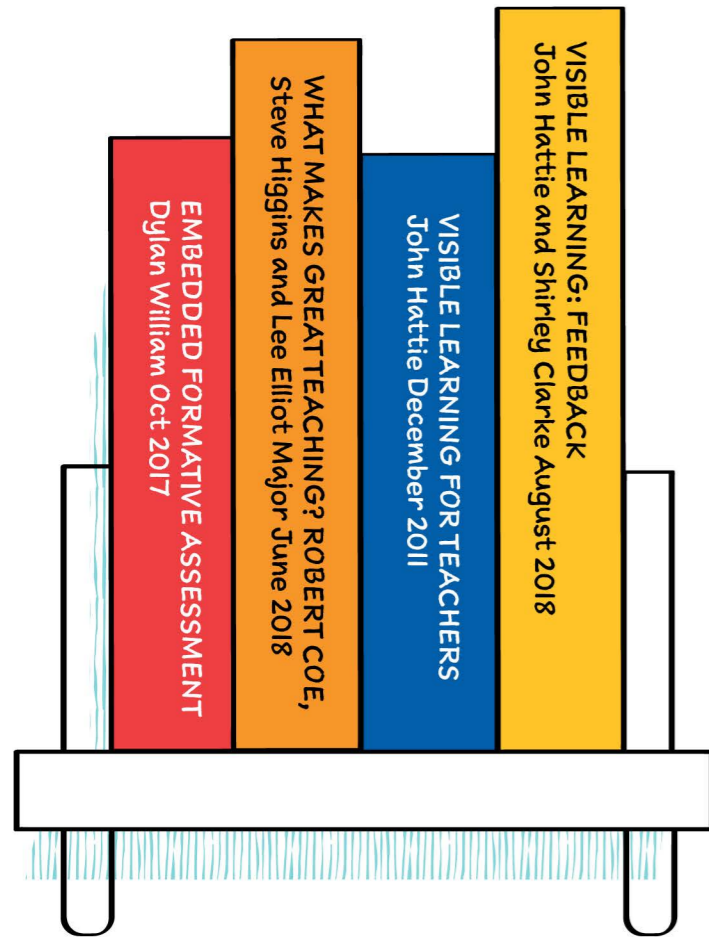




Approaches to moderation resulting in consistently high-quality learning and teaching and high attainment

BLOG

TOWNHILL PRIMARY SCHOOL
Bookshelf of Reading and Research



We are a small village primary and nursery school with 310 pupils, situated in the north of Dunfermline. We are proud of our school and our traditional 1872 building is at the heart of our community. Our values come from the TOWNHILL acrostic - Trusting Others, Working Nicely, Happy Individuals and Lifelong Learners. Our values, together with our motto, ensure we all aim to climb the hill to success.



In August 2016, a dip in writing attainment sparked a need for change and the beginning of our moderation and assessment journey. Our depute headteacher became a writing Quality Assurance and Moderation Officer (QAMSO), led by Education Scotland. This led us to embark on initiatives to make a difference to the teaching, learning and assessment of writing.

Forward planning meetings are now held in CfE levels to encourage quality dialogue, sharing of good practice and continuity and progression across a level. Senior leadership Team (SLT) involvement in these meetings feeds directly into the moderation of learning process in each classroom.

Staff developed holistic assessments and regularly shared our pupils' writing with other QAMSOs across Scotland, supporting our professional judgement. Using the benchmarks, we developed our internal moderation systems. All writing jotters are moderated by staff teams and SLT three times yearly to determine if pupils are on track to achieve CfE levels. If not, what will we do differently to support our pupils? All staff engaged in

practitioner enquiry to support this raising attainment agenda. Both staff and pupils take great pride in both the presentation of handwriting and quality of writing. High-quality written feedback to pupils is related to success criteria and pupils are confident in both self and peer assessment. The impact of approaches to moderation and assessment is demonstrated by a 12% increase in writing attainment from 2016.

Termly tracking meetings are focused on the learning journey of each pupil and stretch targets set to meet these goals. Tracking has moved beyond literacy and numeracy to include science and art, with a plan to develop health and wellbeing. Art is a strength of the school and forward plans indicate a clear skills progression, based on the benchmarks. We are very proud of the high-quality art in our school. Our tracking of achievement ensures equity for all and provides pupils with a variety of opportunities to develop the skills to succeed.

Our vision is for every child to reach their potential and together, "We will climb the hill to success."

Janine Pirouet - headteacher

CLIMBING the HILL to SUCCESS

