



Evidence P4

Wednesday, February 16, 2022 4:18 PM

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EVIDENCE	 P4 PMT.doc x P4 PMT	 P4 Evidence.pdf P4 Evidence
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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	P4							

Planning	Experiences and Outcomes Is there coherence amongst the Experiences and Outcomes selected? Are the relevant aspects of each Experiences and Outcomes highlighted/identified? Yes, they are clearly linked.
	Learning Intentions 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 clear, and outline what the learner is expected to do. Yes, the language is clear and reflects the standards within the Es and Os.

Assessment	Benchmarks Have the Benchmarks been used to support the creation of the Success Criteria?
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- Do they link to the Learning Intention/s and clearly outline what the learner needs to do to achieve the learning?
- Yes, they are measurable and relevant. They are clear and child friendly and definitely link to the LIs.

Are there **appropriate and coherent links** between the selected **Experiences and Outcomes, Benchmarks, Learning Intentions and Success Criteria**?

Yes.

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.)

The child has been offered opportunities for personalisation and choice, e.g. deciding to paint their own characters. This allows them to lead their own learning. There was opportunity provided for deeper learning through resources provided, e.g. puppets, for children to choose. They were able to take ownership over it by choosing. There was relevance for the child as they were writing about their own character. There was depth through creating the story map and then sharing their story – more personalisation and choice here as the child decided to act out their story. There is evidence of enjoyment in learning through the creativity and the dialogue.

- To what extent does the task promote higher order thinking skills? (Analysing, Applying, Creating, Understanding, Remembering, Evaluating)

There was time for the child to evaluate their learning and apply changes and make edits to their writing (e.g. changing the vocabulary – dark/stormy). There was evidence of creating and they were applying the learning of the story map to create their own story. They applied learning between contexts.

- In what ways do the range of assessment activities meet the Success Criteria?
- There was a lot of discussion. There was a range of creating and making. There was writing evidence gathered too. A great range of assessment evidence, thank you.

- How do the range of assessment activities demonstrate, breadth, challenge and application of learning?
- There was breadth in the activities. There was evidence that the teacher provided support and challenge to different groups. The end activity allowed evidence to be gathered that they had applied learning from the previous lessons in the series. Feedback constructed with child shows application of learning.

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

Definitely.

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

Teacher's evaluation reflects the standards, yes.

Feedback and Next Steps

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

We liked that feedback was verbal and the child's work was not written on, it was definitely linked to the SC. There was peer, self and teacher assessment.

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

Strengths and next steps are identified.

Pupil Voice

- Is there evidence of the learner’s involvement in planning, evaluation of their learning and within the assessment process?
☐ There is strong evidence of pupil voice in the evidence through the stages. There is lots of involvement for learner describing their animal and choosing the vocabulary. The child appeared proud of their work when sharing their story with the group. He has evaluated his work to say what he wanted to do next time. He was allowed to edit his own work and came up with Rumble in the Jungle the 3rd - we loved this personalisation.

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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:

Thank you for sharing your evidence, we can see a lot of work has gone into it and the child enjoyed the experience.