






Evidence L13

Monday, February 21, 2022 12:30 PM

EVIDENCE					
	L13 template	L13 Teacher	L13 Evidence	L13 Level 3 Pupil	L13 Level 3 Pupil

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								

Planning	Experiences and Outcomes <ul style="list-style-type: none">Is there coherence amongst the Experiences and Outcomes selected? Yes, there is coherence as the teacher has reviewed previous knowledge and applied this to the new methods taughtAre the relevant aspects of each Experiences and Outcomes highlighted/identified?
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	Yes, benchmarks are given and then broken down into smaller outcomes
	<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? <p>Yes they very succinct</p> <ul style="list-style-type: none"> Is clear language used and does it reflect the wording and standards within the Experiences and Outcomes? <p>Yes, language is clear and breaks down the E+O into great detail. Very precise</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 they are very closely linked</p>
	<p>Success Criteria</p> <ul style="list-style-type: none"> Are the Success Criteria clear, relevant and outline measurable definitions of success? <p>Yes, they are very precise as to what is expected and what pupils should know at each step of the experience</p> <ul style="list-style-type: none"> Do they link to the Learning Intention/s and clearly outline what the learner needs to do to achieve the learning? <p>Yes, as above</p>
	<p>Are there appropriate and coherent links between the selected Experiences and Outcomes, Benchmarks, Learning Intentions and Success Criteria?</p> <p>Yes all are closely linked and each based on the other aspects</p>

Learning Experiences, Planned Assessment, Evidence and Evaluation

- Reflect upon the planning. Does it:
 - offer and range of quality learning experiences?

Yes, differing materials have been given to cover each individual learning outcome, progressively stretching the pupils' ability as they progress.

 - demonstrate aspects of the design principles? (Challenge and Enjoyment; Breadth; Progression; Depth; Personalisation and Choice; Coherence; Relevance.)

Very challenging work included in the form of bearings questions. Good breadth of knowledge as all angle types covered, individually and as joint questions. No personalization due to nature of lessons progressing
- To what extent does the task promote higher order thinking skills? (Analysing, Applying, Creating, Understanding, Remembering, Evaluating)

Analysis needed to understand the more difficult and inter linked questions.
Applying prior knowledge used as the lessons progress
Remembering of angles facts from prior levels needed.
Application of all angles facts needed in bearings questions as well as complete understanding of all facts

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

Each individual SC is evident in pupil work. Material covers each SC individually and collaboratively

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

Analysis needed to understand the more difficult and inter linked questions.
Applying prior knowledge used as the lessons progress
Remembering of angles facts from prior levels needed.
Application of all angles facts needed in bearings questions as well as complete understanding of all facts
Very challenging work provided for bearings!

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

Yes

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

Yes it does, and pushes pupils on to more complicated work

Feedback and Next Steps

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

Yes, it related back to prior knowledge

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

No next steps identified as whole topic has been covered.
Learner's strengths are identified through teacher written and verbal feedback

Pupil Voice

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

No in planning, however pupil voice in the form of self evaluation sheet filled in and discussed with teacher as shown shows involvement in evaluation

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	

Any other comments: