



Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

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Date: 7 February 2018

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Dear

Moderation of Numeracy Record

Date: 7th February 2018

School: Bunscoill Rhumsaa

Moderators:

Class teacher: Evidence provided from four teachers

Activities During Visit: Moderation of maths evidence, interview with one, spoke with Maths Co-ordinator.

School Context

The Maths Co-ordinator confirmed internal maths moderation had taken place in the past. Maths has not featured on the School Improvement Plan for the past few years as it has not been identified as a priority. However, there has been an emphasis on using the 7 strands across the school since their last validation. The school uses a mixture of Abacus, Maths on Target and Hamilton as part of their Maths curriculum.

Moderation Focus

The moderation team looked at work from four pupils who are currently assessed overall as two at level 2b, two at 4b. The pupils came from a range of classes and year groups. The school provided evidence from both Boys and Girls.

There was evidence that the 7 strands document was being used in all classes as an assessment tool. Individual teacher tracking sheets were included for all children.

Pupils

Teacher assessed as a **4b**.

The moderators agreed that [redacted] was clearly working within 4b. All evidence had clear learning objectives at the beginning of each lesson. The 'I can statements' used were taken from old 7-strands. As a result some of the 4b are now 4c (double and half) and others are now 5c (angles on a straight line). On the whole, this wouldn't make a difference to where the level the child was working within as the document itself was being used effectively.

Teacher assessed [redacted] as a **4b**.

It was agreed that [redacted] was also working within 4b based on evidence provided. There were clear Learning Objectives for each session.

Teacher assessed [redacted] as working within a 2b.

The moderators agreed that [redacted] was working within 2b for some areas, and working towards 2b in others. There was evidence of 'assessment sheets' being used to both assess knowledge and identify areas of focus. Not all activities included a learning objective. Teacher's marking acknowledged that [redacted] was still more comfortable working with apparatus when tackling maths problems. The Moderators spoke with [redacted] and discussed some of the areas of the 7 strands that have not yet been covered. [redacted] showed that he was working within a level 2b, and it was agreed that [redacted] would benefit from working with concrete apparatus for all areas of maths. [redacted] said that he "didn't really enjoy Maths", but couldn't explain why. This might be something that could be addressed through peer/self-assessment activities.

The work in [redacted] books shows that he is being given a range of tasks from 2c to 2a to consolidate and extend his learning.

Teacher assessed [redacted] as working at 2b

The moderators agreed that [redacted] is confidently working at a level of 2b. All work was clearly presented and labelled – thank you. Teacher feedback referred back to what was being learned and [redacted] was praised on using 'steps to success' and marking was always positive. Learning Objectives were being used effectively. [redacted] had opportunities to show learning using a variety of activities. Evidence was also labeled if it had been completed independently. Some of the evidence provided showed that [redacted] was already working towards 2a 'I can' statements. The teacher's use of AfL sheets when working with a focus group was a particular strength and one that could possibly be shared across the school.

Overall Comments and Next Steps

The moderators agreed with all levels.

All books/booklets showed a variety of evidence of how children were learning maths. The moderators believe that the good practice, particularly in [redacted] books, in regards to AfL, should be shared across the school.

Similarly, a consistent use of the 7 Strands Tracker across all year groups ensured that all objectives are being set at the right level.

The moderators thought that opportunities for peer and self-assessment could be encouraged in Maths to give children an awareness of how they are doing and encourage them to think deeper about the concepts they are tackling.

Evidence of some real life problem solving would also help encourage a deeper understanding of concepts and application of skills learned in different contexts. Previous validation had highlighted assessment as being an area for development. It was agreed that the 7 strands document were now being used to effectively assess maths at Bunscoil Rhumsaa.

Signed

Moderators :

Date:

Headteacher:

Date:

Yours sincerely

Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Reading Moderation Visit

School: Bunscoil Rhumsaa

Key Stage: One and Two

Levels Moderated: 4c (Year 5 and Year 6), 3c (Year 4)/ 3c-b (Year 3), 2c (Year 1), 2b (Year 2)

Date: 10th May 2018

Focus of visit:

and observed 6 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 and Headteacher.

Group 1 - Year 5

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

Group 2- Year 6

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

Group 3 - Year 4

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

Group 4 - Year 3

This group was assessed by the school as level 3c-b. Moderator agreed with the teacher that some of the children had reached 3b, but others were still working towards it. See additional notes.

Group 5 - Year 1

This group was assessed by the school as level 2c. Moderator agreed with the teacher. See additional notes.

Group 6 - Year 2

This group was assessed by the school as level 2b. Moderator agreed with the teacher. See additional notes.

General Commentary

- ✓ Levels were accurate.
- ✓ School has school-wide systems in place for planning and assessing reading.
- ✓ Follow up task were used to extend learning and provide evidence of attainment.
- ✓ The children were focussed during the sessions and enjoyed them.

- ✓ **Letters and sounds is being used in KS1.**
- ✓ **Staff knew their children well.**
- ✓ **Teachers tried hard to convey their own enthusiasm for reading and thereby promote a love of reading.**

Recommendations

- ★ Explore with staff the balance between reading and discussion to ensure that activities during the session match the objective.
- ★ Make clear and explicit the AF of the session and share progress/ next steps with the children.
- ★ Discuss the possibility of linking speaking and listening objectives into guided reading sessions.

Level 2b

AF1 Letters and Sounds Working within Phase 6	AF1 Book Bands Gold	AF1 Fluency Reading is almost entirely accurate. Increasing fluency means that parts of the passage are well passed and take account of meaning.	AF1 Word identification Uses a combination of phonic and contextual cues to read unfamiliar words, occasionally choosing an inappropriate strategy.	AF1 Punctuation Sometimes uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension.	AF1 Whole text strategies Is able to read ahead. Shows an awareness of a range of reading strategies e.g. sometimes notices when the reading does not make sense and may therefore self-correct or continue to use an unhelpful or inappropriate strategy.
<p>Text: Beanpole Billy</p> <p>Learning focus: AF1</p> <p>The group were enthusiastic from the outset and were clear about what their targets were for reading. Pupils were aware of some of the strategies they could use to help them improve their reading.</p> <p>The teacher had recorded herself on an ipad reading an extract from the book, 'Beanpole Billy' and asked students what they thought about it. The teacher had deliberately read in a monotone voice and had not paid particular attention to the punctuation. Students agreed that it was 'roboty'.</p> <p>The teacher then showed the second clip in which the teacher had used expression where appropriate and had taken note of the punctuation. The children were all in agreement that it was 'much better' because she was 'using expression'.</p> <p>The pupils enjoyed the activity that required them to name the</p>					AF 2 & 3 Retelling refers to main events and characters. Can compare characters with reference to text. Comments on the setting and how plot may link together or contain surprises. Able to predict the middle/end of a story. Can take on the role of characters. Is beginning to answer 'why do you think?' 'How do you know ..?' questions.
					AF 4. Response to the book includes reference to some presentational features.
					AF 5. Response to book includes reference to features at word level e.g. rhyming words, compound words, adjectives etc.
					AF 6. Can state if they liked or disliked a book


punctuation marks and demonstrated a good knowledge of when they could and could use them. For instance, one pupil said how commas show when to do a 'little pause' and another said 'and you don't put a comma next to an 'and' because they fight'. Another pupil added that when you see speech marks, you know you need to 'change your voice'.

The final task involved the children pairing up and recording each other reading an extract from the text that incorporated quite a lot of punctuation. It was great to see the students taking careful note of the punctuation and using it to help them add expression or take pauses where appropriate. For the majority of the task, the children were focused and at the end of the session, they gave each other a 'star and a wish' which further demonstrated their understanding of the importance of acknowledging punctuation.

The moderator agreed with the teacher's judgement that this group was working at a 2b for this AF.

Thank you for welcoming me into your lesson today. It was lovely to see a group of young children enjoying a text with such enthusiasm.

AF 7. Can make simple links between the text and their own life. Can make simple links between the text and other books already experienced.

AF1 Letters and Sounds Secure at Phase 5 	AF1 Book Bands Purple Just moved to gold.	AF1 Fluency Reading is mostly accurate and generally fluent. Pauses either to talk about the text or to confirm meaning <input type="checkbox"/>	AF1 Word identification Continues to rely mainly upon phonic strategies. Use of strategies is sometime inappropriate for the task e.g. starting to sound out a familiar sight word <input type="checkbox"/>	AF1 Punctuation Takes some account of punctuation – e.g. pauses at full stops and commas. May change voice for speech marks	AF1 Whole text strategies Continues to use illustrations/text features to confirm and enhance meaning and to make predictions <input type="checkbox"/>
<p>Text: Sharing a Shell Learning focus: AF1/2, particularly use of punctuation when reading out loud.</p> <p>AF1: The teacher shared the learning focus very clearly at the start of the session and as a result, the children knew exactly which skills they would be exploring. Despite the fact that it was nearly dinner time and they were very young, the majority of the group were very focussed and keen to read. They were confident in their understanding of the rules for punctuation when reading out loud. Most read well, but were still developing their fluency, which made it difficult to apply what they knew about commas and other forms of punctuation at this level. They used their phonics skills to decode and break down trickier words and there were lots of interactions with the illustrations / story context to help comprehend or predict the text. It was lovely to hear the children referring to their wider knowledge of the world as they read, e.g.; "If you get stung (by an anemone) you need tweezers to pull it out and then you put some cream on."</p> <p>AF2: Lively conversation around character's actions and feelings were evident throughout the session.</p> <p>AF 5. The children were beginning to look at 2b statements, having just moved onto the gold book band. They were able to hear rhyme in the text and some were able to create their own rhymes.</p> <p>Their teacher knew the children very well and was able to talk about each individual child, their attainment and next steps. She had a range of evidence to back up her judgements including follow up tasks, whole school AFL planning and tracking documents and Letters and Sounds assessments. She intended to carry out Benchmarks to confirm levels for this group.</p> <p>The moderator agreed with the teacher's judgement that this group was working securely at 2c.</p> <p>Thank-you for welcoming me into your lesson today. It was a pleasure to see children enjoying reading with such enthusiasm and showing a genuine love of books at such a young age.</p>					<p>AF 2 & 3 Any retelling may be rather too short/long and reliant on the illustrations. Not seen. Can put events in a story in correct order. Not seen. Comment on obvious characteristics e.g. is able to pick out stereotypes of good/bad characters. Not seen. Can predict what characters might do/feel. <input type="checkbox"/></p>
					<p>AF 4</p>
					<p>AF 5</p>
					<p>AF 6</p>
					<p>AF 7</p>

Reading Moderation 10.5.18
Level 3c Year 3

<p>AF1 Fluency Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention. <input type="checkbox"/></p>	<p>AF1 Word identification Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation. <input type="checkbox"/></p>	<p>AF1 Punctuation Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension. <input type="checkbox"/></p>	<p>AF1 Whole text strategies Is becoming efficient in using a range of strategies e.g. anticipation of the next word; self-correction <input type="checkbox"/> rereading; <input type="checkbox"/> reading on; slowing down and sub vocalising when encountering difficult texts and using knowledge. <input type="checkbox"/></p>
<p>Text: The Hodgeheg Lesson focus AF3: Retell main events and refer to text to explain reasoning.</p> <p>AF1: The children read short sections of the story as discussions about the text were taking place. They were all able to decode at this level, some with slightly more fluency and intonation than others. They all demonstrated the ability to use a range of strategies when encountering tricky or unknown vocabulary.</p> <p>A2 & 3: Discussions about new words and phrases took place quite naturally in the the session, with almost all the children feeling comfortable to express their opinions and apply their knowledge of the world: In a conversation about the meaning of 'bonanza' one child made the link to a u-tube game 'Candy bonanza' and from this, the teacher drew out the children's understanding with open questions. The children were able to find evidence in the text to answer 'why?/' 'how?' questions. They explored characters and their qualities with reference to Max's "twinkling eyes".</p> <p>AF5: The children were able to pick out words/ phrases used by the author to create humour and to convey how the main characters speech had become confused, e.g.: the <i>hodgeheg</i>.</p> <p>AF7: With reference to a previous follow up task on genre types, the group was able to identify the genre of the text correctly. They were beginning to talk about the features of children's fiction.</p> <p>The teacher knew children well and was able to talk about each individual child, their attainment and individual next steps. has prepared detailed notes for the purpose of moderation. Thank-you for taking the time to provide this useful evidence. The children's follow up tasks in the back of the Literacy books were linked to the guided reading session, so provided evidence of attainment. Whole school AF planning and guided reading lesson planning also showed evidence that the children were working within a range of 3c-b.</p> <p>The moderator agreed with the teacher's judgement that some children within the group were working at 3c and others at 3b.</p> <p>Thank-you for welcoming me into your calm and purposeful lesson today. It was a pleasure to see children enjoying reading and beginning to develop a love of books.</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. <input type="checkbox"/> Can discuss characters and their qualities. <input type="checkbox"/></p>
			<p>AF 4. 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 eg 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 w/t</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 <input type="checkbox"/></p>

(N) Narrative
(NN) Non-narrative

**Reading Assessment Descriptors – Assessment Focus 1
Level 3c**

<p>AF1 Fluency Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention.</p> <p>✓</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>✓</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>✓</p>
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<p>Text: 'The Enormous Crocodile' Learning Focus: AF5, identifying examples of alliteration was the primary focus</p> <p>To begin with, the teacher went around the table asking students to recap what had happened in the story. All students managed to recall something different, and it was clear they had enjoyed the text. Teacher reminded students how, in the previous session, they had been looking for 'some tricks' to use to help make their writing more interesting. Students used their follow up books to remind themselves, and couple of students read out their examples.</p> <p>Students were issued with a highlighter and photocopied pages from the text. Teacher asked students, 'What is alliteration?' Students couldn't recall, as it had been quite some time when they had last covered it. Teacher read the text to the students to remind them what they had read so far.</p> <p>Students were then instructed to find and highlight as many examples of alliteration as they could. During this time the teacher was inviting one pupil up at a time to read aloud to him. It was clear that the teacher knew the students extremely well. At the start of the session, explained that one of the students was less confident with their reading, but their comprehension was better. This was apparent as the teacher read the text for her and aided her in selecting examples of alliteration.</p> <p>The other students in the group read fluently and with confidence. Teacher was clear regarding the children's 'next steps' and agreed that, for the majority of the group, the target was to do further work on making us of the punctuation marks to help enhance phrasing and intonation.</p> <p>The follow up task was for students to find the remaining examples.</p> <p>As a plenary, the teacher gave students the task to come up with examples of alliteration by giving them an animal as a prompt. For example, 'Elephant' was 'massive and muddy' and 'long and large'. A barracuda was 'powerful and poisonous'.</p> <p>The plan for the next session was to continue to focus on alliteration, but to have a go at changing the second word in the examples of alliteration from the text.</p> <p>The moderator agreed with the teacher's judgement that the specified children were working securely at 3c.</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>✓</p> <p>AF 4. 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 eg 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>✓</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</p>
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Thank you for welcoming me into your lesson. It was lovely to see the children reading with such enthusiasm.

(N) Narrative
(NN) Non-narrative

Reading Assessment Descriptors Level 4b

<p>AF 2 & 3 When responding to text, can identify underlying themes and ideas using inference and deduction, making reference to the text</p> <p style="text-align: center;">✓</p>	<p>AF 4 Can identify and discuss pivotal moments in a text. Can effectively identify key facts/information and summarise to display understanding</p>	<p>AF 5 Explains how the way in which words are used to create a specific effect on a reader</p> <p style="text-align: center;">✓</p>	<p>AF6 In responding to a text, displays an understanding of an author's intentions or point of view</p>	<p>AF 7 Can categorise a text into a correct genre and demonstrate the ability to identify features of the genre using evidence from the text. Can place a text within it's social, cultural and historical context.</p>
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Text: Non-fiction- Usain Bolt

Learning focus: AF5 Explain and comment on writer's use of language, including grammatical and literary features at word and sentence level.

The group the teacher brought were actually levelled as a 4b rather than the 4c. There were

4 children in the group, 2 girls and 2 boys.

Generally, the students enjoyed the text and students had also read a chapter of the text for homework.

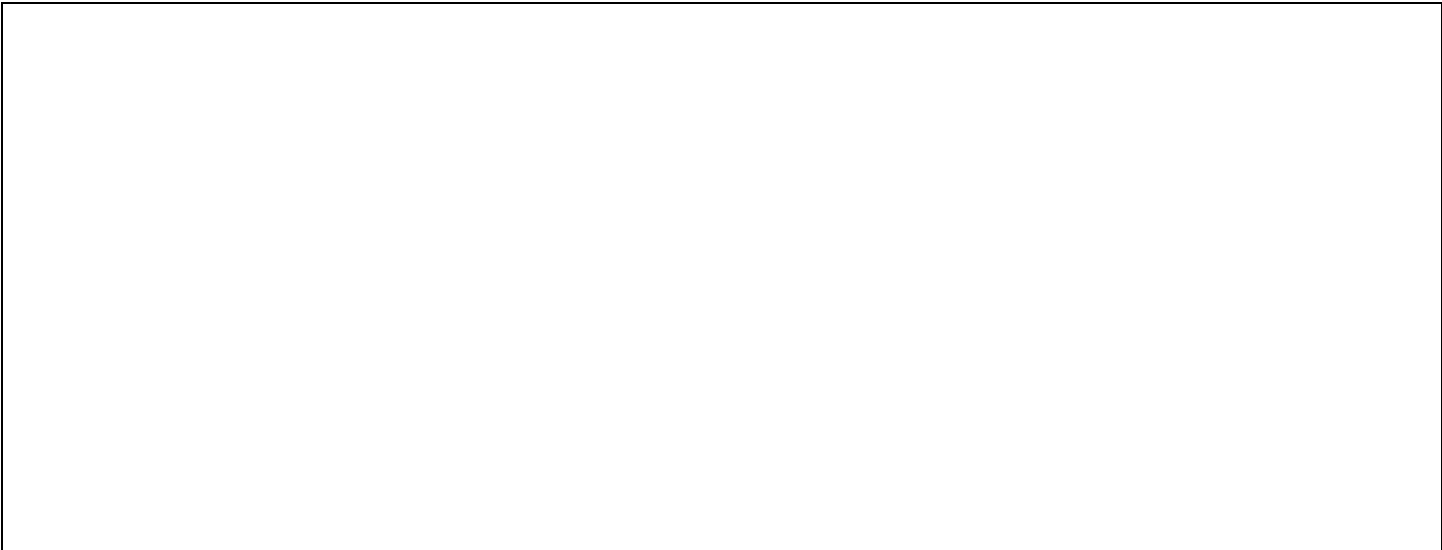
Teacher asked, 'What would mesmerise mean?' Teacher encourages different reading strategies to help find the word. Teacher directs pupils to appropriate page. Two students shared an idea. Students were asked to think of another word that had the same meaning as the verb 'thundered'. All students had a go at giving a response. One of the girls required further prompting from the teacher. Teacher encouraged students to link the meaning of the word to their own context, which was effective. Teacher aided pupils by asking them to refer to prior learning by reminding them of work they had done on 'inference'. Students were then asked to find a couple of quotes in the text. The girls managed to locate the relevant examples.

Students were asked to give a brief synopsis of the chapter. All students offered some ideas and the teacher once again tailored questioning appropriately, e.g 'Who thinks his triumph went to his head?' 'Find where it tells us where he knew about his pain?' 'What does bleak mean?' 'How do things look for him?'

On the whole, the girls required slightly more prompting than the boys and questions were tailored by the teacher to ensure they could demonstrate their understanding, though responses were predominantly one or two word answers. One boy in particular seemed to have a greater understanding of words are used to create effects than the other students in the group.

On the whole, I can confirm that I did see evidence to suggest that students were working within a Level 4c. However, the teacher did provide further evidence in file to support the fact that her students were working at or towards a level 4b.

Thank you for welcoming me into your lesson.



Reading Moderation 10.5.18
Level 4c Year 5

<p>AF 2 & 3 When responding to text, the pupil is beginning to identify key themes and ideas, using inference and deduction. <input type="checkbox"/></p>	<p>AF 4 Is beginning to identify and discuss significant or pivotal moments in a text. Is beginning to identify key facts/information and summarise to display understanding</p>	<p>AF 5 Is beginning to explain how the way in which words are used creates a specific effect on the reading. Evidence in teacher records.</p>	<p>AF6 Can express what they liked and disliked about a text and can identify the main purpose of a text. Evidence in teacher records.</p>	<p>AF 7 Is beginning to categorise text by genre and demonstrate the ability to identify features of that genre using evidence from the text. Can place a text within it's social, cultural and historical context. Not seen.</p>
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Text – Danny Champion of the World
Learning Focus: AF3 Use inference to explore characterization.

AF2 & 3: The main focus of the session was around how the characters were developed by the author. The teacher was wonderfully enthusiastic with the children as they explored the text and with encouragement, they were able to share their ideas. At times, had to work hard to draw out their opinions, as they were rather tired from a school residential the night before and a little reticent, but did this skilfully with a combination of open and closed questions: "Think about what is happening to the baby." / "Why does Danny think that is funny?" / "Why might the lady be running with a baby in a pram?" / "Is it really funny?" / "Why not?" etc. With her guidance they were able to make inferences about character's feelings based on actions/events in the story and to explore how characters change over time. The children were able to answer such 'what did you notice?' , 'why do you think?' type questions comfortably.

AF4: At the beginning of the session the group spent some time recapping the story so far and discussing events and themes, which they had already encountered. They were able to talk confidently about the theme of family relationships between Danny and his dad.

The teacher knew children well and was able to talk about each individual child, their attainment and individual next steps. had a range of evidence to back up judgements including; follow up tasks, whole school AF planning and tracking document.

The moderator agreed with the teacher's judgement that this group was working at 4c, although a lot of the evidence was seen in the teacher's notes and in discussion with , rather than in the observed session.

Thank-you for welcoming me into your lesson today. It was a pleasure to see such an enthusiastic teacher working with children who were enjoying reading, discussing ideas and beginning to develop a love of books.

Department of Education and Children

Rheynn Ynsee as Paitchyn

Writing Moderation Visit 2014

School: Bunscoil Rhumsaa

Key Stage: KS1 and KS2

Date: March 2014

Focus of visit:

looked at a sample of recent scripts from each year group from Y1 to Y6 (top, middle and lower ability). Moderated these against the Island level descriptors and discussed the scripts and judgements with the Literacy co-ordinators and the Head teacher.

Year - Reception

Assessment sheets link Development Matters and the descriptor levels to the Profile. This is good practice. Commentaries were generally very helpful.

Class 1 – 2 boys, one girl.

Script 1:

The class teacher had levelled this script as 30-50 months

The moderator agreed the level and the target.

Script 2:

The class teacher had levelled this script as 30-50 months

The moderator agreed the level and the target.

Script

The class teacher had levelled this script as a 1B.

The moderator agreed the level of 1B as it is still quite disjointed. This is typical of 1B. Targets were appropriate, although one on thinking of and writing simple sentences would be beneficial as this piece is not in sentences.

Class 2 – 1 boy, 2 girls.

Script 1:

The class teacher had levelled this script as 22-36 months

The moderator agreed the level and the target. The commentary doesn't say whether he could give meaning to his marks – if he could then it would get into the next band (30-50 months). He had achieved that level on his previous piece.

Script 2:

The class teacher had levelled this script as 30-50 months

The moderator agreed the level and the target.

Script 3:

The class teacher had levelled this script as a 1C.

The moderator agrees with the level 1C. It just reaches this level as there is sound symbol correspondence but mediation is required to understand it.

Class 3 – 1 boy, 2 girls.

Script 1:

The class teacher had levelled this script as 30-50 months

The moderator agreed the level and the targets. Be careful though – the teacher has ticked “begins to break the flow of speech into words” from 40-60 months but there is no evidence of this.

Script 2:

The class teacher had levelled this script as 30-50 months

The moderator agreed the level and the targets.

Script 3:

The class teacher had levelled this script as a 1C.

After moderation the piece was judged to be 1B.

There is enough sound symbol correspondence for it to be described as “generally understood” (1B) rather than “needs to be mediated by the child” (1C). The teacher has ticked nearly all of the 1B statements but has then marked it as a good 1C. It meets enough of the 1B criteria to be a 1B. The one Composition and Effect (C and E) statement it doesn’t meet isn’t relevant to the piece. Targets should be taken from 1A.

Year 1

Class 1 J – 2 girls, 1 boy

Script 1-

The class teacher had levelled this script as a 1C.

After moderation a level of 1B is given. Targets were appropriate.

Script 2 -

The class teacher had levelled this script as a 1B.

The moderator agreed the level.

I also agree that there are elements of 1A but it is inconsistent and bits are hard to understand, making it more typical of a 1B. The target is appropriate.

Script 4 -

The class teacher had levelled this script as a 2B

After moderation the piece was judged to be 2C.

There is not enough evidence of adjectives being used to modify nouns. Therefore not enough of the C+E statements are met. It is close but not quite there.

Class 2 C/R – 2boys, 1 girl

Script 1 –

The class teacher had levelled this script as a P7

The moderator agrees the piece meets the criteria for P7.

Script 2 -

The class teacher had levelled this script as a 1B.

After moderation a level of 1B is agreed.

There are elements of 1A but it does need some mediation and is disjointed in parts, making it typical of a 1B. The targets are appropriate but could be linked more closely to the level descriptors.

Script 3 -

The class teacher had levelled this script as a 2B.

The moderator agrees the level of 2B.

However, credit should not have been given for use of time adverbials as only “then” is used. This would have been a useful target that directly links to the level descriptors e.g. I can use words like; first, next, after that ... to structure my writing.”

Mixed Y1/2 – 2 girls, 1 boy

Script 1 –

The class teacher had levelled this script as a 2C.

The moderator agreed the level.

As the teacher has correctly acknowledged there are elements of 2B but the first three statements of C +E aren't met – it isn't simply structured, there isn't a good relationship between characters and it isn't engaging past the first page. Therefore 2C is correct.

The target isn't related to the level descriptors. Using a story plan is a great idea but the target should be something like, "I can structure my writing according to the genre." The way to help her do this is through a story plan.

Script 2 -

The class teacher had levelled this script as 1A

After moderation a level of 1B is given.

The fact that parts of it are hard to read due to spelling and that parts of it are disjointed make this piece typical of a 1B "The writing can generally be read without mediation." I needed the post its to help me read it. For a 1A I shouldn't need any help.

Target is appropriate.

Script 2 –

The class teacher had levelled this script as a 2B.

After moderation a level of 2B is agreed.

The target is appropriate.

Year 2

Class 1 (V) – 2 girls, 1 boy

Script 1 -

The class teacher had levelled this script as a 1A

After moderation a level of 1B is given.

The fact that parts of it are hard to read due to spelling and that parts of it are disjointed make this piece typical of a 1B "The writing can generally be read without mediation," and "There is some control over word order although parts of it may be abbreviated."

A target based on 1A e.g. "I can order my writing so that it makes sense," would be beneficial.

The plan to continue with a spelling focus is appropriate.

Script 2 -

The class teacher had levelled this script as a 2C

After moderation a level of 2C is agreed.

Take targets straight from the 2B statements.

Script 3 –

The class teacher had levelled this script as 2A

After moderation a level of 2A is agreed.

Moderator agrees with targets, they are linked to the descriptors.

Class 2 OB – 2 girls, 1 boy

Script 1 –

The class teacher had levelled this script as a 1C
After moderation a level of 1C is agreed. It needs mediation but there is sound symbol correspondence

Script 2 –

The class teacher had levelled this script as a 2B
After moderation a level of 2B is agreed.
The target is appropriate and will help achieve a 2A.

Script 3 -

The class teacher had levelled this script as a 3C/B
After moderation a level of 3B (just) is given. C+E is stronger than Sentence Structure. Try not to give B/C, A/B levels. The targets are appropriate.

Year 3 -

Class 1 – 2 boys, 1 girl

Script 1 –

The class teacher had levelled this script as a 2A
After moderation a level of 3C is given. The teacher's assessment against the 3C descriptors is correct and enough of the descriptors (over half) are met to achieve a 3C.
Targets are appropriate and linked to level descriptors.

Script 2 –

The class teacher had levelled this script as a 3B.
After moderation a level of 3B is agreed. There are elements of 3A but only just half the C + E statements are met. Be careful - there is evidence of similes but the beginning, middle and end aren't balanced as the end is rather rushed.
Targets are appropriate and linked to level descriptors.

Script 3 –

The class teacher had levelled this script as a 2B
After moderation a level of 2A is agreed. The structure is maintained so therefore more than half of the C +E statements are met.
Targets are appropriate, particularly the one on description.

Class 2 – 2 girls, 1 boy

Script 1 –

The class teacher had levelled this script as a 2C
After moderation a level of 2C is agreed. Targets are appropriate.

Script 2 –

The class teacher had levelled this script as a 2B
After moderation a level of 2A is given. The teacher has correctly identified that more than half of the 2A C+E statements have been achieved. This is enough for it to be a 2A.
Targets related to the level descriptors.

Script 3 –

The class teacher had levelled this script as a 2A.
After moderation a level of 2A is agreed. There would need to be a better structure with headings and clear grouping of ideas for it to be a 3C.
Targets are related to the level descriptors but one on structuring their work would have been beneficial.

Year 3/4 – 2 boys, 1 girl

Script 1 -

The class teacher had levelled this script as a 2C
After moderation a level of 2C is agreed.
Targets are appropriate and linked to the descriptors.

Script 2 –

The class teacher had levelled this script as a 2B
After moderation a level of 2B is agreed. It isn't a 2A because there is too much repetition and it is not clearly sequenced
Targets are appropriate and linked to the descriptors.

Script 3 –

The class teacher had levelled this script as a 3A
After moderation a level of 4C is given. The teacher had correctly identified that there was evidence of most of 4C descriptors for C+E. There is enough for it to be a 4C.
Targets are appropriate and linked to the descriptors.

Year 4

Class 1 M – 2 boys, 1 girl

Script 1 –

The class teacher had levelled this script as a 2B
After moderation a level of 2B is agreed. A 2A would have a better structure, greater detail and be maintained for longer. Evidence of next steps related to descriptors.

Script 2 –

The class teacher had levelled this script as a 2A
After moderation a level of 2A is agreed. It isn't a 3C because there is no evidence of line breaks supporting structure (the line breaks are linked to dialogue lay out) and there is no precision in description of the main character. Next steps had been identified from the descriptors.

Script 3 -

The class teacher had levelled this script as a 4C
After moderation a level of 4C is agreed. There is evidence of appropriate targets linked to the descriptors.

Class 2 LB

Script 1 –

The class teacher had levelled this script as a 2A
After moderation a level of 2A is agreed.
There is evidence of targets linked to the descriptors. Make them specific – improve punctuation doesn't really mean anything.

Script 2 –

The class teacher had levelled this script as a 3C
After moderation a level of 3C (just) is agreed.
The targets relate to the level descriptors but the one on time words isn't needed as she has already achieved this.

Script 3 –

The class teacher had levelled this script as a 3A
After moderation a level of 3A is agreed.
The targets relate to the level descriptors.

Year 5

Class 1 - 2 girls, 1 boy

Script 1 –

The class teacher had levelled this script as a 3C.

After moderation a level of 3C is agreed. A more consistent writing style and more balanced coverage of the points would be needed for a 3B.

Targets relate to the descriptors and are appropriate.

Script 2 –

The class teacher had levelled this script as a 4C

After moderation a level of 4C is agreed.

Targets relate to the descriptors and are focused on moving to a 4B.

Script 3 -

The class teacher had levelled this script as a 4A.

After moderation a level of 4A is agreed. There is enough evidence for a 4A but pieces at this level should have a stronger ending and the linguistic features weren't always appropriate to the genre (OMG!)

Targets relate to the descriptors and are focused on moving to a 5C.

Class 2 5H - 2 girls, 1 boy.

(Really constructive marking and comments, showing awareness of the descriptors)

Script 1 –

The class teacher had levelled this script as a 2C.

After moderation a level of 2B is given. There is just enough evidence in the C+E to get this into a 2B. I agree with the teacher's marking and there are enough statements ticked to just be a 2B. The targets are appropriate and linked to the descriptors.

Script 2 –

The class teacher had levelled this script as a 3a

After moderation a level of 4C is agreed. Again I agree with the teacher's marking. There is enough 4C achieved for it to be a 4C.

Targets relate to the descriptors and are focused on moving to a 4B.

Script 3 -

The class teacher had levelled this script as a 5C.

After moderation a level of 5C is agreed. I loved this piece!

Targets relate to the descriptors and are focused on moving to a 5B.

Class 2 5B – 2 girls, 1 boy

Script 1 –

The class teacher had levelled this script as a 2A.

After moderation a level of 2A is agreed. Some good phrases and the structure is appropriate but it is let down by not being in sentences.

Targets are noted against the descriptors.

Script 2 –

The class teacher had levelled this script as a 4C.

After moderation a level of 4C is agreed, although credit should not have been given for tenses used consistently.

Target link to the SSP descriptors.

Script 3 –

The class teacher had levelled this script as a 5C.

After moderation a level of 5C is agreed.

Targets relate to SSP descriptors.

Year 6

Class 1 (6G) – 2 boys, 1 girl.

These were letters. It can be useful to double check letters against the non-narrative descriptors.

Script 1 –

The class teacher had levelled this script a 3B.

After moderation a level of 3A is given.

There is a clear structure and the writer has attempted to balance the beginning, middle and end.

The pace is controlled and vocabulary is chosen to introduce opinion. Interest and humour are combined to create vivid pictures. Also detail is selected to support purpose with appropriate written conventions appealing to the reader (Non narrative 3A). The 3A is achieved through the C +E (which has greater weighting). The SSP is still a 3B.

The target on commas is appropriate and linked to the descriptors but a C+E one would be useful too.

Script 2 –

The class teacher had levelled this script a 4B.

After moderation a level of 4B is agreed.

There are some elements of 4A e.g. the paragraphs change time/location and have a definite focus.

Target is linked to SSP descriptors.

Script 3 -

The class teacher had levelled this script a 5C.

After moderation a level of 5C is agreed.

Notes for targets are appropriate. A C+ E one from 5B would be appropriate.

Class 2 – 6M - 2 boys, 1 girl

Script 1 –

The class teacher had levelled this script a 2A.

After moderation a level of 2A is agreed.

Targets need to relate more closely to the level descriptors e.g. *use simple noun phrases*.

Script 2 –

The class teacher had levelled this script a 4C.

After moderation a level of 4C (just) is agreed.

Targets are unclear. I'm not sure if they are comments or targets. They don't seem to relate to what the child needs to do next e.g. similes and speech marks have been ticked off as achieved but are noted as targets?

Script 3 -

The class teacher had levelled this script a 5C or 5B (On the post it is says 5C but on the piece of work it says 5B?)

After moderation a level of 5B is given. I agree with the teacher's marking of 5B and also think there is evidence of narrative voice e.g. "I really regret not listening to her now."

"The child (not in danger any more)..."

The target on a range of punctuation is appropriate. A C+E one from 5A would be beneficial, e.g. use stylistic devices (alliteration, rhetorical devices) to engage the reader.

Positives:

- Most levels are accurate. Any moderated scripts were only changed by a sub level. There was a tendency to mark the descriptors correctly but then to award the lower level – be confident.
- Isle of Man level descriptors are being used throughout school. The school has created its own proformas, based on the descriptors. These are being used in all classes and there is clear progression.
- Next steps/targets were on all pieces and were related to the descriptors. However, they did tend to focus on SSP.
- Staff are familiar with the descriptors
- The school has a consistent system in place for keeping evidence.
- Based on the scripts seen, the children appear to be achieving at appropriate levels for their NC year.
- Cross-curricular links were evident in some pieces and there was a good range of texts and genres.
- School carries out regular internal moderation where teachers assess work from different year groups or all teachers bring an agreed level.
- Most recommendations from last time have been taken on board – staff are looking at the descriptors carefully and understanding the statements, all staff are using the IOPM descriptors, next steps relate to them and are on the assessed pieces for reference.

Recommendations:

- Remember you are looking to develop the children as writers and therefore targets should be based on C&E and SSP, ideally one from each, not just sentence structure or punctuation. Have a look at the “I can...” statements that are now on the Primary Literacy Wiki. These are specific to the level descriptors and are in more child friendly language.
- Consider recording self or peer assessment points on assessed pieces or on the assessment proforma. These comments could be made before or after pieces are marked by the teacher and will help inform the children’s learning.
- Think about the process of writing (share, model, guide) but ensure assessed pieces are independent and show individuality.
- Consider ways to allow more formalized moderation within year groups – I know it takes place but it is dependent on individual teachers.
- Consider developing a moderation policy that reflects your practice.

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

Moderator: