



Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

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Ref:

Date: 16 May 2018.

Moderation of Maths Record 2017-18

Date – 9/5/18

School – Ashley Hill

Moderators –

Class teachers –

Activities During Visit – moderation of maths, met with 3 pupils

Evidence of in house moderation – yes, staff meeting spring term focused on AT1

Numeracy Training Attended - yes

Moderation Meetings Attended - yes

Verbal feedback given – yes (to maths coordinator)

Moderation Focus

To look at evidence collected by class teachers to assess children working at levels 2b and 4b.

Comments

Thank you for the warm welcome, for the preparation that had taken place prior to the moderation visit and the quiet place to work.

The discussion with the Headteacher and the maths co-ordinator was very useful in providing an insight into where the school is up to with maths. The Headteacher stated that there are no issues with the maths data at present so therefore maths is not on the SIP this year. The Headteacher and co-ordinator also stated that there are a few teachers trying out teaching maths mastery.

The children's books were provided as evidence for the moderation and one teacher provided tick sheets based on some of the strands. Relevant seven strands levels were stuck into the front of the year 2 and year 4 books.

The moderator met with 3 pupils (two 4b children and 1 2b child) before . There was the offer of meeting with the child moderator felt that it would be unfair!

Individual Students

Evidence was looked at for 2 children who had been assessed as working at 2b and 2 children who had been assessed as working at 4b.

Child 1 (Year 6) 4b

Child 1 was assessed as working within level 4b. The moderator agreed with this judgement.

It was evident that the teacher is using the Maths Mastery approach and there was a wide variety of high quality evidence in the book across the seven strands. Evidence was provided in the books including photographs of practical tasks and challenges.

Having met child 1, it is clear that she is a secure 4b.

Child 2 (Year 5) 4b

Child 2 was assessed as working within level 4b. The moderator agreed with this judgement.

There were also some photographs of whiteboard work and a video provided along with the child's book. The evidence provided was across the seven strands. Having met with the child it is clear that they are a secure 4b.

Child 3 (year 4) 2b

Child 3 was assessed as working within level 2b. The moderator agreed

with this judgement.

The evidence provided was the child's book and the relevant seven strands level, which was in the front of the child's book with relevant 'I can' statements ticked.

Child 4 (Year 2) 2b

Child 4 was assessed as working within level 2b. The moderator agreed with this judgement.

The child's book and the relevant seven strands level, which was in the front of the child's book with relevant 'I can' statements ticked, were provided as evidence. It was clear that all areas of seven strands are being taught. Having met with the child, it is clear that he is a secure 2b.

Areas for development

Ensure there is consistency with the range of evidence collated for assessment and moderation.

Provide evidence that children are achieving statements at higher levels to ensure children are being credited for achievements. Some of the work in books was at higher levels; there was no evidence provided of this being recorded on seven strands.

Signed (Moderator) –

Date –

Signed – (HT) Date -

Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Reading Moderation Report

School: Ashley Hill Primary School

Key Stage: One and Two

Levels Moderated: 3c - Year 2 and 3 5c - Year 6

Date: 21st May 2019

Focus of visit:

and observed 4 guided reading sessions from KS1 and KS2. These sessions were moderated against the *Isle of Man Level Descriptors for Reading* and judgements were discussed with the class teachers, Literacy co-ordinator and Headteacher.

Group 1 - Year 2

This group was assessed by the school as level 3c. Moderator agreed with the teacher. See additional notes.

Group 2 - Year 3

This group was assessed by the school as level 3c. Moderator agreed with the teacher. See additional notes.

Group 3 - Year 6

This group was assessed by the school as level 4a. Moderator agreed with the teacher. See additional notes.

Group 4 - Year 6

This group was assessed by the school as level 5c. After discussion Moderator and teacher agreed level as 5c.

General Commentary

- ✓All levels were accurate.
- ✓School has school-wide systems in place for planning and assessing reading (recently adapted).
- ✓Planning was linked to the reading descriptors and was detailed.
- ✓School is using Bench Mark/running records to support judgements.
- ✓Follow up tasks are used to extend learning and provide evidence of attainment.
- ✓The children were focused during the sessions and seemed to enjoy them.
- ✓Staff knew their children well.
- ✓Teachers planning is focused on specific assessment foci, they were able to link to progression of skills.
- ✓Peer Observations and Moderation are having an impact.
- ✓Further CPD/Staff meetings planned for Summer Term 2019 and Autumn Term 2019.

Recommendations

- ★ Continue to build a wider variety of activities into Guided Reading sessions e.g. ICT, role play, hot seating.
- ★ Make links to Speaking and Listening during Reading sessions.
- ★ Encourage staff to use a range of questioning skills to develop further/deeper understanding.
- ★ Only use Benchmarking as a confirmer of levels or as a baseline for spelling patterns etc. If benchmarking levels above 3a, then this needs to be adapted for 3a+.

<p>Year 2 Level 3c</p>	<p>AF1 Word identification Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation. ✓</p>	<p>AF1 Punctuation Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension. ✓</p>	<p>AF1 Whole text strategies Is becoming efficient in using a range of strategies e.g. anticipation of the next word; self-correction; rereading; reading on; slowing down and sub vocalising when encountering difficult texts and using knowledge. <input type="checkbox"/></p>
<p>Text – ‘Never Wash your Hair’</p> <p>AF1 There was evidence within the session that the children were able to read with fluency and were able to decode unfamiliar words with support and minimal prompting – ‘earth, dived, scampering’. They enjoyed changing their voices for different characters in the story. Child 3 took opportunities to re-read certain lines with expression and the moderator saw lots of evidence of self and peer correction when reading trickier words. The group are beginning to use punctuation marks to enhance their phrasing. Misconceptions were highlighted by the children themselves and they supported each other using a range of strategies - crutched/crouched – the children discussed the sounds of each.</p> <p>AF2 Throughout the sessions, the children were able to summarise what had happened in the story so far and found a range of examples in the text to confirm their points. “It says ‘Don’t wash your hair’ in Chapter 1, so we knew the story was going to be about that”, and “It says here ‘he found a big creature - a human with a big long tail - This made me think of monkeys’”.</p> <p>AF6 All children in the group were able to explain what they would do if they came across the hair monkeys. The children were also beginning to think about their personal experiences. ‘This reminds me of my house, with all the animals’. Some of the children in the group were linking their reading to previous books they had read ‘It’s like Myth-busters’.</p> <p>The teacher had planned a range of activities for the rest of the class to focus on during guided reading e.g. role-play, interventions, follow-up challenges and independent reading. Further evidence of this was found in follow-up books.</p> <p>The moderator agreed with the teacher’s judgement that this group was working at 3c.</p> <p>Thank-you for welcoming me into your lesson today. It was a pleasure to see children enthused about reading and aware of how they can continue to improve their reading skills.</p>			<p>AF 2 & 3 Can retell the main ideas or events proving some relevant detail when asked and referring to the text to explain the meaning. Can discuss characters and their qualities. ✓</p> <p>AF 4.)Is beginning to discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, story board. Is beginning to locate info by using organisational features e.g. heading, index, fact boxes etc. Evidence in file/ follow up task</p> <p>AF 5. Is beginning to identify, from within a text, examples of words or literary features (e.g. alliteration) chosen by the author to create a specific effect <input type="checkbox"/></p> <p>AF 6 Is beginning to express what they liked and disliked about a text and to identify the main purpose of a text. ✓</p> <p>AF 7. Is beginning to show an awareness of genre and literary traditions. Evidence in file/ follow up task</p>

<p>Year 3 Level 3c</p>	<p>AF1 Word identification Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation. ✓</p>	<p>AF1 Punctuation Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension.</p>	<p>AF1 Whole text strategies Is becoming efficient in using a range of strategies e.g. anticipation of the next word; self-correction; rereading; reading on; slowing down and sub vocalising when encountering difficult texts and using knowledge.</p>			
<p>Text - Zoo's – Back to Nature</p> <p>AF1 The children used a range of strategies to decode the specific vocabulary included – moat, breed, foraging, extinction, enclosure. Opportunities to discuss the meanings were prompted by the teacher and helped the children understand the text further.</p> <p>AF4 – During the session, all of the children in the group were confident discussing the organisational features of the text. When prompted they spoke about how/why the illustrations were used – ‘the picture really helps me see how the animal is feeling’, ‘it shows me that his area really is different’. They were aware of how captions gave bits of information and shared ideas on why the heading was a question. ‘Sunshine or steel? - It means it needs an opinion’. They were aware of the term glossary.</p> <p>AF5 Child 2 discussed the word ‘socialising’ and linked this to the rest of the text to find its meaning. With teacher prompting, the children were beginning to verbalise why the author may have chosen specific words. (persuasive)</p> <p>AF6 All children were able to express their opinions on the text and developed this further by sharing their opinions on Zoos. Opportunities for discussions about real-life experience assisted this. The book says ‘In the wild they can get eaten by animals, but I think that they are free and more able to run.’ ‘Yeah, if they have a herd they can play with their friends – so I disagree’.</p> <p>Further evidence was provided to confirm the levels – Assessments, next steps, Benchmarks, phonics records, progress folders, spelling records.</p> <p>The moderator agreed with the teacher’s judgement that this group was working at 3c.</p> <p>Thank-you for welcoming me into your lesson today. It was a pleasure to see the children so enthused about non-fiction.</p>		<p>AF 2 & 3 Can retell the main ideas or events proving some relevant detail when asked and referring to the text to explain the meaning. Can discuss characters and their qualities. Evidence in follow up tasks</p>	<p>AF 4. (N)Is beginning to discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, story board. (NN) Is beginning to locate info by using organisational features e.g. heading, index, fact boxes etc. ✓</p>	<p>AF 5. Is beginning to identify, from within a text, examples of words or literary features (e.g. alliteration) chosen by the author to create a specific effect ✓</p>	<p>AF 6 Is beginning to express what they liked and disliked about a text and to identify the main purpose of a text. ✓</p>	<p>AF 7. Is beginning to show an awareness of genre and literary traditions Evidence in file</p>

Year 6 RT - L5	AF 4	AF 5	AF6	AF 7
<p>AF 2 & 3 Can respond to texts by exploring underlying themes and ideas. Makes inferences based upon implicit information drawn from text. Can provide justification for those inferences by returning purposefully to the text.</p>	<p>Is beginning to make comparisons and critical judgements about texts e.g. how ideas within a text link, the relative impact of a story opening etc. Is beginning to assess the impact of presentational features when making critical conditions.</p>	<p>Is beginning to distinguish and explain subtle differences with a writer's use of language and its effect on a reader (e.g. shades of meaning, onomatopoeia etc)</p>	<p>Can express clearly and confidently what they liked and disliked about a text and can identify confidently and consistently the main purpose of a text.</p>	<p>Using texts of increasing complexity begins to relate them to their social, cultural or historical context and use evidence from the text to support conclusions.</p>
<p>AF2 Can identify the most relevant points from across the text and use quotations to support points.</p> <p>AF3 Most comments make inferences and deductions based on textual evidence. √</p>	<p>Comments on structural choices show some awareness of writer's craft. Features relating to organisation at text level, including form, are identified with some explanation.</p>	<p>Moving beyond word level, some features of writer's use of language are identified, with some explanation of the effect on the reader.</p> <p>√</p>	<p>Main purpose identified, often through general overview e.g. the writer is strongly against war and wants to persuade the reader to agree. View point in text identified with some explanation. General awareness of effect on the reader.</p>	<p>Comments identify some similarities and differences between texts or versions, with some explanation. Beginning to explain how the context in which texts are written or read contribute to meaning.</p>

Text 'Bill's New Frock' – Anne Fine

AF2 & 3

All pupils were able to identify relevant points in the text and use quotations to support their answers. All pupils listened to each other and some were able to build on each other's answers.

AF5

All pupils were able to find the clues in the text that the author left to direct the reader to the overall feeling of unfairness. Pupils were able to discuss how effective they felt that the author was in doing this. Pupils were able to find adjectives in the text and compare how they used them in their own writing to how the author used them in the text.

Commentary

The session was planned using AFs.

The teacher showed a good understanding of all of the children within the group

The teacher shared record keeping that identified progress through the NC levels and through the Assessment Focus areas.

Teacher used different learning strategies to engage pupils (group discussion, pair discussion, focusing on specific quotes from the text)

Very close links established between text and own writing.

Follow up task extended learning.

Moderator agreed that these pupils have achieved 4a and are now working solidly within level 5c.

Year 6 EG - L5	AF 4	AF 5	AF6	AF 7
AF 2 & 3 Can respond to texts by exploring underlying themes and ideas. Makes inferences based upon implicit information drawn from text. Can provide justification for those inferences by returning purposefully to the text.	Is beginning to make comparisons and critical judgements about texts e.g. how ideas within a text link, the relative impact of a story opening etc. Is beginning to assess the impact of presentational features when making critical conditions.	Is beginning to distinguish and explain subtle differences with a writer's use of language and its effect on a reader (e.g. shades of meaning, onomatopoeia etc)	Can express clearly and confidently what they liked and disliked about a text and can identify confidently and consistently the main purpose of a text.	Using texts of increasing complexity begins to relate them to their social, cultural or historical context and use evidence from the text to support conclusions.
AF2 Can identify the most relevant points from across the text and use quotations to support points. AF3 Most comments make inferences and deductions based on textual evidence. ✓	Comments on structural choices show some awareness of writer's craft. Features relating to organisation at text level, including form, are identified with some explanation. ✓	Moving beyond word level, some features of writer's use of language are identified, with some explanation of the effect on the reader. ✓	Main purpose identified, often through general overview e.g. the writer is strongly against war and wants to persuade the reader to agree. View point in text identified with some explanation. General awareness of effect on the reader.	Comments identify some similarities and differences between texts or versions, with some explanation. Beginning to explain how the context in which texts are written or read contribute to meaning.

Text 'Garden of Doom'

AF2 & 3

Pupils were able to answer questions by identifying some relevant points from across the text. The pupils showed a good understanding of how punctuation can impact on the meaning of the text.

AF4

Pupils were able to comment on how the arrangement of the text and the different language features used. One pupil was able to confidently explain how embedded clauses can be used to add extra detail within a sentence, and another commented on how short sentences build suspense.

AF5

Pupils identified specific words and phrases within the language features that had the most impact. It was agreed that descriptive sentences were part of this author's style.

Commentary

The session was planned using AFs.

The teacher showed a good understanding of all of the children within the group

The teacher shared record keeping that identified progress through the NC levels and through the Assessment Focus areas.

Benchmark assessments are undertaken frequently, (but maybe not at the appropriate level)

Moderator agreed that these pupils are working within level 5c. In order to achieve level 5c these pupils need to develop their PEE skills and explain why certain extracts from texts support their points, and what the overall impact on the reader/audience is. It is also important that level 5 readers sometimes refer to other texts or authors (or both) depending on the point they are making.

Department of Education and Children

Rheynn Ynsee as Paitchyn

Writing Moderation Visit 2017

School: Ashley Hill Primary School

Key Stage: 1 and 2

Date: 27th April 2017

Focus of visit:

(Moderator) looked at evidence from three children judged to be 2b, three judged to be 3b and three judged to be 4b at the most recent assessment. One child from each level was interviewed. Judgements were moderated against the Island level descriptors.

Summary of evidence from the selected children

4b

Substantial piece - Agreed as a 4b

Supporting evidence – Agreed as a 4b. Most pieces provided evidence of 4b.

Overall level 4b – Agreed

work showed progress over time as he moved from a 4c with elements of 4b, into a secure 4b.

4b

Substantial piece - Agreed as a 4b

Supporting evidence – Agreed as a 4b. Most pieces provided evidence of 4b. Some pieces had elements of 4c (Class Trip recount) but overall agreed as a 4b.

Overall level 4b – Agreed

work showed good solid progress.

4b

Substantial piece - Agreed as a 4b

Supporting evidence – Agreed as a 4b

Overall level 4b – Agreed

work showed progress from 4c/4b to a secure 4b. There was a wide range of evidence. This was a good example of a collection of work that exemplifies attainment at a 4b.

3b

Substantial piece - Agreed as a 3b
Supporting evidence – Agreed as a 3b

Overall level 3b – Agreed

work showed steady progress from 3c/3b to a secure 3b.

3b

Substantial piece - Agreed as a 3b.

Moderator leveled Sentence Structure and Punctuation as a 3c in this piece, however Composition and Effect overall was leveled as 3b. So 3b level agreed overall.

Supporting evidence - Not agreed as a 3b.

Moderator leveled the supporting evidence as 2a/3c pieces of writing.

Onchan fact file – 3c, End of Ellan Vannin – 2a/3c

Therefore Moderator was unable to agree the 3b level.

Overall level 3b – Not Agreed

work showed some progress from 2a – 3c, with the substantial piece showing elements of 3b. Consequently, the moderator was unable to agree the 3b level, but would level as a solid / high 3c writer.

3b

Substantial piece - Agreed as a 3b

Supporting evidence – Agreed as a 3b

Overall level 3b – Agreed

writing was from a range of sources. Free writing highlighted total independence, which was commendable.

2b

Substantial piece – Not Agreed as a 2b

Moderator leveled Jack's substantial piece as a solid 2c

Supporting evidence – Not Agreed as a 2b

Moderator felt that the supporting evidence lacked evidence of 2b objectives

Onchan Fact File – 1a/2c

Titanic 2c

Overall level 2b – Not Agreed

writing is well on the way to being a level 2b, however, there were some gaps in his Sentence Structures and Composition and Effect.

2b

Substantial piece - Agreed as a 2b

Supporting evidence – Agreed as a 2b

Overall level 2b – Agreed

writing showed progress from 2c - 2b. Evidence was mainly non-narrative.

2b

Substantial piece - Agreed as a 2b.

Moderator recognised some elements of 2c within this substantial piece, but overall level 2b was agreed.

Supporting evidence – Agreed as a 2b

Overall level 2b – Agreed

writing showed progress from 2c – 2b. Evidence was mainly non-narrative.

Interviews with children

2b and 3b

Evidence from the pupil interviews indicates that:

- *Pieces are completed independently*
- *Children are given opportunities each week to write independently – Free Writing*
- *There is access to a learning wall – Connectives, Word of the week.*
- *Writing sessions are enjoyable*

General Comments

- ✓ Most overall levels were accurate.
- ✓ School is working hard to achieve consistency in planning, teaching and assessing writing.
- ✓ There is good evidence of positive marking and examples of constructive feedback being given to improve work. This is modelled well, meaning children use peer and self-assessment with growing confidence.
- ✓ Based on the evidence seen, the children generally appear to be achieving within appropriate levels for their NC year.
- ✓ There are some examples of great evidence banks/portfolios – Year 4.
- ✓ The Literacy coordinator has a good grasp of how Literacy looks across the school – Book/Planning Scrutiny, Lesson Drop-Ins.
- ✓ The interviewed children were very enthusiastic about writing.
- ✓ There are lots of opportunities for cross-curricular writing across the school – including independent and free writing.
- ✓ School carries out regular internal moderation, where teachers work together to assess written pieces.

Recommendations:

- ✓ To develop a consistent approach to ensure that both Narrative and Non-Narrative evidence is collected.
- ✓ To develop a whole school overview of genres covered
- ✓ To continue to develop use of drama and role-play in KS2 – Linked to Talk for Writing.
- ✓ Share good practice, as seen in Year 4.
- ✓ Continue to provide a wide range of opportunities for Independent Writing.

Thank you for your support in arranging this visit. We hope you found it useful.

Moderator: