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| **Balfron Learning Community Priority**  Nursery-Primary-High School  To develop and assessment protocol and develop the skills and confidence of teachers in moderating and assessing a level from early to third level Numeracy across all schools in the Learning Community. |

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| **National Improvement Framework Priorities** | **HGIOS 4 & HGIOELC Quality Indicators** | **Integrated Children’s Services Plan Outcomes** |
| Improvement in attainment, particularly in literacy and numeracy.   * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   Key drivers of improvement   * School leadership   Teacher professionalism   * Parental engagement   Assessment of children’s progress   * School improvement * Performance information | 1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  *Specific to HGIOS 4*  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  *Specific to HGIOELC*  3.2 Securing children’s progress  3.3 Developing creativity and skills for life and learning | * All children reach appropriate development and social milestones through improved support in early years. * Support for disadvantaged and vulnerable children, young people and families is improved. * Health and wellbeing outcomes are improved for children and young people. * Raised attainment for all young people leading to positive destinations. |

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| Progress: | A lead teacher was allocated from each school to participate in a moderation panning group. The lead member attended all meetings throughout the year and fed back to staff regularly. The focus of the meetings was on developing a model for assessment and moderation in Numeracy and Mathematics at ‘Learning Community level.’ Throughout this process, another small group of head teachers were in a QAMSO group, devising a model for moderation. Following on from the local authority level work, it was decided that all staff in the learning community would be invited to a ‘coaching and mentoring for effective moderation’ workshop at Killearn Primary School. This session was led by Sean Nash. The workshop leader shared the GROW model of moderation. It was subsequently agreed to use this model for moderation from Term 4 onwards and into session 2017-2018. Following on from this, the lead group member attended a moderation meeting at Balfron High School with other learning community representatives to carry out Numeracy Moderation across Early to Third Level using the new formats devised together with the GROW model. The lead member gathered a bank of evidence for 2 learners and shared this at a learning community meeting. The lead member also took part in moderating numeracy and maths work from other schools. |
| Impact: | * All staff have a greater confidence in moderating children’s work in school and across the Learning Community. A well planned moderation cycle for session 2017-2018 was successfully agreed. * The lead member held informative staff meeting to share the ‘Moderation Cycle’ that was set up for session 2017-2018. * Staff demonstrated confidence when moderating and discussing progress within a level at tracking and moderating meetings with Senior Management team * Feedback from authority moderation of children’s work samples was very positive and stated that “samples demonstrated a breadth of learning and learner performance was consistently high” and “Staff had moderated very effectively” |
| Next steps: | To continue the success of the moderation work with a well-planned programme.   * The moderation cycle for session 2017-2018 is agreed as follows:  |  |  | | --- | --- | | **Date** | **Moderation Cycle 1** | | Term 1 | Establishment - Share Learning Community Moderation Cycle with own establishment and organise trios within Learning Community school group. | | 4th September – 8th September | Collegiate - Staff meet in partners/trios to **plan** a block of Numeracy **teaching** and **assessment.** Planning sheet to be completed. **Identify** 2 learners to moderate that you are very sure that they have achieved the level. Learning **visit dates** to be agreed and recorded. | | 11th September – 17th November | RCCT - All staff to carry out partner/trio learning visits to another establishment to observe and support a numeracy lesson. ***Gather assessment evidence for 2 identified learners.*** | | Thursday 23rd November | Staff Development Day - In partners/ trios evaluate **Achievement of a Level** for Numeracy using evidence from all Moderation activities. | |  | **Moderation Cycle 2** | | 15th January – 19th January | Collegiate - Staff meet in partners/trios to **plan** a block of Beyond Numeracy **teaching** and **assessment.** Planning sheet to be completed. **Identify** 2 learners. Learning **visit dates** to be agreed and recorded. | | 22nd January – 9th February | RCCT - All staff to carry out partner/trio learning visits to another establishment to observe and support a beyond numeracy lesson. ***Gather assessment evidence for 2 identified learners*** that you are very sure that they have achieved the level. | | Monday 12th February | Staff Development Day - In partners/ trios evaluate **Achievement of a Level** for beyond Numeracy using evidence from all Moderation activities. | | Term 4 | Moderation of all children at P1, P4, P7 in establishments. | |