


Evidence L9

Monday, February 21, 2022 12:16 PM

EVIDENCE	 L9
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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	L9							

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>Yes. Potential for a literacy outcome to have been used instead of MNU 1-03a with it being linked to the 'Flat Stanley' book. Discussion, reading, etc.</p>
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	<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 should be context free. Some of the wording of these may be more appropriate to success criteria. The wording of the LIs could be closer linked to the wording in the Es and Os.</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>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>Yes, they are clear and measurable and learners were involved in the process. They are linked to the benchmarks and use 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 – apart from the addition and subtraction. The rest all link really well together.</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>Yes, a wide range of experiences is evident throughout with a good mix of the design principles embedded. Clear progression is evident.</p>	
<ul style="list-style-type: none"> • To what extent does the task promote higher order thinking skills? (Analysing, Applying, Creating, Understanding, Remembering, Evaluating) <p>Teacher questioning approaches promote higher order thinking skills throughout. Learners are given opportunities to explore and investigate, then justify their thinking throughout.</p>	
<ul style="list-style-type: none"> • In what ways do the range of assessment activities meet the Success Criteria? <p>The activities provide opportunities for learners to meet the success criteria throughout.</p>	

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

There is real breadth of assessment opportunities across this. Evidence of HOTS demonstrates challenge. Application is evident as they have applied their learning in the Flat Stanley lesson and also across each lesson as their skills have progressed.

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

Yes – a wide evidence that links closely to the set criteria

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

We really liked the 'in the moment feedback' that was evidenced and it all linked to the planned learning. The teacher has planned in differentiation in response to how the learning was going. This shows a responsive approach.

Feedback and Next Steps

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

Yes and there is a range of feedback both teacher and pupil led, using a consistent approach.

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

Yes, next steps are identified throughout the process. The final assessment piece does not show next steps but we thought this may be because the learner had achieved the overall outcomes. A potential final next step could have been identified in relation to the use of the ruler to draw lines as the learner was 'pink' during earlier lessons and was not asked to use this skill in the final assessment piece.

Pupil Voice

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

Pupils were involved in the creation of the SC and were able to evaluate their learning generally in relation to measure but there could potentially have been an opportunity to reflect on their learning linked to the success criteria.

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: