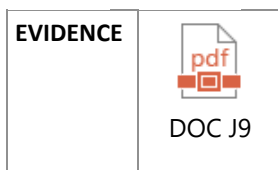


## Evidence J9

Monday, February 21, 2022 12:33 PM



### 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								

<b>Planning</b>	<b>Experiences and Outcomes</b> <ul style="list-style-type: none"> <li>Is there coherence amongst the Experiences and Outcomes selected? <p>Yes, there is coherence as the teacher has reviewed previous knowledge and applied this to the new methods taught</p> </li> <li>Are the relevant aspects of each Experiences and Outcomes highlighted/identified? <p>Yes, learning intentions and benchmarks are linked to the experiences and outcomes relevant</p> </li> </ul>
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	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>Do the Learning Intentions clearly state what the learner should know, understand and be able to do by the end of the learning experience?</li> </ul> <p>Yes they do, they are concise and to the point</p> <ul style="list-style-type: none"> <li>Is clear language used and does it reflect the wording and standards within the Experiences and Outcomes?</li> </ul> <p>Learning intentions are more direct than E+O's with less words, however they do reflect the aims of the lesson</p>

<b>Assessment</b>	<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Have the Benchmarks been used to support the creation of the Success Criteria?</li> </ul> <p>Yes they have, however the benchmarks mention converting between units and the success criteria does not but this is assessed in the pupil work</p>
	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>Are the Success Criteria clear, relevant and outline measurable definitions of success?</li> </ul> <p>Yes they do</p> <ul style="list-style-type: none"> <li>Do they link to the Learning Intention/s and clearly outline what the learner needs to do to achieve the learning?</li> </ul> <p>Yes they do, they links step by step to the learning intentions</p>
	<p>Are there <b>appropriate and coherent links</b> between the selected <b>Experiences and Outcomes, Benchmarks, Learning Intentions and Success Criteria</b>?</p> <p><b>Yes</b></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.)

The work set for pupils showed a range of challenge as the material was pushed further to include problems with differing units and the emphasis on using correct units for area. Learners were given a chance to review previous knowledge to ensure they were confident in this topic.
- To what extent does the task promote higher order thinking skills? (Analysing, Applying, Creating, Understanding, Remembering, Evaluating)
 

Pupils applied prior knowledge in the form of previous learning in the starter (A of rectangles etc). Pupils evaluated their performance verbally as shown in the pupil voice section.

Analysis of clear diagrams provided to ascertain the link between parallelograms and rectangles

Pupils worked on applying their knowledge learned from this analysis to questions as shown in the pupil work
- In what ways do the range of assessment activities meet the Success Criteria?

Questions covered a range of problems and looks like they include questions where the sloped side is given and pupils must choose the correct values to use. Differing unit questions incorporated also.

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

As Above

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

Yes it does, it shows a range of pupils' work and demonstrates clear understanding of the material

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

Yes, the teacher feedback was appropriate and directed towards these

### Feedback and Next Steps

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

Generally, yes. Specific feedback not listed

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

No next steps are given within the piece of evidence

### Pupil Voice

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

No evidence of involvement in planning, however learners did evaluate their learning and understanding of the topic

### 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	
<b>Any other comments:</b>	