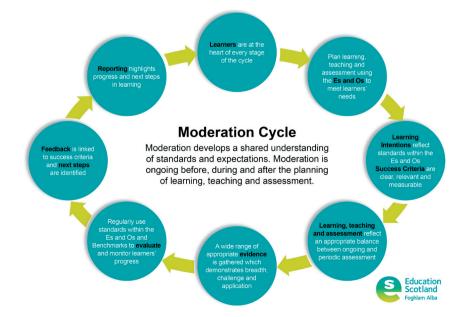
Gather evidence to demonstrate breadth, challenge and application of learning

Evaluate learning against the national standard within the Benchmark Statements

Discuss feedback (linked to the Success Criteria) with learners

Discuss next steps (linked to the Success Criteria) with learners

Report on progress and next steps in learning



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