



Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

**Chief Executive Officer
Ronald Barr**

Department of Education, Sport and Culture
Hamilton House, Peel Road, Douglas
Isle of Man, IM1 5EZ

Ref:

Website: www.gov.im

Date: 11.06.18

Date – 24th May 2018

School - CYB

Moderators –

Class teachers -

Evidence of 'in-house' moderation activities – Yes

Moderation Training for Teachers Attended – Yes

Oral feedback provided during visit? - Yes to Maths Co. and HT

Focus Moderation To look at evidence collected by the class teacher to assess an overall level for a child at either 2b or 4b.

Strengths

There was good evidence of inhouse Moderation, with a strong emphasis on ensuring that the teachers think about the range of evidence they produce.

The Maths Co-ordinator is passionate about the subject and leads CPD through the school.

Children were given feedback on their work, with next steps on occasions in KS2.

Individual Pupils

Pupil A - They were presented as a 2B. The moderator feels that they are capable of working at a higher level, however much of the evidence produced was at a lower level, with much of it not appearing to challenge the child at all. There was very little work in the child's exercise book, instead an over reliance on worksheets.

Pupil B - Teacher assessed Child B as working within level 2b.

Evidence provided included Maths book, Maths folder, worksheets and photographs. The moderators agreed with this judgment overall.

More evidence of 'AT1 Using and Applying', particularly diagrams or pictures to show their thinking, is required for Child A and B. There are examples of these in the books, but not enough to say the child is secure. They would also benefit from opportunities to apply their knowledge using real life word problems.

Pupil C - They were presented as a 4B, and the moderator would agree with that as an overall level, but feels that the child is working within 4A for some areas. There were some examples where the child was working at a higher level than they were given credit for e.g. Reading angles sheet clearly shows them reading to the nearest degree (5C), but is labelled as using a protractor to the nearest five degrees.

Pupil D - The teacher assessed Child D as working within level 4b. Overall, the moderators agreed with this level. However the child was also achieving some statements in 4a. Targeted assessment sheets are used to ensure any gaps in 7 strand statements are accounted for. Evidence was taken from Maths Book, Maths Folder and Numeracy Ninja books. The Numeracy Ninja books gave the child regular opportunities to apply their knowledge and skills across a wide area of maths. Maths books showed a good dialogue between teacher and student, the student would self assess each piece of work and teacher comments often related to the learning objective and how mistakes could be corrected.

The moderators believe both children would benefit from further opportunities to deepen their knowledge through real life word problems in each area of maths and should also be encouraged to challenge themselves particularly when choosing which 'Maths No Problem' section to complete.

Areas for Development

Look at ways to reduce the number of worksheets used in KS1, and when they are used ensure that they are of a high standard. The amount of money being spent on colour printing is almost certainly more than the cost of a good quality text book for each child.

Ensure that the pupils in KS1 are given the appropriate level of challenge.

Make maths more practical, giving children the opportunity to gain a greater depth to their knowledge, and to learn concepts visually first before moving on to the more abstract work in books or sheets.

Signed –

Date -

Department of Education and Children

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Moderation Visit Reading
School: Cronk y Berry
Key Stage: One and Two
Levels Moderated: 1c (from R), 2c (from Y1 and Y2), 3b (from Y3), 4a (from Y5 and Y6)
Date: 29th March 2017

Focus of visit:

and observed guided reading sessions from FS and KS1, and from Years 3, 5 & 6 in KS2. These sessions were moderated against the Isle of Man Level Descriptors for Reading. Afterwards judgements were discussed first with the class teachers, and then the Literacy co-ordinator and the Head teacher.

Group 1 - Reception

This group was assessed by the school as working towards 1b.
Moderator agreed.

Group 2- Year 1

This group was assessed by the school as working towards 2c.
Moderator agreed that there are still some gaps within 2c objectives; however, these learners are ready to tackle 2b texts.

Group 3- Year 2

This group was assessed by the school as working towards 2c.
Moderator agreed.

Group 4- Year 2

This group was assessed by the school as working towards 2c.
Moderator agreed.

Group 5- Year 3

This group was assessed by the school as working towards 3b.
Moderator agreed.

Group 6 - Year 5

This group was assessed by the school as working towards 4a.
Moderator agreed.

Group 7 - Year 6

This group was assessed by the school as working towards 4a.
Moderator agreed.

General Commentary

- ✓ All levels were generally accurate.
- ✓ Discussion with staff showed that all knew their children well (strengths and weaknesses).
- ✓ The sessions were well planned and linked to the AFs.
- ✓ Teachers are using Bench Mark/running records.
- ✓ A whole school approach to guided reading planning was evident.
- ✓ By including both individual targets and reading tasks with the home reading text, the school ensures that reading is supported at home.

Recommendations

- Ensure guided sessions are not just opportunities to hear children read (AF1) but include a variety of activities (e.g. hot-seating, drama, paired work, use of white boards/post its for children to record ideas) to help meet objectives for AFs 2-7 and so children can show their response to texts in a fun and active way.
- Remember to make the purpose for reading, and the success criteria explicit in every lesson.
- Encourage children to use a variety of strategies when encountering a tricky word, and not rely too heavily on phonic cues.
- Ensure that the Letters and Sounds phase corresponds with the National Curriculum level.
- Consider using running records more as a diagnostic tool, rather than a confirmer of levels, and trust your own professional judgement when moving pupils onto the next level.

Thank you for welcoming us into school. We enjoyed our visit and hope you found it useful.

Reception		Level 1c			Date - 29/3/17
AF1 Letters and Sounds Mostly working within Phase 3 ✓	AF1 Book Bands Yellow and Blue ✓	AF1 Fluency Follows print with eyes, finger pointing only when struggling ✓	AF1 Word identification Explores and experiments with sounds, words and letters. Reads some familiar words and simple sentences independently. Needs to be prompted to use phonic strategies ✓	AF1 Punctuation Shows an awareness of punctuation when prompted ✓	AF1 Whole text strategies Knows that print carries meaning and, in English, is read from left to right and from top to bottom ✓
Text - Stop The Car Book band – Blue AF1 These children read HFW competently, and used print concepts to attempt to read tricky words. These children showed a good understanding of punctuation marks, (speech marks, question marks, exclamation marks and ellipsis), and enjoyed using their magnifying glasses to find them. AF2 & 3 The children showed some evidence of 1b readers both before and after reading the text. During the pre reading walk through, the children demonstrated their understanding of how stories have a beginning, middle and end, and, during the questions that followed reading, the children showed their ability to respond to significant events in the text. <u>Commentary</u> The session was planned using AFs. The teacher showed a good understanding of all the children within the group. The teacher shared comprehensive record keeping that identified progress through the book bands and assessment focus areas, along with progress through 'Letters and Sounds', and high frequency word recognition. The teacher shared extensive benchmark running record assessments. Records show that these children are ready to move into phase 4 L&S, and are aware of some phase 5 spelling patterns. The teacher asked lots of, 'why do you think', type questions, and encouraged pupils to explain their understanding by linking their answers to their own knowledge of the world, and to other texts that they have read. (Excellent preparation for future AFs 3 & 7). The Moderator agreed that in order to achieve level 1b, these learners need to; Concentrate on reading without finger pointing. Focus on the understanding of the text through questioning.					AF 2 & 3
					AF 4
					AF 5
					AF 6
					AF 7

Year 1 AB		Level 2c		Date - 29/3/17	
AF1 Letters and Sounds Secure at Phase 5 ✓ <i>Records showed these pupils are secure at reading Phase 5, and are focusing on spelling Phase 5 patterns</i>	AF1 Book Bands Purple ✓	AF1 Fluency Reading is mostly accurate and generally fluent. Pauses either to talk about the text or to confirm meaning ✓	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	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
Text – Stop Thief Book Band – Purple (AF 1) All children were able to read quite fluently and accurately, they were able to use a combination of phonic and contextual cues to read unfamiliar words. All of the children were aware of what they needed to do in order to achieve their target (<i>read with expression</i>). All of the children understood that as they were reading a play script, it was necessary to change their voices and read expressively, and they did so with very little prompting. (AF 2 & 3) All the children participated in the discussion about the text. The children showed a good understanding the characters, and could explain how the characters might have felt and why. Records showed that lots of AF2 & 3 objectives have been covered during literacy lessons. <u>Commentary</u> The session was planned using AFs. The teacher showed a good understanding of all the children within the group. The teacher shared record keeping that identified progress through the book bands and through the Assessment Focus areas. The teacher shared extensive benchmark running record assessments. Records show that these children are working within phase 5 L&S. All pupils participated enthusiastically in this fun, active session. The pupils showed real co-operation skills and were happy to help and support each other with both reading and acting skills. These children have almost level 2c, and are ready to complete any outstanding 2c objectives using level 2b texts.					AF 2 & 3 Any retelling may be rather too short/long and reliant on the illustrations. Can put events in a story in correct order. Comment on obvious characteristics e.g. is able to pick out stereotypes of good/bad characters. ✓ Can predict what characters might do/feel. AF 4 AF 5 AF7

Year 2 RR		Level 2c		Date - 29/3/17	
AF1 Letters and Sounds Secure at Phase 5 <i>Records showed these pupils are just beginning Phase 5, and therefore not quite secure yet.</i>	AF1 Book Bands Purple ✓	AF1 Fluency Reading is mostly accurate and generally fluent. Pauses either to talk about the text or to confirm meaning Majority	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. One Pupil	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
Text – The Best Pet Book Band – Purple (NC Level – 2C) AF1 Reading was mainly accurate, except for one pupil who has been identified as still working within 1a. With the teacher’s support the children were beginning to use a combination of phonic and contextual cues to read unfamiliar words. Pupils responded well when the teacher suggested and modelled different strategies to tackle unfamiliar words. (AF 2 & 3) Children were encouraged to answer questions about the characters, and find evidence to support their findings in the book. All the children were beginning to answer, “why do you think.” questions. Pupils were encouraged to make sense out of what they were reading by linking both the events in the text, and the characters’ feelings, to their own life experiences. <u>Commentary</u> The session was planned using AFs. The teacher showed a good understanding of all of the children within the group, and outlined clear expectations for the level 1a pupil. The teacher shared record keeping that identified progress through the book bands and through the Assessment Focus areas. Records show that these children are just beginning phase 5 L&S. Reading journals showed that pupils are given the opportunity to consolidate their learning. Records showed the specific children targeted for extra reading support. The teacher showed that benchmark assessments are undertaken frequently. New Learning: Children were introduced to italics, and taught how to read words in italics expressively. Moderator agreed that most of these pupils are working towards level 2c. (One pupil still within level 1a, and one pupil working towards 2b)					AF 2 & 3 Any retelling may be rather too short/long and reliant on the illustrations. Can put events in a story in correct order. Comment on obvious characteristics e.g. is able to pick out stereotypes of good/bad characters. ✓ Can predict what characters might do/feel. ✓
					AF 4
					AF 5
					AF 6
					AF 7

Year 2 JK		Level 2c		Date - 29/3/17	
AF1 Letters and Sounds Secure at Phase 5	AF1 Book Bands Purple ✓	AF1 Fluency Reading is mostly accurate and generally fluent. ✓ Pauses either to talk about the text or to confirm meaning ✓	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	AF1 Punctuation Takes some account of punctuation – e.g. pauses at full stops and commas. ✓ (When reminded) 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
<p>Text – Ozlo’s Beard Book Band – Purple (NC Level – 2C)</p> <p>(AF 1) Reading for all pupils was quite accurate and fluent, and some pupils showed excellent word identification skills that are more typical of 2b readers. The children were able to use a combination of phonic and contextual cues to read unfamiliar words, and range of whole text strategies. When reminded by the teacher, the children were able to take account of punctuation during reading, and use it to read expressively. All pupils were aware of the main objective, which was to ‘read expressively’,</p> <p>(AF 2 & 3) Children responded well to, ‘what do you think?’ questions. Children were able to refer to the text when answering questions, although sometimes needed a little support from the teacher to do so. Children showed a good understanding of the structure and pattern of stories, and the teachers explained how they would use this knowledge when writing their own stories.</p> <p><u>Commentary</u> 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 book bands and through the Assessment Focus areas. Records show that these children are yet to begin phase 5 L&S. Evidence showed that pupils have lots of opportunity to practise AF2 & 3 skills in their reading journals.</p> <p>Although the AF1 skills of these pupils were good, and in some cases more typical of 2b readers, it is important that these pupils start phase 5 L&S objectives, in order to fully assimilate level 2c reading objectives. The moderator agreed that these children are working towards level 2c.</p>					<p>AF 2 & 3 Any retelling may be rather too short/long and reliant on the illustrations. Can put events in a story in correct order. ✓ Comment on obvious characteristics e.g. is able to pick out stereotypes of good/bad characters. Can predict what characters might do/feel. ✓</p> <p>AF 4</p> <p>AF 5</p> <p>AF 6</p> <p>AF7</p>

Year 3		Level 3b	Date – 29/3/17
AF1 Fluency Reads a range of texts fluently and accurately.	AF1 Word identification Applies knowledge and uses word identification strategies appropriately and automatically when encountering an unknown word	AF1 Whole text strategies Uses a range of strategies automatically to monitor and maintain reading e.g. anticipation of the next word; self-correction; rereading; reading on; slowing down and sub-vocalising when encountering difficult texts; using knowledge of context, print conventions and key words. May ask for clarification of meaning of unfamiliar words and phrases	AF1 Punctuation Uses knowledge of an increasing range of punctuation marks to enhance phrasing, intonation and comprehension.
<p>Text: Muncle Togg (AF 1) All children demonstrated an understanding of intonation and used stress relevantly There was evidence of self-correction and repairs. All children showed an understanding of contextual influences. All pupils were aware of the main objective, which was to ‘discuss the main events of the story’ (AF 2 & 3) Children responded well to ‘ why is the magic book so important’ and could relate back to the text. At times the points made were well developed and more typical of a 3a Children were able to refer to the text when answering questions. Children could talk about the individual characters and reflect on the differences; good understanding of characterisation. Children discussed their own interpretations of the text and offered relevant detail to support ideas. Children showed a clear understanding of themes. (AF.4) All children could confidentially discuss plot structure and explore how sections linked and related to each other. Their exploration of the text demonstrated a good understanding. Some children began to understand the author’s viewpoint. <u>Commentary</u> The session was planned using AFs. There was an extremely calm and positive atmosphere within the classroom. The teacher showed an excellent understanding of all of the children within the group. The teacher shared the written pieces for the individual children and talked through different tasks. There was evidence of starting on 3C, one task card at 3b but the majority of work was for 3a in order to challenge these pupils. Moderator agreed that all of these pupils are working at a 3b.</p>			<p>AF 2 & 3 Can retell and discuss own simple interpretations of a range of texts providing information related to plot and characterisation is fiction or main ideas and supporting details in non-fiction. Can find reasons in text to explain how or why something happens.</p> <p>AF 4. Can discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, storyboard. Can locate information efficiently by using organisation features e.g. index, glossary, headings, fact boxes etc</p> <p>AF 5. Identifies from within a text examples of words or literary features (e.g. alliteration, sentence structure variation) chosen by the author to create a specific effect</p> <p>AF 6 In responding to text, is beginning to display an understanding of the author’s intentions or point of view</p> <p>AF 7. Has an awareness of genre and literary traditions</p>

Year 5	Level 4a	Date – 29/3/17		
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AF 2 & 3 Explores underlying themes and ideas confidently and continues to make clear references to text. Continues to deduce and infer by drawing on implicit information within a text	AF 4 – Can confidently and consistently identify and discuss significant or pivotal moments in a text. – Can confidently and consistently identify key facts/information and summarise to display understanding	AF 5 Explains how the way in which words are used to create a specific effect on a reader	AF6 In responding to a text, displays an understanding of an author’s intentions or point of view	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 its social, cultural and historical context.
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Text: Stig of the Dump
(AF 2 &3)
All children could explore underlying themes and ideas within the text with a good level of confidence, Call children made clear references to key sections of the text and explored a range of points
During the role-play activity all pupils could use inference to create and maintain effective roles.
The questions asked during the activity showed a good understanding of the main themes and ideas surrounding the text.
All children used intonation with accuracy when speaking.
(AF.4)
All children could confidently identify and discuss significant moments within the text.
Throughout role-play the children decided to focus on the key incidents within the chapter, highlighting an understanding of the pivotal moment.
There was evidence of summarising in a chronological order.
(A.F.6)
There was evidence from all children that they understood of the author’s main intention with the characters and themes.

Commentary
The session was planned using AFs.
There was a great level of enthusiasm from all children during the activity and the instructions from the teacher were clear.
The teacher showed an excellent understanding of all of the children within the group.
The teacher shared the written pieces for the individual children and talked through different tasks.

Moderator agreed that all pupils were working at level 4a.

Year 6	Level 4a	Date - 29/3/17
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AF 2 & 3 Explores underlying themes and ideas confidently and continues to make clear references to text. Continues to deduce and infer by drawing on implicit information within a text	AF 4 Can confidently and consistently identify and discuss significant or pivotal moments in a text. - Can confidently and consistently identify key facts/information and summarise to display understanding	AF 5 Explains how the way in which words are used to create a specific effect on a reader	AF6 In responding to a text, displays an understanding of an author's intentions or point of view	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 its social, cultural and historical context.
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Text: Arthur and the Legends of Camelot

(AF 2 & 3)

Children demonstrated an excellent understanding the text through questioning from teacher and a hot seating activity

All children had a good understanding of underlying themes and ideas and could use some evidence to support.

During the hot seating activity it was clear to see that children could use inference to explore information in greater detail.

(AF.4)

All children could make some judgement about how ideas were linked within the text.

All children could discuss the form of the text.

(A.F.6)

When questioned by the teacher all pupils could express clearly and with confidence their own opinions of the text; some using a range of evidence to support why this was.

(A.F.7)

There was a good understanding of the context of the play and a specific mention of archaic words to support ideas

Some children made links to the play and the society that we live in.

Commentary

The session was planned using AFs.

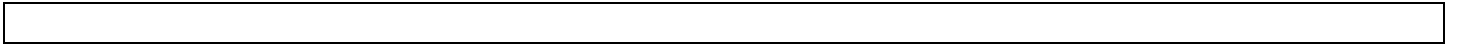
There was a great range of activities for the pupils and a clear focus on AFL.

The mixture of reading, acting, role play and questioning allowed for a thorough assessment; in such a short amount of time.

The teacher showed an excellent understanding of all of the children within the group and their specific needs; all children felt confident to speak and to challenge ideas.

The teacher shared the written pieces for the individual children and talked through different tasks.

Moderator agreed that all pupils were working at level 4a.



Department of Education and Children

Rheynn Ynsee as Paitchyn

Writing Moderation Visit

School: Cronk-y-Berry School

Key Stage: Foundation Stage, Key Stage One and Key Stage Two.

Date: 13th May 2015

Focus of visit:

(Moderators) looked at a sample of recent scripts from each class. Moderated these against the Island level descriptors and discussed the scripts and judgements with the Literacy coordinator and headteacher.

Reception

The teacher had assessed this child as achieving Point 1 on the Revised EYFS profile. Moderator agreed this judgement

The teacher had assessed this child as achieving Point 2 on the Revised EYFS profile and working towards Point 3. Moderator agreed this judgement.

The teacher had assessed this child as achieving 4 points on the Revised EYFS profile. Moderator agreed this judgement.

Literacy co-ordinator explained how next steps are shared verbally.

Year 1B

The teacher had assessed this piece as 1c. The moderator agreed the level. There was evidence of an appropriate next step.

The teacher had assessed this piece as 1c. After moderation a level of 1b was given.

- *Composition and Effect (C&E)*
 - *Simple statements are used.*
 - *Some recognisable words communicate ideas.*
 - *The writing can generally be understood without mediation (only the odd word had to be clarified)*
- *Sentence Structure and Punctuation (SSP)*

- *The pupil structures some phrases and simple statements using recognizable words to communicate ideas.*
- *There is some control over word order, although some parts of the writing may be abbreviated or disjointed.*

Evidence of next step linked to spelling

The teacher had assessed this piece as 1b.

After moderation a level of 1a was given.

- *Composition and Effect*
 - *The writing will have one or more ideas.*
 - *There is some evidence of choice of appropriate vocabulary.*
- *SSP*
 - *There is evidence of simple sentence structures to communicate ideas.*
 - *Words are separated by finger spaces. .*

Evidence of appropriate next step linked to SSP.

Year 1G

The teacher had assessed this script at w5/6

Moderator agreed this judgement.

Evidence of next step linked to spelling.

The teacher had assessed this script at Level 1c.

After moderation a level of 1b was given. This was an interesting script as it was in Braille and obviously needed mediating. Looking purely at the C&E and the SSP it has enough to be 1b

- *Composition and Effect*
 - *Simple statements are used.*
 - *Some recognisable words communicate ideas.*
 - *The writing can generally be understood without mediation (again only the odd word had to be clarified - eyes)*
- *SSP*
 - *The pupil structures some phrases and simple statements using recognizable words to communicate ideas.*
 - *There is some control over word order although some parts of the writing may be abbreviated or disjointed (we got blac cord)*

The teacher had assessed this script at Level 1a.

Moderator agreed this judgement. There are elements of 2c but it is still quite a simple statement so isn't quite there.

Evidence of appropriate target linked to SSP

Year 2

The teacher had assessed this script at Level 2c.
Moderator agreed this script at Level 2c. It is beyond a simple statement as there is additional detail.
Target set (time connectives) agreed by the moderator.

The teacher had assessed this script at Level 2b.
Moderator agreed this script at Level 2b.
Target set could be clearer and relate more closely to the descriptors.

The teacher had assessed this script at Level 3c.
Moderator agreed this script at Level 3c.
Target set was appropriate but a more pressing one would be the correct use of verb forms e.g. *To use the correct tense in my writing.*

The teacher had assessed this script at Level 1a.
Moderator agreed this script at Level 1a. Some parts need mediation (more typical of 1b) but there is the beginning of additional detail (more typical of 2c). 1a is fair overall.
The next step is appropriate and will help move work into 2c.

The teacher had assessed this script at Level 2b.
Moderator agreed this script at Level 2b.
The next step is appropriate but could be related more closely to level descriptor.

The teacher had assessed this script at Level 2a.
Moderator agreed this script at Level 2a.
It is unclear where the next step is from (include more than one character). Try to relate more closely to the level descriptors.

Year 3

The teacher had assessed this script at 2b.
Moderator agreed this script at Level 2b.
Evidence of appropriate target (adjectives)

The teacher had assessed this script at Level 2a.
Moderator agreed this script at Level 2a with some elements of 3c.

Evidence of a target (shorter paragraphs). This target is reasonable but work on adverbials and a range of connectives would be more useful.

The teacher had assessed this script at Level 3c.

Moderator agreed this script at Level 3c.

Next step could do with being more closely linked to the descriptors.

The teacher had assessed this script at Level 2a.

Moderator agreed this script at Level 2 a

Targets noted on sheet with a different one on the back of the script so therefore a little unclear.

The teacher had assessed this script at Level 2c.

Moderator agreed this script at Level 2c.

The targets noted on the sheet should quickly move this child's work into a 2b.

The teacher had assessed this script at Level 1a.

Moderator agreed this script at Level 1a. There are elements of 2c but there are also bits that need mediation so a 1a is fair

Targets are noted on assessment sheet.

Year 4 (

The class teacher had assessed this script as 3b

The moderator agreed the level as a 3b

The class teacher had assessed this script as 2a

The moderator agreed the level as a 2a

The class teacher had assessed his script as 2c

The moderator agreed the level as a 2c. However, the script is a very strong 2c, with elements of 2b (vocabulary). Focusing on Sentence structure and encouraging use of a range of simple and compound sentence would move this piece into a 2b.

Year 4

The class teacher had assessed this script as 3a

The moderator agreed the level as a 3a.

The class teacher had assessed this script as 3b.

The moderator agreed the level as a 3b.

The class teacher had assessed this script as a 3c.
The moderator agreed the level as a 3c.

Year 5

The class teacher had assessed this script as 4a/5c
The moderator agreed the level as a 4a. The scrip didn't achieve a 5c because there was limited evidence of a deliberate and maintained style (C&E) and the vocabulary choices didn't have an impact on the writing (C&E). Next steps, to achieve 5c, would include increasing control over the use of sentence types to achieve different effects.

Script 2

The class teacher had assessed this script as 3b.
The moderator agreed the level as a 3b. The script included some C&E elements of 3a, but overall it is a secure 3b.

The class teacher had assessed this script as a 2a.
The moderator agreed the level as a 2a.

The class teacher had assessed this script as 4b.
After moderation a level of 4c is given.
The elements of 4b which the piece didn't include were:

- *Composition and Effect*
 - *effective conclusion*
 - *adequate coverage of subject matter*
- *SSP*
 - *a range of complex sentences and sub-ordinating connectives used securely to extend meaning, to express ideas more accurately or to clarify relationships in time or place*
 - *adverbials or noun phrases to engage the reader*
 - *secure sentence punctuation, including effective use of commas*

The class teacher had assessed this script as 3a.
After moderation a level of 3b is given.
The elements of 3a which the piece didn't include were:

- *Composition and Effect*
 - *Clear middle and appropriate conclusion (C&E)*
 - *Vocabulary chosen to add interest or to introduce opinion (C&E)*
 - *Carefully selected detail and written conventions employed to appeal to the reader (C&E)*
- *SSP*
 - *Varied sentence structure through use of a mixture of simple and compound sentences and evidence of basic sub-ordinating connectives*

The class teacher had assessed this script as 3c.
The moderator agreed the level as a 3c.

The moderator felt that the genre of these scripts (instructions) did not provide enough evidence to see the true ability of the children's writing. This should be considered for future moderation.

The class teacher had assessed this script as 3c
The moderator agreed the level as a 3c. There were some elements of 3b writing (interest/ideas) but overall a secure 3c piece.

The class teacher had assessed this script as 4c.
The moderator agreed the level as a 4c

The class teacher had assessed this script as 5b.
The moderator agreed the level as a 5b. Continued use of a range of sentence types and awareness authorial intent will secure this further.

The class teacher had assessed this script as a 2c.
The moderator agreed the level as a 2c.

The class teacher had assessed this script as a 4a.
The moderator agreed the level as a 4a.

The class teacher had assessed this script as a 5b.
The moderator agreed the level as a 5b.

The class teacher had assessed this script as a WT P4.
The moderator agreed the level as a WT P4.

The class teacher had assessed this script as a 1b.
The moderator agreed the level as a 1b.

General Commentary

- √ Most levels were accurate, if changed this was only by 1 sublevel.
- √ Good evidence of positive marking (e.g. what works well) and evidence of constructive feedback being given to improve work.
- √ Based on the scripts seen, the children generally appear to be achieving at an appropriate level for their NC year.
- √ Foundation stage level using a wide range of evidence and work is well annotated.
- √ School carries out regular internal moderation where teachers work together to assess work. Moderation is carried out in a variety of groupings e.g. same year group, cross year groups, transition year groups.
- √ The Unit are using both P scales and descriptors as appropriate to the child.

NB - these observations are made using the presented scripts for moderation and may not represent the typical performance of the individual year cohorts.

Recommendations:

- √ Next steps. There was evidence of next steps being used but there is a lack of consistency. It is best practice to link them to the level descriptors, ensuring they are specifically related to C+E/SSP. Also, think about how many targets/next steps are appropriate for each year group - not too many, not too few.
- √ Consider which genres best show children's ability – take care with poetry and instructions.
- √ To develop a consistent approach to ensuring that a wider portfolio of evidence is collected and consider how the assessments sheets are used (currently some teachers were using sheets and some weren't).

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

Moderators:

- Literacy Moderators