

Evidence R44

Monday, February 21, 2022 12:31 PM

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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	R44							

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>Experiences and Outcomes are clear and coherent and effectively bundled. Relevant aspects of Es and Os clearly highlighted.</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>Yes. Learning Intentions clearly state the intended learning and well linked to the selected Experiences and Outcomes.</p> <p>Clear language used in pupil friendly 'speak' and reflects the standard of the E and O.</p>

Assessment	Benchmarks <ul style="list-style-type: none"> Have the Benchmarks been used to support the creation of the Success Criteria? <p>Appropriate Benchmark used and linked effectively to the Success Criteria.</p>
	Success Criteria <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>Very clear Success Criteria which is relevant. Each LI has it's on set of SC which makes it very measurable. LI and SC clearly outline what the steps for the learner will be and what they need to do to achieve the learning.</p>
	<p>Are there appropriate and coherent links between the selected Experiences and Outcomes, Benchmarks, Learning Intentions and Success Criteria?</p> <p>Yes. All clearly linked.</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.)

Highly effective of quality learning experiences evident throughout the planning with planning, challenge and personal challenge and choice highlighted.
Clear break down of what learning will take place.
Range of learning experiences clearly in place.
Evidence of effective discussion throughout the lesson.
- To what extent does the task promote higher order thinking skills? (Analysing, Applying, Creating, Understanding, Remembering, Evaluating)

These are evident from the range of learning experiences provided with opportunity for creative tasks and for pupils to apply learning.
- In what ways do the range of assessment activities meet the Success Criteria?

Assessment activities provide a breadth of learner evidence to support achievement of the Success Criteria.
- How do the range of assessment activities demonstrate, breadth, challenge and application of learning?

The range of activities allows pupils to show breadth of knowledge through discussion. Challenge opportunities through creating questions and posters to display their learning as well as written examples. Application of learning evident when pupils are sharing their learning with others.
- Does the learning activity/experience enable the teacher to gather evidence against the set criteria?

Yes, the range of experiences allow the teacher to have gathered a range of evidence. The evidence gathered is clear against the set criteria because this was clear to begin with. It is clear what evidence would be required and this has been demonstrated by the learner.

The learning that has been provided has meant the evidence has been gathered.
- Does the teacher's evaluation of learning reflect the standards within the Experiences, Outcomes and Benchmark statements?

The teacher's evaluation of learning does reflect the standards expected for these Es and Os.

Feedback and Next Steps

- Does the feedback annotated on the evidence link to the Success Criteria?
Yes there is feedback for each lesson with the teacher highlighting the success criteria has been met. The evidence has reflected this.
- Are the learner's strengths and appropriate next steps identified?
After each lesson the teacher has provided the learner with next steps.

Pupil Voice

- Is there evidence of the learner's involvement in planning, evaluation of their learning and within the assessment process?
It is very evident that this learner has a good understanding of the learning and how they're going to achieve it initially and then how they have achieved it. They have used self-assessment strategies as well as been able to explain their learning to their peers. The learner was able to highlight what they were learning about. It is clear that the learning has been explained clearly to the learner from the initial lesson and throughout this has resulted in the learner being able to demonstrate what they know.

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 this demonstrated high quality learning, teaching and assessment throughout every stage. It was really valuable to be moderating this.