



Isle of Man
Government
Reilhtys Ellan Vannin

Department of Education and Children

Rheynn Ynsee as Paitchyn

Date – Wednesday 27th April

School – Onchan

Moderators –

Class teachers -

Evidence of 'in-house' moderation activities – In House Moderation takes place.

Moderation Training for Teachers Attended – NQT's attended training day as part of NQT process

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

Moderation Focus

To look at evidence collected by the class teacher to assess AT3 Understanding Shape and Measure for pupils working at Level 2A / 3C

Strengths

Thank you for the warm welcome.

The work was all well presented and clearly assessed and labeled. This made it very easy to follow.

Maths is clearly a practical subject, with plenty of evidence of challenges and investigations.

A range of evidence was provided, including planning, photos, children's work and teachers notes / observations.

The teachers notes / observations were very clear and quoted the children. This made it very clear what the children had done, and what they could do, and what they needed to work on.

Individual Pupils

was presented as working at 2a, with elements of 3c for Shape, Space and Measure. The evidence presented showed that had achieved all but 1 of the 3C statements for Shape, but only 1 of the 3c statements for Measuring, so the moderator agreed with the overall judgements.

was presented as working at 2a, with elements of 3c for Shape, Space and Measure. The evidence shows that is working at least at a 2a level. Some of the 3c evidence was mismatched, often from significantly higher levels e.g. reading the time to 5 minutes (3a). The moderator feels that may well be working at 3c, but there was not enough evidence to make a definite judgement.

was presented as working within 3c. The moderator agrees that overall she is working within this level.

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Areas for Development

Many of the activity sheets have a 'Skill' which is similar to the 'I Can Statement', but not the same, and then the teacher has had to write the 'I Can Statement' on by hand at the bottom. Could the 'Skill' be replaced by the 'I can Statement', and then a comment or stamp used to indicate if the child achieved it? This would cut down on the work for the teacher.

There were examples of the 'I Can Statement' not matching the activity the child had done. Ensure that the two match up.

Some of the photographic evidence does not clearly show what the child is actually doing. Try to ensure that the photo shows what the child is doing / has done. e.g. a photograph showing a sorted pile of shapes would have benefitted from an indication as to how the shapes had been sorted, perhaps with white boards next to each pile.

Don't alter I can statements e.g. 'Tell and write the time from an analogue clock' was written instead of 'I can read time to the hour (o'clock) on both digital and analogue clocks.'

Notes

Some given activities which were several levels above the rest of their work, particularly around time e.g. using the 24hr clock. The HT explained that children pick their own challenge level and so would have chosen to stretch themselves.

Signed –

Signed – HT

Date – 27th April 2016

Department of Education and Children

Rheynn Ynsee as Paitchyn

Reading Moderation Visit

School: Onchan School

Key Stage: One and Two

Levels Moderated: 2a (from Y1 and Y2) 3c (from Y3 and Y4) 4a (from Y5 and Y6)

Date: 17th April 2013

Focus of visit:

and observed a guided reading session from each year group Y1 - Y6. 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 the deputy head teacher.

Group 1 -

This group was assessed by the school as working at 2a. Moderator agreed that they are working securely at 2a. See additional notes.

Group 2-

This group was assessed by the school as working at 2a. Moderator agreed that they are working at 2a. See additional notes.

Group 3 -

This group was assessed by the school as working at 3c. Moderator agreed that they are working at 3c See additional notes.

Group 4 -

This group was assessed by the school as working at 3c. Moderator agreed that they are working at 3c See additional notes.

Group 5 -

This group was assessed by the school as working at 4a. Moderator agreed that they are a strong 4a. See additional notes.

Group 6 -

This group was assessed by the school as working at 4a. Moderator agreed that they are just working within 4a. See additional notes.

General Commentary

- ✓All levels were accurate
- ✓Discussion with staff showed that most staff knew their children well (strengths and weaknesses).
- ✓The sessions were linked to the AFs.
- ✓School are using Bench Mark/running records up to appropriate levels - seen up to a 3c today.
- ✓Evidence of Simple View of Reading being used to assess children

Recommendations

- ★Continued staff development of interpretation of level descriptors and work on ways to ensure there is a breadth of evidence to cover all AFs.
- ★Use of other resources/activities outside of group reading sessions, particularly in KS2, to develop reading skills and provide evidence e.g. mindmaps of characters, written responses, story mountains of plot structure etc.
- ★Ensure guided sessions include a variety of activities (e.g. hot-seating, drama, paired work, use of white

Reading Assessment Descriptors –Level 2a

<p>AF1 Letters and Sounds Confident at Phase 6 ✓ AF1 Book Bands White ✓</p>	<p>AF1 Fluency The reading is accurate and unfamiliar words are usually tackled independently. ✓ The pace and fluency show confidence. ✓ Expression and intonation are used to enhance meaning. ✓</p>	<p>AF1 Word identification Uses a combination of phonic and contextual clues appropriately. ✓ (used context with a little support)</p>	<p>AF1 Punctuation Usually uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension. ✓</p>	<p>AF1 Whole text strategies Beginning to select and use appropriate strategies. For example, notices when the reading does not make sense and uses an effective strategy e.g. self-corrects; or looks forward/backward in the text to make use of the context. ✓</p>
<p>There was enough evidence seen today for the moderator to agree that the group is working at 2a.</p>				<p>AF 2 & 3 Retelling is balanced is clear. ✓ Is able to identify and comment upon main characters ✓ and how they are linked. Can confidently answer literal questions. ✓ Is able to respond when questioned about extensions or alternatives to events or actions. Gives thoughtful answers to ‘Why do you think..?’ an “How do you know..?’ questions.</p>
<p>The group were able to able to retell what had happened so far and only needed a little support to prompt their recall. The retelling was balanced as it included the main points. They were able to answer literal questions, was particularly good, and they could comment on the characters, describing Hamish as mean and a bully. They were able to answer questions about what they had read – recalling all the naughty things. They still needed support to return to the text to find answers. A greater degree of independence when doing this would be required for a 3c. (AF2+3)</p>				<p>AF 4. Is able to comment on some of the ways text has been written or presented. Can discuss the role of the blurb. Can confidently discuss the role of chapters, headings, diagrams and sub-headings.</p>
<p>All the children had a good degree of fluency. There was also some good and appropriate expression e.g. from when reading questions and exclamations. The text contained some tricky vocab e.g. peculiar, astonishment, business. There was some evidence of the children using strategies to read unfamiliar words e.g. sounded out slightest and worked out astonishment with a little support. They are clearly able to use a range of strategies as they were reading e text with a good degree of challenge. When reading there was evidence of the children taking account of punctuation to enhance phrasing and intonation. There were examples of self-correction (e.g. changing starring to staring) and was particularly good at this. However, they generally needed some support to correct errors. Due to the fact that unfamiliar/challenging words still needed significant teacher intervention they group are not yet working at a 3c in this AF. (AF1)</p>				<p>AF 5. Response to the text includes reference to a wide range of features at word level e.g. rhyming words, compound words, adjectives, synonyms, opposites, verbs etc</p>
<p>They were beginning to talk about feelings created by the book as there was a discussion between and about whether one bit of the text was funny or rude. This AF still needs work at this level (AF6).</p>				<p>AF 6 Is able to talk about feelings created by the story. ✓ some evidence</p>
<p>Some members of the group were noticing similarities between today’s book and others e.g. made a link to the Frog prince. (AF 7)</p>				
<p>Discussion after the observation showed knew children well.</p>				

Moderation Observation - Y1 group. Teacher –
17/4/13

Date –

Reading Assessment Descriptors –Level 2a

was able to discuss each child's strengths and weaknesses and showed me reading observations and phonic records. There was some limited evidence of the AFs not seen today (AF4,5) but observation notes tended to focus on AF1, 2 and 3.

AF 7.

Notices similarities between texts in a series and/or texts by the same author

<p>AF1 Letters and Sounds Confident at Phase 6 ✓ AF1 Book Bands White ✓</p>	<p>AF1 Fluency The reading is accurate and unfamiliar words are usually tackled independently. ✓ The pace and fluency show confidence. ✓ Expression and intonation are used to enhance meaning. ✓</p>	<p>AF1 Word identification Uses a combination of phonic ✓ and contextual clues appropriately.</p>	<p>AF1 Punctuation Usually uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension. ✓</p>	<p>AF1 Whole text strategies Beginning to select and use appropriate strategies. For example, notices when the reading does not make sense and uses an effective strategy e.g. self-corrects; or looks forward/backward in the text to make use of the context. ✓</p>
<p>There was enough evidence seen today for the moderator to agree that the group is 2a. There are still areas of the level that need work but there is enough evidence to say they are working securely within the level.</p> <p>There was evidence of good fluency and there was appropriate expression, although this was limited due to the non-fiction nature of the text and the short sections read out loud. There was some evidence of the children using appropriate word identification strategies to read unfamiliar words e.g. sounded out nourishment and the children worked out Camarasaurus together, using phonics and finding words within words. When reading there was evidence of the children taking account of punctuation. In addition they were reading on when encountering tricky words. (AF1)</p> <p>There was evidence of literal retrieval as they were able to answer the given questions, giving facts about dinosaurs. (AF2)</p> <p>The focus of the session was presentational features and the role of headings/subheadings. There was evidence of the children identifying features (bold writing, text boxes, sub-headings, titles) and gave them lots of opportunities to use the headings and subheadings to locate information. They were using the headings and subheadings but needed support and still require additional sessions on this to say they are confident at it. (AF 4)</p> <p>There was no evidence of AF5, 6 or AF 7 today. shared observation notes and assessment records and although there was evidence for some areas there were still gaps. Most observational comments related to AF1, 2 & 3.</p> <p>Discussion after the observation showed knew children well. was able to discuss each child's strengths and weaknesses and talked through evidence sheets and phonic records.</p>				<p>AF 2 & 3 Retelling is balanced is clear. Is able to identify and comment upon main characters and how they are linked. Can confidently answer literal questions. ✓ Is able to respond when questioned about extensions or alternatives to events or actions. Gives thoughtful answers to 'Why do you think..?' an "How do you know..?" questions.</p> <p>AF 4. Is able to comment on some of the ways text has been written or presented. ✓ Can discuss the role of the blurb. Can confidently discuss the role of chapters, headings, diagrams and sub-headings. ✓ (saw evidence of this but they weren't confident)</p> <p>AF 5. Response to the text includes reference to a wide range of features at word level e.g. rhyming words, compound words, adjectives, synonyms, opposites, verbs etc</p> <p>AF 6 Is able to talk about feelings created by the story.</p>

AF 7.

Notices similarities
between texts in a series
and/or texts by the same
author

<p>AF1 Fluency Reads accurately ✓ and fluently, pausing only to decode unfamiliar words without teacher intervention. ✓</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. Not seen but evidence in observation notes</p>
<p>Moderator saw enough evidence to agree that the group is working at 3c.</p> <p>All very keen to read gave lots of praise about reading and they clearly saw reading as something they were good at.</p> <p>All the children read quietly to themselves and listened to each child in turn supporting where necessary. They read fluently and accurately and were generally able to decode unfamiliar words without teacher intervention. They talked about different strategies they could use to tackle difficult words - sounding out, reading on, splitting the word into chunks. They were then able to use some of these, applying their phonics and using word segmentation to work out some words e.g. scurrying, generally. They needed some support on the gn grapheme. All were able to pause at full stops and had appropriate expression, being particularly good at this. (1)</p> <p>They were reading for meaning. There were examples of each individual being able to answer literal questions e.g. Did the lion help him? The focus of the session was AF 3. There were examples of them working at this level in this AF and doing so with a good degree of independence. There were lots of planned questions that got the children to infer from the text and find evidence for their ideas.</p> <p>For example: Questions - How did he move? How do you know he did it quickly? Answers - "Because it says suddenly. " "Because it says as quick as a flash." Questions – What clues do we get about his idea? Has he been planning it? Answer "No – he’s just thought of it." How do you know that? "Because it says it flashed into his head.</p> <p>They could identify the key qualities of the characters. They had a good discussion about alternatives/extensions to the story. This is something that needs to be achieved for a 2a but they were very confident when doing so. (2&3).</p> <p>As a group they showed sound understanding of fables. They were able to find clues as to why it was a fable and several of the group gave examples of other fables. Before the group read the leaflet could give examples of the morals from other fables and at the end of the session he made a link to the Hare and the Tortoise. (7)</p> <p>talked me through her reading observation notes and she is clearly using the AFs to assess the children – highlighted sheets were used as a record of what they had achieved and to indicate what they need to do next. There was some evidence of the AFs not seen today, for example was able to give examples of the children’ use of story mountains and understanding of structure and organizational features (AF4), but observation notes tended to focus on AF1, 2 and 3.</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 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>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>

Reading Assessment Descriptors –Level 3c

<p>AF1 Fluency Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention. √</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>Year 4 Non Fiction</p> <p>The children read independently and the majority of them used appropriate strategies. There was some teacher intervention when the children were reading aloud; some of the vocabulary was difficult due to the genre of text.</p> <p>All of the children were able to answer a question about the text making direct reference to the text. They were able to identify some of the differences between fiction and non-fiction texts. There was some evidence of opinion. The children were able to discuss paragraphs and were beginning to extract and summarise the information.</p> <p>The children were able to record features of non-fiction texts (some after encouragement and clarification). All were able to use and identify them, once they had been provided with examples in books. The children were able to discuss that the article they were reading was non-fiction yet it contained none of the features of a non-fiction text. Most of the group were able to explain why it was still non-fiction, however a couple seemed confused. The children were able to identify a paragraph and some of the children engaged in discussion about the need to use paragraphs.</p> <p>I did not see any evidence of other Assessment Focuses 5-7.</p> <p>Overall I agree with the level of 3C, some of the group were fulfilling much of 3B criteria.</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. √</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</p>

(N) Narrative

(NN) Non-narrative

Reading Assessment Descriptors –Level 4a

<p>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 ✓</p>	<p>AF 4 N – Can confidently and consistently identify and discuss significant or pivotal moments in a text. NN – Can confidently and consistently 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>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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Year 5 Carries War

Planning was provided along with assessment evidence and simple view of reading.

Children were able to effectively skim and scan the text (on an iPad) to locate quotes and examples. The out line of Frederick that was completed by individual children as an opening activity addressed many Assessment Focuses for this level. It gave the children an opportunity to explore what they already knew about the text and discuss the character. It prompted discussion about pivotal moments in the text for the character. AF2 & 3 were the main focus and thoroughly explored. The focus was to make a point, back it up and give an explanation. All of the children were able to do so and were clear of the learning outcome and were clear that is was the next step for them to progress to level 5C. All the children were able to talk about the authors' choice of language and they were also able to discuss the quotes provided by the teacher and locate some of their own, justifying why they had chosen them.

The children were able to evidence opinion making reference to moments in the text. The children demonstrated the ability to retain information and understanding of extended texts. One girl asked to open the iPad to locate a quote she remembered being in Chapter 9 that would back up her opinion and a further quote might be relevant in Chapter 5.

The children were able to independently give example of how the author used words and phrases to have a specific effect on the reader such as the use of alliteration, similes and metaphors.

The groups discussed in detail the authors' intentions and were able to make direct quotes from the text even though they didn't open a book. They were able to discuss the writers' viewpoint and intentions and there was some discussion as to why the author made the choices they did.

The follow up task indicated further assessment evidence of the AFs that had been taught.

Overall I agree that this group are working with in a level 4a with secure elements of 5c.

(N) Narrative

Moderation Observation - Y5 group. Teacher –
Reading Assessment Descriptors –Level 4a

Date – 17/4/13

(NN) Non-narrative

<p>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 ✓</p>	<p>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 ✓ (little)</p>	<p>AF 5 Explains how the way in which words are used to create a specific effect on a reader</p>	<p>AF6 In responding to a text, displays an understanding of an author's intentions or point of view ✓ (little)</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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Year 6 Goodnight Mr Tom

The children read passages fluently, they were encouraged to think about the meaning and use the punctuation to aid the meaning of the text. (AF1)

The initial part of the session was a thorough exploration of the characters. Discussion centred on Tom and Willie. Children discussed Toms' character and found evidence of him being grumpy and moody in the initial chapter, making specific reference to the text.

'Have you got wax in your ears',
 He said 'abruptly',
 'He said 'gruffly',
 He grunted,
 'Tom gave a snort'.

The children were able to discuss the reasons why he was grumpy. The group described Willie as nervous because he was 'staring blankly' at Tom. The children recognised that in a time of war neither character would have been in the situation out of choice. There was some discussion in to what was implied. Children didn't describe why the author chose the words.

The children discussed the difference between the book and the film that they had watched in the previous academic year. During this improvised discussion they were able to discuss the pivotal moments in the story and talk about why the movie beginning was different from the one in the book.

The group discussed the setting of the book and its context in history. This was limited.

I agree that the children are just working within a Level 4a, however evidence for many AF's was limited and would need to be more substantial to secure this level.

Writing Moderation Visit

School: Onchan Primary School

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

Date: 26th March 2010

Focus of visit:

looked at a sample of recent scripts from each year group from Reception to Year 6. These scripts were moderated against the *Isle of Man Level Descriptors for Reading and Writing* and the scripts and judgements were discussed with the Head teacher.

Year Six

Class 1

Script 1: Boy

The teacher had assessed this script at Level 3A.
Moderator agreed this script at Level 3A
Targets set agreed by the moderator.

Script 2: Girl

The teacher had assessed this script at Level 4B
Moderator agreed this script at Level 4B
Targets set agreed by the moderator.

Script 3: Girl

The teacher had assessed this script at Level 5B
Moderator agreed this script at Level 5B
Targets set agreed by the moderator.

Class 2

Script 1: Boy

The teacher had assessed this script at a Level 5C.
Moderator agreed this script at a Level 5C.
Targets set agreed by the moderator.

Script 2: Boy

The teacher had assessed this script at a Level 4B.
Moderator agreed this script at a Level 4B.
Targets set agreed by the moderator.

Script 3: ?

The teacher had assessed this script at a Level 3A.
Moderator agreed this script at a Level 3A.
Targets set agreed by the moderator.

Year Five

Class 1

Script 1: Boy

The teacher had assessed this script at Level 3C.
Moderator agreed this script at Level 3C
Targets set agreed by the moderator.

The targets set for these scripts were good and contained useful references to classroom prompts to aid the children achieve the targets.

Script 2: Girl

The teacher had assessed this script at Level 3B.
Moderator agreed this script at Level 3B
Targets set agreed by the moderator.

Script 3: Girl

The teacher had assessed this script at Level 4C/4B.
Moderator agreed this script at Level 4C (strong)

Try to pick a level if possible. The moderator levelled this script as a 4C with targets to be taken from the composition and effect level descriptors.

Class 2

Script 1: Boy

The teacher had assessed this script at a Level 2A.
Moderator agreed this script at a Level 2A.
Targets set agreed by the moderator.

Script 2: Girl

The teacher had assessed this script at a Level 3B.
Moderator agreed this script at a Level 3B.
Targets set agreed by the moderator.

Script 3: Girl

The teacher had assessed this script at a Level 3A.
Moderator agreed this script at a Level 3A.
Targets set agreed by the moderator.

Year Four

Class 1

Script 1 Girl

Teacher had assessed this script at Level 4C.
Moderator assessed this script at Level 4C(just).

The script has many technical elements of a Level 4C but it can be confusing and doesn't hang together well and had to be reread to gain an understanding. Targets set should address this.

Script 2 Boy

Teacher had assessed this script at Level 3B.

Moderator agreed this script at Level 3B.

Targets set agreed by the moderator.

Script 3 Girl

Teacher had assessed this script at Level 3C.

Moderator agreed this script at Level 3C(just).

Targets set agreed by the moderator.

Class 2

Script 1: Boy

Teacher has assessed this script at a Level 4C.

Moderator agreed this script at a Level 4C.

Targets set agreed by the moderator.

Script 2: Girl

Teacher has not provided a definite level for this script

Moderator has levelled this script at a Level 3B.

This script has most elements of Level 3C descriptors. It also had many elements of a 3B, in particular Sentence, Structure and Punctuation. Targets to secure the Level 3B should be taken from the Composition and Effect level descriptors.

Script 3: Girl

Teacher has not provided a definite level for this script.

Moderator assessed this script at a Level 3C

This script covers nearly all the level descriptors for a level 2A. It also contains many of the level descriptors for a Level 3C, enough of them to award a Level 3C and use the few remaining elements to focus on for target setting.

Year 3

5 girls & 2 boys

Script 1:

Teacher had assessed this script at a Level 2B

The moderator agreed this script at a Level 2B.

I agree that this is a 2B script, however, contains some aspects of 2ASc, and the targets set will help achieve this next level.

Script 2:

Teacher had assessed this script at a Level 3C.

The moderator agreed this script at a Level 3C.

I agree with targets, but would also suggest one from C&E, such as, 'convey events through dialogue'.

Script 3:

Teacher had assessed this script at a Level 3B

The moderator agreed this script at a Level 3B

Targets set agreed by the moderator.

Script 4:

Teacher had assessed this script at a Level 2A.

The moderator agreed this script at a Level 2A.

Although a Level 2A is agreed, there are lots of aspects of 3C in this piece, and it hits most of the 3C for C&E.

Targets set agreed by the moderator.

Script 5:

Teacher had assessed this script at a Level 3B

The moderator agreed this script at a Level 3B.

Targets set agreed by the moderator

Script 5:

Teacher had assessed this script at a Level 3C.

The moderator agreed this script at a Level 3C.

Targets set agreed by the moderator

Script 6:

Teacher had assessed this script at a Level 2A.

The moderator assessed this script at a Level 2B.

This piece is more typical of a strong 2B. In order to be a secure 2A, it would need more descriptive phrases, and would need a little more than, 'red giant,' or 'like a baby.'

Targets set agreed by the moderator

Although the Year 3 scripts were leveled using the Level Descriptors, only the first four scripts) had the highlighted sheet attached. Once again, effective targets for improvement were in place.

Year 2

3 boys & 3 girls

Script 1:

Teacher had assessed this script at a Level 2C.

The moderator agreed this script at a Level 2C.

Targets set agreed by the moderator

Script 2:

Teacher had assessed this script at a Level 1A.
The moderator agreed this script at a Level 1A.
Targets set agreed by the moderator

Script 3:

Teacher had assessed this script at a Level 2A.
The moderator agreed this script at a Level 2A.
Targets set agreed by the moderator

Script 4:

Teacher had assessed this script at a Level 2A.
The moderator agreed this script at a Level 2A.
The moderator agreed the targets, but would also suggest one from C&E, such as
'attempt to create humour and/or suspense', or 'attempt to use speech marks'.

Script 5:

Teacher had assessed this script at a Level 2B.
The moderator agreed this script at a Level 2B.
Targets set agreed by the moderator

Script 6:

Teacher had assessed this script at a Level 2C.
The moderator agreed this script at a Level 2C.
Targets set agreed by the moderator

Year 1

3 boys & 3 girls

Script 1:

Teacher had assessed this script at a Level 2B
The moderator agreed this script at a Level 2B
Targets set agreed by the moderator.

Script 2:

Teacher had assessed this script at a Level 2A
The moderator agreed this script at a Level 2A
Targets set agreed by the moderator.

Script 3:

Teacher had assessed this script at a Level 1A
The moderator agreed this script at a Level 1A
Targets set agreed by the moderator.
There are lots of elements of 2C in this piece; the targets set will the enable
achievement of a 2C.

Script 4:

Teacher had assessed this script at a Level 1A
The moderator agreed this script at a Level 1A
Targets set agreed by the moderator.

Script 5:

Teacher had assessed this script at a Level 2C
The moderator agreed this script at a Level 2C
Although this piece contains aspects of a 2B, especially in the first four instructions, I agree that it is an overall 2C, as the second half of the script lacks coherence.

Script 6:

Teacher had assessed this script at a Level 2B
The moderator agreed this script at a Level 2B
I agree that this is a 2B script, however, it contains aspects of 2A, and the targets set should help to achieve this.

Reception

The school policy states that Reception scripts are not levelled until the summer term; therefore it was not possible to moderate the Reception scripts. However, we were shown six scripts in total, by three boys and three girls, covering both narrative and non-narrative genres. These pieces represented levels from Stepping Stones; through to level 1A. Some of these scripts had next steps or targets for improvement clearly identified.

Summary

Positives:

- ✓ The school continues to carry out moderation exercises using Isle of Man Level Descriptors and holds regular moderation sessions with in the school and with cluster group schools to ensure consistency.
- ✓ Internal moderation happens with in school three times a year in different groupings – parallel teachers, another teacher in the key stage and the receiving teacher.
- ✓ Most children are at or above the expected levels and making the progress expected for their year groups.
- ✓ Staff feel comfortable sharing and discussing scripts in an informal and formal way.
- ✓ Targets are good and are set using guidance from the level descriptors.
- ✓ Records of all scripts for assessment purposes are retained for each child in an extended writing book.
- ✓ The school are currently developing a policy to provide clarity for moderation procedures.
- ✓ Although the majority of scripts were accurately levelled the moderators felt that many could have been levelled at the next sub level up. For example one script was presented as a Level 2A but it also met many of the Level 3C level descriptors. Had this script been presented as a 3C the moderators would of agreed this level.

Recommendations:

- To continue to work on the moderation policy.
- To try to give a script a best fit level rather than sit between two levels.

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

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

Moderator: