



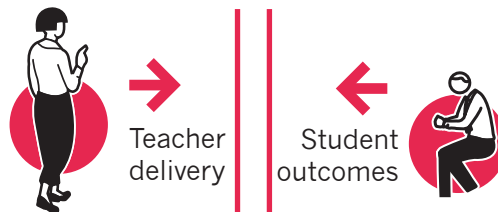
**SNAPSHOT**

Moderating student work as an individual teacher, a department or as an entire school is important for lesson and curriculum planning and assessing attitudes to learning and progress over a

period of time. However, it should be a meaningful process for the student, the teacher and the school in question. We should never go *fishing without the bait*; we should always take context into account.

**The teaching gap**

When teaching, it is useful to ask yourself if there is a gap between the learning you wanted to happen and the learning that actually happened.



Instead of spending hours marking every single piece of student work in detail, you could use feedback to moderate and review the work your students have produced, compare it to previous work and ascertain what your students have learnt.

**Work sampling**

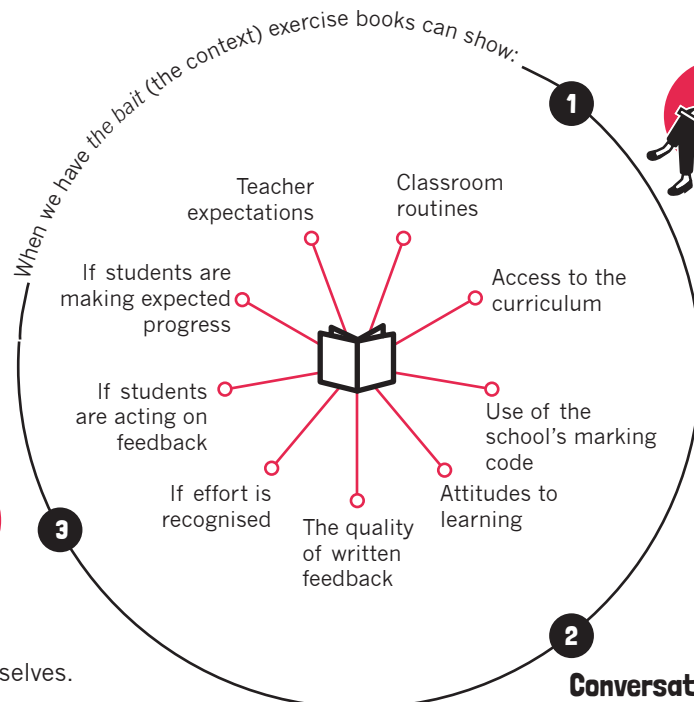
If work sampling is to replace graded observations, it too needs evidence to validate its reliability. Random scrutiny of books without context or conversations

with teachers produces ad hoc conclusions. Yet, it is so easy to use this convenient, but inadequate, proxy for teacher quality. This mustn't however put you off work sampling. The answer is to do it reliably.

You should also regularly moderate and review student work with colleagues either in your department or in other parts of the school — with context.

**A solution**

It is critical that work sampling is conducted in the right conditions, with the input (purpose) and output (outcomes) communicated before, during and after the process. More importantly, the teacher of the student whose work is being sampled, must be involved.



**Examine**

Look at pieces of work by the targeted group of students, keeping in mind this is *just one source of evidence* and that every book and every student has a story to tell.



**Interview**

Talk to the students themselves.



**Conversation**

Have a face-to-face conversation with the classroom teacher, so they can share information about the child and make observers aware of other factors that are not clear from the students' exercise books.