Evidence L12

EVIDENCE		
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	L12 template	L12 Evidence

Regional Improvement Collaborative: West Partnership
Moderation Conversation Guidance

Moderation Event 2020/2022

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					L12			

Planning	Experiences and Outcomes
	• Is there coherence amongst the Experiences and Outcomes selected? **Coherence evident in grouping appropriate skills together.** • Are the relevant aspects of each Experiences and Outcomes highlighted/identified?

	Yes, key words on identifying/developing style and connecting these to genre conventions and creating mood and atmosphere.
	Learning Intentions • Do the Learning Intentions clearly state what the learner should know, understand and be able to do by the end of the learning experience? **Emphasised the key skills to the pupils, with the language used to express the LIs (touching on HOTS) and presenting the key skills in bold.** • Is clear language used and does it reflect the wording and standards within the Experiences and Outcomes? **Yes, very clear. It reflects standards identified Es and Os and is also in an appropriate style for learners.**

Assessment	**Benchmarks** • Have the Benchmarks been used to support the creation of the Success Criteria? Clear focus on intended outcome for the pupils. **Key areas of SC clearly match the Benchmarks. There is a clear connection between teacher intervention and development of learners' skills.**
	Success Criteria • Are the Success Criteria clear, relevant and outline measurable definitions of success? **Yes, the SC is open ended, allowing for natural differentiation for the pupils to achieve potential in whatever possible way.** • Do they link to the Learning Intention/s and clearly outline what the learner needs to do to achieve the learning? **The use of IDENTIFY, SELECT, CREATE is reflected throughout the plans of the lessons. These terms match the focus of each activity in each lesson.**
	Are there **appropriate and coherent links** between the selected **Experiences and Outcomes, Benchmarks, Learning Intentions and Success Criteria?** **Yes, key skills identified are consistent throughout.**

Learning Experiences, Planned Assessment, Evidence and Evaluation

• Reflect upon the planning. Does it:

- offer and range of quality learning experiences?
  The learners are encouraged to analyse and evaluate using different media including film clips, photographs, wood cut print and text. All are used to focus on key skills - creating genre, mood, atmosphere, setting all relates back to Lis, SC and Benchmarks, emphasising how comprehensive the planning is.
- demonstrate aspects of the design principles? (Challenge and Enjoyment; Breadth; Progression; Depth; Personalisation and Choice; Coherence; Relevance.)
  Very clear the pupils can engage with the work catering to different styles of learning and interest of the learners. The work also allows pupils to self - differentiate based on the tasks associated in each lesson.

- To what extent does the task promote higher order thinking skills? (Analysing, Applying, Creating, Understanding, Remembering, Evaluating)
  Built into the Lis and SC encouraging the learners to consider what skills they are developing in each particular lesson. Promoting the higher levels of the Higher Order Thinking Skills such as Analysis and Creation etc to focus on particular, more complex skills.

- In what ways do the range of assessment activities meet the Success Criteria?
  In each of the lessons, there is an assessment activity which clearly matches the Success Criteria such as identifying a feature of style.

- How do the range of assessment activities demonstrate, breadth, challenge and application of learning?
  Although the outcomes focus on HOTS skills of analysis, evaluation and creation, the pupils also require remembering and understanding to be able to successfully complete the set tasks.

- Does the learning activity/experience enable the teacher to gather evidence against the set criteria?
  The pupils have a measurable output in each lesson which allows the teacher to assess understanding and application of the criteria. The evidence is being used in real time to develop the pupil's awareness of their skills and to inform them of how to develop their skills.

- Does the teacher's evaluation of learning reflect the standards within the Experiences, Outcomes and Benchmark statements?
  The teacher has covered most aspects of the Es and Os and Benchmark statements within their feedback. The statements connect to the language used in these areas, in some areas using the same or similar terms.
  However, the teacher has not referenced the use of genre conventions in their feedback - assumption that these techniques and skills would have been covered in previous lessons. It would have been beneficial to see outcomes reinforced within the series of lessons to reflect their prior learning.

Feedback and Next Steps

- Does the feedback annotated on the evidence link to the Success Criteria?
  Yes, clear links to SC. Similar terminology used to match the SC shared.

- Are the learner's strengths and appropriate next steps identified?
  Yes, focus on language techniques but next steps are vague. How could the pupils develop into a full essay would have been more beneficial - some more fully developed, 'hows' would have supported the pupils to write an extended piece of writing.

Pupil Voice

- Is there evidence of the learner's involvement in planning, evaluation of their learning and within the assessment process?
- **Yes, a dedicated feedback sheet is used following the teacher's assessment. They are encouraged to be specific in what to improve. They have fully understood the overall aim of the series of lessons in developing setting separately to plot.**

Attainment of Intended 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	n/a
Pupil Voice not evident	n/a
No evidence of breadth of learning	n/a
No evidence of challenge (higher order thinking skills)	n/a
No evidence of application of skills	n/a

Any other comments:

 Planning has been very clear throughout. The steps associated with each phase of the lessons have been considered to match the Lis and SC and Benchmarks. Finally, it is also reflected in feedback and pupil engagement.

LESSON 5

Lost. I woke up with my face submerged in icy cold water the smell and taste of sea water was unbearable my clothes were ripped to shreds as the tsunami of waves rag dolled me along the sea front. a I began to regain focus and noticed the hot pulsing sun burning my pale skin it resembled razor blades cutting into me. I was experiencing some sort of paralysis I couldn't move a muscle I was completely helpless. As I build up the courage to uprise from the sea bed I felt the barrle of a gun nessle against the back of my head.

Good · Ending

Creative Writing Checklist – Style

Possible Features & Techniques:

- short sentences
- questions
- repetition
- lists
- dramatic word choice
- exaggeration
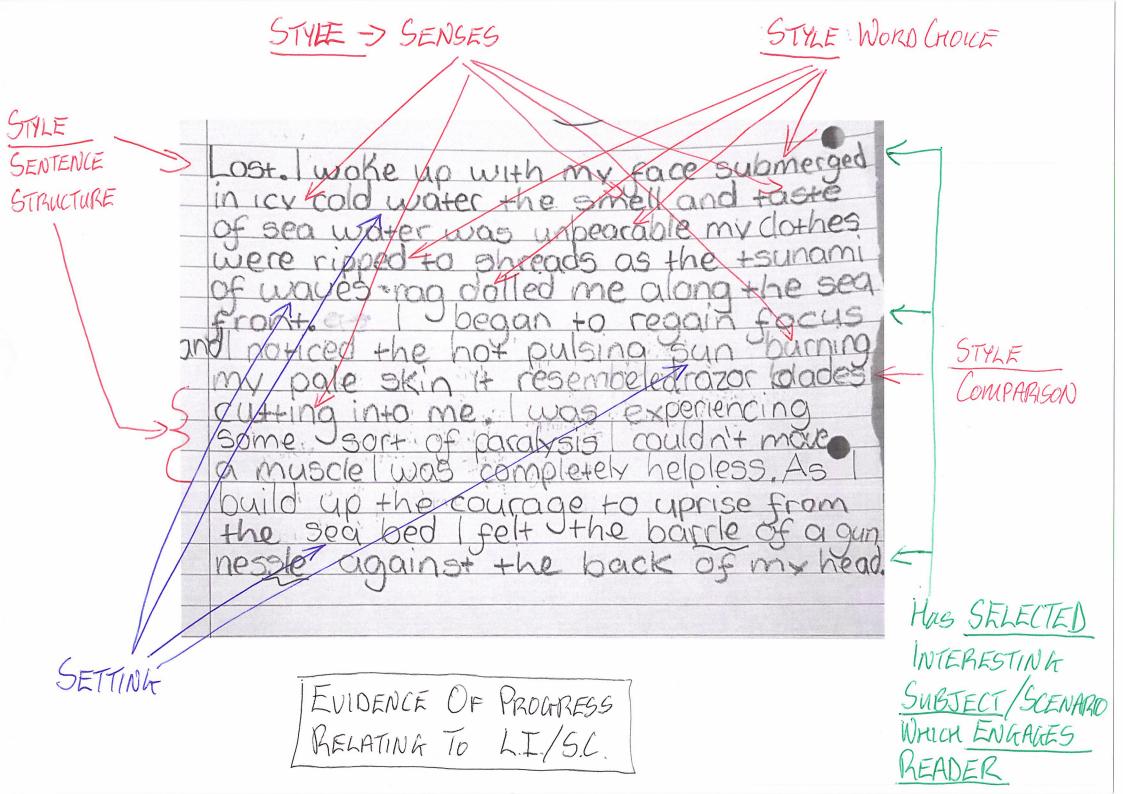- detail using adjectives and adverbs
- personification;
- similes and metaphors to make comparisons;
- appeal to the reader's senses of sight, smell, taste, touch and hearing;

GROUPS EVALUATED WORK OF OTHERS.
GAVE A BRIEF PRESENTATION USING WHITEBOARD
TO SHOW HOW L.I.s/S.C. HAVE BEEN ACHIEVED.

English Dept. – *Literacy Across Learning*

CREATIVE WRITING

L4

Achieved		I CAN (with support when required):		Correction Code	Develop
✓	S.C.	**Engage readers** through my use of **language, style and tone**			
✓		**Select an interesting scenario** for my writing			
✓		Create a convincing **setting/mood/atmosphere**			
✓	Literacy Tools	Consider my audience by taking pride in my **presentation** and handwriting			
✓		Use **paragraphs** effectively to organise ideas	NP/NL		✓
✓		Write in accurate **sentences** which are varied in length and type	S/St		✓
✓		**Punctuate** accurately (capital letters, full stops, commas…)	P		✓
✓		Use **word choice** which is appropriate and varied	Exp/Rep		
✓		**Spell** accurately	SP		✓
✓		Consistently apply **grammatical rules** (tense, number agreement…)	G		
✓		Use **conjunctions** and **connectives** to support fluency			
		Proofread to ensure the writing meets its **purpose**, is **clear** and is **accurate**			✓

Student Evaluation

I'm becoming more confident about using different types of sentences. And writing more about setting than the story. I keep forgetting to check for full stops.

Assessor Comment

This is a very stylish piece of writing where you've created a really interesting scenario. I want to know what happens next. Your attention to detail in your descriptions of the setting is fantastic. Take care not to over do the short sentences. This has huge potential to be developed into a fully essay.

Lost. I woke up with my face submerged in icy cold water the smell and taste of sea water was unbearable my clothes were ripped to shreads as the tsunami of waves rag dolled me along the sea front. As I began to regain focus and noticed the hot pulsing sun burning my pale skin it resembeled razor blades cutting into me. I was experiencing some sort of paralysis I couldn't move a muscle I was completely helpless. As I build up the courage to uprise from the sea bed I felt the barrle of a gun nessle against the back of my head.

Annotations:

STYLE → SENSES

STYLE: WORD CHOICE

STYLE SENTENCE STRUCTURE

STYLE COMPARISON

SETTING

EVIDENCE OF PROGRESS RELATING TO L.I./S.C.

Has SELECTED INTERESTING SUBJECT/SCENARIO WHICH ENGAGES READER

Regional Improvement Collaborative: West Partnership
Practitioner Moderation Template (PMT)

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

Evidence Code	L12
Curriculum Area(s)	Literacy
Level	4th
Stage(s)	S3

Planning

Experiences and Outcomes (highlight the relevant aspects of each E and O):

LIT 4-20a
I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.

ENG 4-31a
Having explored and experimented with the narrative structures which writers use to create texts in different genres, I can:
• use the conventions of my chosen genre successfully and/or
• create an appropriate mood or atmosphere and/or
• create convincing relationships, actions and dialogue for my characters.

Learning Intentions:

- To develop my ability to **IDENTIFY** the features of a writer's style that helps engage a reader in Creative Writing (Lessons 1 & 2)
- To develop my ability to **SELECT** interesting subject matter that will engage a reader in Creative Writing (Lesson 3)
- To develop my ability to **CREATE** a situation/incident that does not rely on story but mood/atmosphere to help engage a reader in Creative Writing (Lessons 4 & 5)

Assessment

Benchmarks:

Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style to enhance communication and meet the needs of audience.

When writing imaginatively or creatively:
- Applies features of the chosen genre effectively.
- Develops plot, setting and character in a satisfying way.
- Engages the reader and achieves particular effects through use of narrative devices, mood/atmosphere and/or language.
- Uses structure effectively to enhance writing.

Success Criteria: Please list SC and give brief detail on how learners were involved in their creation.

- I can **IDENTIFY** features of a writer's style that I can include in my own creative writing (Lessons 1 & 2)
- I can **SELECT** interesting subject matter for my own writing by generating a number of different ideas (Lessons 3)
- I can **CREATE** my own engaging piece of writing that concentrates on Setting/Mood/Atmosphere using literary techniques/style (Lesson 4 & 5)

Briefly outline the context and range of quality **learning experiences** that have been planned making reference to the chosen **design principles**. Make specific reference to **breadth, challenge & application**.

Context:
These lessons are part of a series lasting throughout the year concentrating on enhancing creative/personal writing. Every few weeks learners were given a short text/extract to analyse and then asked to engage with a number of stimuli before writing their own short piece. The focus is on quality of ideas/style while trying to keep narrative to a minimum. At this point technical accuracy is not the main focus.

Towards the end of the year, learners will select their best piece to develop into an extended piece of writing. Some learners will choose to combine and adapt different shorter pieces into one longer essay.

These 5 lessons below were delivered in the second half of the year. Therefore, the learners had already gone through the process 3 times and knew what to expect.

Lessons 1 & 2
Class read Edgar Allan Poe's 'The Tell-Tale Heart'. In groups pupils **IDENTIFIED** features of his style and commented on what made them dramatic and engaging. Pupils had already created a criteria/check list of effective features/techniques of creative writing in earlier lessons in the year. This was added to or helped reinforce what is already on it.

Lesson 3
Pupils watched the opening 2 minutes from the film 'Inception' by Christopher Nolan, were given a photograph taken from the top of Notre Dame Cathedral looking over Paris and were given a woodcut print by the Japanese artist Hiroshige of some peasants in the snow (all 3 examples rely heavily on setting). They are asked to quickly generate ideas for writing (possible scenarios/ descriptions) in a mind map form. Photographs were taken of some of these, displayed on the whiteboard and commented on by the class before pupils paired up and gave each other feedback on their ideas. Pupils were asked to **SELECT** the idea they would take forward in the next lesson.

Lesson 4
Pupils started to **CREATE** their own piece of writing. Some preferred to compose a detailed plan, others (like the example included) preferred to start writing straight away. Throughout the lesson the teacher occasionally identified areas of good practice, took a photograph of the writing and had a brief discussion with the class about the example's merits. This allowed the pupils to stay on track with what they had learned and what they themselves were trying to achieve.

Lesson 5
Photographs were taken of 4 examples of the writing produced by the pupils. Copies were given to groups to evaluate then feedback to the rest of the class. Pupils used the success criteria and their creative writing checklist from previous lessons to comment on how they were engaged through the ideas selected and how the writer's style created mood/atmosphere.

Record the planned assessment that will be gathered to meet the success criteria considering **breadth, challenge and application**.

SAY
- Discussed in groups to identify and comment on style in 'The Tell-Tale Heart'
- Gave feedback to peers regarding ideas selected for writing
- Evaluated writing piece of classmates

WRITE
- Recorded possible ideas using mind maps/plans/brief descriptions

MAKE
- Made annotations, etc on copies of 'The Tell-Tale Heart'

DO
- Applied what they had learned from other writers and their own previous learning to create a piece of creative writing

Breadth, Challenge and Application
Pupils were given a variety of stimuli to work from and a number of examples to learn from. They were asked to engage with a challenging story with complex vocabulary and sentence structures. Having completed this task/process a few times now they have become more adept at identifying and evaluating effective features of language (they rely on the checklist less). They are clearly using Higher Order Thinking Skills to create but also evaluate the work of others as well as their own. This is an independent piece of work with no real scaffolding.

Briefly outline the oral/written **feedback** given to the pupil on progress and **next steps**, referring to the learning intention and success criteria.

This is a very stylish piece of writing where you've created a really interesting scenario. I want to know what happens next. Your attention to detail in your description of the setting is fantastic.
Take care not to over do the short sentences. This has huge potential to be developed into a full essay.

Pupil Voice:
What have you learned? How did you learn? What skills have you developed?

I'm becoming more confident about using different types of sentences. And writing more about setting than the story. I keep forgetting to check for full stops.

Did the learner successfully attain the outcomes?   YES/NO

YES