


Evidence L1

Monday, February 21, 2022 12:23 PM

EVIDENCE	 L1
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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	L1							

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? <p>The relevant aspects are highlighted. We appreciate why the EXA E and O was included, however it is not covered in as much depth throughout the session. Perhaps could have been bundled with another MNU. We appreciate that this might have been bundled with the numeracy due to following the interests of the child.</p>
	Learning Intentions <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>The learning intentions should be context free, these LIS are perhaps more suitable to success criteria. A suitable example could be, 'We are learning to explore numbers'</p>

Assessment	Benchmarks
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	<ul style="list-style-type: none"> Have the Benchmarks been used to support the creation of the Success Criteria? <p>Yes</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>SC2-4 are measurable. It is less clear on how to measure success for SC1. Potential change could be 'I can find numbers in books and stories'</p> <p>SC4 could written in more child friendly language.</p>
	<p>Are there appropriate and coherent links between the selected Experiences and Outcomes, Benchmarks, Learning Intentions and Success Criteria?</p> <p>Yes it all links. Perhaps more emphasis on the EXA E and O as this is not explored through the LI/SC in as much detail.</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.)

A range of learning experiences are offered through different activities and resources. There are clear opportunities for choice and personalisation. The experiences are led the children. Opportunities to use skills in different ways provide opportunities for learners to develop a depth of learning.
- To what extent does the task promote higher order thinking skills? (Analysing, Applying, Creating, Understanding, Remembering, Evaluating)

Sequencing activities and application of the skills in different contexts is evident.
Clear opportunities to create numbers in different ways.
- In what ways do the range of assessment activities meet the Success Criteria?

The activities allow for the learners to meet the SC by following the interests of the children. The lessons were well resourced and provided a good choice for the learners.
- How do the range of assessment activities demonstrate, breadth, challenge and application of learning?

There us a real breadth of assessment approaches and activities.
Challenge is evident, e.g. number lines, Numicon
Application – learners apply their learning through the context of the art experience and in a range of other ways.
- Does the learning activity/experience enable the teacher to gather evidence against the set criteria?

Yes it is clearly linked to the SC.
- Does the teacher's evaluation of learning reflect the standards within the Experiences, Outcomes and Benchmark statements?

Yes

Feedback and Next Steps

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

Teacher has made reference to feedback, it might have been useful for a few annotation of what this was and how it linked to the SC.

Learners are involved in the feedback process.

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

Yes and appropriate next steps have been identified.

Pupil Voice

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

Yes, it was very child led and learners have been encouraged to evaluate their own learning.

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:

We felt that the evidence demonstrated that the learner had met the intended outcome for the MNU E and O but more breadth and depth of learning would need to be evident for the EXA E and O.

We really enjoyed looking through this evidence, it was lovely to see learner interests being followed and such a range of experience on offer. Thank you!