**Planning Learning, Teaching and Assessment**

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| **Choose the focus area / organiser(s) and a stimulus appropriate to your context.** |
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| **Identify the relevant Experiences and Outcomes.** |
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| **State learning intentions (which reflect standards within the Experiences and Outcomes).** |
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| **State success criteria (clear, relevant and measurable)**. |
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| **Upload planning for learning, teaching and assessment (include details of ongoing or periodic assessments) which allows the learner to demonstrate progress, breadth, challenge and application.** |
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**Learner Evidence**

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| **Please upload (anonymised) evidence of the learners work, including any feedback given to the learner.** |
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| **Please provide an evaluative statement including comments on strengths and areas for improvement for this learner.** |
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Please review all of the above information and consider the following prompt questions for each stage of the moderation process. Enter your comments in the table below and state NA for any sections where planning or evidence is not available.

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| **Prompts** | **Practitioner 1 comments:** | **Practitioner 2 comments:** |
| **Four Contexts for Learning**  Did the task come from one of the 4 contexts for learning?  -  Ethos and life of the school  -  Curricular areas  -  Interdisciplinary learning  -  Opportunities for personal achievement |  |  |
| **Experiences and Outcome**s  Do the E&Os link concepts appropriately?  Are they taken from a range of organisers?  What is the main curricular area focus?  Does the task focus on another curricular area/s? |  |  |
| **Learning intentions**  Do these reflect the expected standards within the Es and Os and Benchmarks? |  |  |
| **Success Criteria**  Are they clear, relevant and measurable definitions of success? |  |  |
| **Learning, teaching and assessment**  Is there a range of learning experiences?  How did this assessment allow the learner to demonstrate progress, breadth, challenge and or application? Is it at the appropriate level?  Does the task enable the teacher to gather information against the set criteria? |  |  |
| To what extent does the task promote **higher order thinking skills**?  Analysing  Applying  Creating  Understanding  Remembering  Evaluating |  |  |
| **Evidence**  Is there a range of appropriate evidence which demonstrates breadth, challenge and application? |  |  |
| **Evaluation**  Does the teacher’s evaluation of learning reflect the standards within the Es and Os and benchmarks? |  |  |
| **Feedback**  Is the feedback appropriate to the SC?  Would it be helpful to learners? |  |  |
| **Next Steps**  Are the next steps appropriate?  Do they relate directly to success criteria and consider progress, breadth, challenge and application? |  |  |
| **Reporting**  Are the reporting comments appropriate?  Are they in plain English? |  |  |
| **General comments**  Please enter any general comments you would like to share here. |  |  |