




Evidence A5

Monday, February 21, 2022 12:23 PM

EVIDENCE	 A5plan	 A5 Evidence	 A5 Evidence 2
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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						
Level	Early	First	Second	Third	Fourth			
Evidence Code	A5							

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?
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	<p>There is a good link between the experiences and outcomes. Specific parts have been highlighted to show what they are focusing on.</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? <p>Learning Intentions do more or less reflect the experience and outcome, however should be context free and should link directly to the experience and outcome. They are perhaps too 'wordy' for the children and should be kept simple, e.g. it could simply be 'create a venn diagram'.</p>

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 link well to the experiences and outcomes and the success criteria.</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>The success criteria are clear and measurable and link to the learning intentions. These could be condensed as this may be a lot for the children to follow. Some could also be written in more child-friendly language, e.g. 'paraphrase'.</p>
	<p>Are there appropriate and coherent links between the selected Experiences and Outcomes, Benchmarks, Learning Intentions and Success Criteria?</p> <p>There are appropriate and coherent links.</p>

<p>Learning Experiences, Planned Assessment, Evidence and Evaluation</p> <ul style="list-style-type: none"> Reflect upon the planning. Does it: <ul style="list-style-type: none"> offer and range of quality learning experiences? demonstrate aspects of the design principles? (Challenge and Enjoyment; Breadth; Progression; Depth; Personalisation and Choice; Coherence; Relevance.) <p>There are a range of learning experiences, linked from different curricular areas. Children have requested to learn about the Scottish landscapes and wildlife which evidences personalisation and choice and enjoyment as this is an interest of theirs. The children were also given a choice of how to record their information – bullet point notes, subheadings. There is breadth as the children are developing their reading and writing skills as well as maths with the creation of a venn diagram. Depth is given with skills they are developing and relevance with part of the lesson linking to their local area.</p>	
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- To what extent does the task promote higher order thinking skills? (Analysing, Applying, Creating, Understanding, Remembering, Evaluating)

This was identified in the PMT – creating (their own information report), evaluating (stating their opinion about how their local area is similar and different to the Isle of Coll, Analysing (drawing conclusions from information found from the text) and understanding (explaining the islanders views of the mainlanders).

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

Do, Write and Say assessment evidence is identified.

There are many opportunities for discussion, to work collaboratively and to complete a written piece at the end.

- How do the range of assessment activities demonstrate, breadth, challenge and application of learning?

Talking and Listening, reading and writing assessment activities are evident. The children have been asked to take on independence with their learning and been given a choice of how to record information which can be a challenge for them. The venn diagram is also a good way to link Literacy with Maths. All of the skills have been applied to create the new text at the end.

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

All of the evidence reflects the set criteria.

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

Yes, the evaluation reflects the Es and Os etc.

Good assessment activities to evaluate learning – traffic lights, coloured dots, stop and think idea.

Feedback and Next Steps

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

The feedback could relate more specifically to the success criteria.

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

Strengths are identified and some next steps are highlighted for the child, however could be more specific to the success criteria.

Pupil Voice

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

The lesson ideas came from the children and they were involved in the planning. The learners have also been involved in self assessment.

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:

Progressive piece of work which would have been very enjoyable for the children.