



Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

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Ref:

Website: www.gov.im
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Date: 9.05.19

Moderation of Maths Record 2018-19

Date: 8/5/19

School - Peel Clothworkers

Moderators -

Class Teachers -

Maths Co-ord -

Activities during visit - discussion with Maths co-ord, moderation of pupils work, meeting with the two older pupils.

In house moderation - confirmed that moderation took place between year groups and classes. She was confident that there was consistency across the school.

Moderation Focus

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

Comments

Thank you for the warm welcome, for the preparation that had taken place prior to the moderation visit and the quiet place to work. It was good to hear how far down the

mastery route the school had ventured, especially the commitment shown towards training and the buying in of Whiterose trainers in the Autumn term. Given the current need to continue with the seven strands, it was great to hear how the school had devised a system to enable a smooth transition to the new approach - using the existing curriculum as the driver for objectives, the mastery approach resources and seven strands to assess, using a 'best fit' model. Examples of planning show the clear move towards mastery resources. It was obvious from the evidence in the children's books that this had been embraced.

Maths remains on the SIP to keep the focus on moving forwards with maths, not because the school had an issue with levels.

Individual Students

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

Child 1 (Year 2) 2b

Child 1 was assessed as working within 2b. The moderator agreed with this judgement. It was evident that the teacher is using the Maths Mastery approach and there was a wide variety of high quality evidence in the book across the seven strands. Evidence was provided in the books including photographs of practical tasks and challenges.

Child 2 (Year 2) 2b

Child 2 was assessed as working within level 2b. The moderator agreed with this judgement. There was also significant evidence to suggest that child 2 was working within level 2a in a number of areas. However, given the mastery approach, and the 'best fit' model of assessment being used, this is not an issue.

Child 3 (year 5) 4b

Child 3 was assessed as working within level 4b. The moderator agreed

with this judgement. The evidence provided was the child's book, and whilst the evidence was not given a specific level it suggested a best fit at 4b across the seven strands.

Child 4 (Year 6) 4b

Child 4 was assessed as working within level 4b. The moderator agreed with this judgement. The evidence was levelled and was consistent with the objectives at 4b, given the best fit approach being used along side a mastery approach.

Areas for development

It was good to see some self review and evaluation in the children's work (Child 1 & 3), perhaps this is something that can be encouraged as good practice in the other classes?

It was obvious to see that 'mastery' has been embraced and how this is having a positive impact on the children's learning. However, when the two older children were asked to perform some problem solving activities, their knowledge of place value came across as poor, and their confidence to tackle the problems was low. Taking into account the pressure of the situation, their lack of knowledge and application was still noticeable. Maybe more exposure to similar problems would be helpful (for e.g. Whiterose 'problems of the day'). This may be helped once the new assessment procedures come into play next year, with an emphasis on problem solving.

Thank you again for the warm welcome and access to work and plans, please thank the two girls again for us, I hope it wasn't too intimidating for them. Good luck on the maths journey you are clearly engaged with.

Signed (Moderator) –

Date -

Signed – (HT)

Date -

Department of Education and Children

Peel - Reading
2015

Rheynn Ynsee as Paitchyn

Reading Moderation Visit

School: Peel Clothworkers School
Key Stage: One and Two
Levels Moderated: 2c from Y1 & Y2, 3a from Y3 & 4 and ... from Y5 & 6
Date: 16th June 2015

Focus of visit:

and observed a guided reading session from year groups Y1, Y2, Y3/4, Y5/6. 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 Head teacher.

Group 1 - (Y1)

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

Group 2- (Y2)

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

Group 3 - (Y3)

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

Group 4 - (Y4)

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

Group 5 - (Y5)

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

Group 6 - (Y6)

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

General Commentary

- ✓All levels were generally accurate
- ✓Discussion with staff showed that all knew their children well (strengths and weaknesses).
- ✓All sessions were planned and linked to the AFs
- ✓In-house school moderation has been established.
- ✓Tracking, and tracking meetings identify any pupils who are not making adequate progress.
- ✓Staff are using running records. (Maybe too much in KS1)
- ✓Letters and Sounds / Support for Spelling / Grammar for Writing are being used to support reading.
- ✓There was evidence of teachers making appropriate comments/notes about their groups.
- ✓Guided reading genres generally link to class topics and writing genres where possible.
- ✓Most staff use questioning quite well.

Recommendations

- 🧠 Try to include the best activity / activities to meet the learning objectives during guided reading sessions for example; hot-seating, drama, paired work.
- 🧠 Provide opportunities to share good practice throughout the school.
- 🧠 Consider sharing a success criteria at the beginning of each session that provides strategies for pupils to help themselves if difficulties arise.
- 🧠 Consider use of Simple View of reading to aide assessment and target setting.
- 🧠 Consider how running records are used in KS1. It is not necessary to benchmark every level.
- 🧠 Consider establishing a system for moderating reading with other schools.

**Reading Assessment Descriptors – Assessment
Focus 1**

<p>AF1 Letters and Sounds Secure at Phase 5 ✓</p>	<p>AF1 Book Bands Purple Now Reading Gold</p>	<p>AF1 Fluency Reading is mostly accurate and generally fluent. Pauses either to talk about the text or to confirm meaning ✓</p>	<p>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 ✓</p>	<p>AF1 Punctuation Takes some account of punctuation – e.g. pauses at full stops and commas. May change voice for speech marks ✓</p>	<p>AF1 Whole text strategies Continues to use illustrations/text features to confirm and enhance meaning and to make predictions</p>
<p>Year 1 Level 2c working towards level 2b Text Rumpelstiltskin (Big Cat) Book Band Gold</p> <p>There was evidence of children working within 2b. All children were beginning to read quite fluently and accurately, they were beginning to use a combination of phonic and contextual cues to read unfamiliar words. When reading aloud the children were beginning to take note of the punctuation marks, and some children were able to change their voices for speech marks without being prompted. (AF 1) Level 2c – agreed</p> <p>All the children participated in the discussion about the text, and were able to answer both literal and 'how do you know' type questions confidently. The children showed a good understanding of the features of a narrative text, and discussed the characters and the plot well. All of the children were able to say how they thought that the story might end, and could explain their predictions. (AF 2 & 3) Level 2c – agreed (There was evidence of children working within 2b)</p> <p>Commentary 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. The moderator agreed that these children are secure at 2c, and working within 2b.</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>AF 7</p>

**Reading Assessment Descriptors – Assessment Focus 1
Level 2c**

<p>AF1 Letters and Sounds Secure at Phase 5 ✓</p>	<p>AF1 Book Bands Purple Now Reading Gold</p>	<p>AF1 Fluency Reading is mostly accurate and generally fluent. Pauses either to talk about the text or to confirm meaning ✓</p>	<p>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 ✓</p>	<p>AF1 Punctuation Takes some account of punctuation – e.g. pauses at full stops and commas. May change voice for speech marks ✓</p>	<p>AF1 Whole text strategies Continues to use illustrations/text features to confirm and enhance meaning and to make predictions</p>				
<p>Level 2c working towards level 2b Text The Woman Who Fooled the Fairies (Big Cat) Book Band Gold</p> <p>The reading was quite accurate and fluent. The children were able to use a combination of phonic and contextual cues to read unfamiliar words, and range of whole text strategies. The children were able to take account of punctuation during reading, and use it to enhance understanding and intonation. (AF 1) Level 2c – agreed (There was evidence of children working securely within 2b) Children were able to discuss their reading in some detail, and were beginning to show competency when discussing the characteristics of the main characters. The children were able to discuss their understanding of the woman and the fairies, by answering 'How do you know / why do you think' type questions and finding evidence in the text. Very good inference from this group. (AF 2 & 3) Level 2c – agreed (There was evidence of children working securely within 2b) <u>Commentary</u> Guided reading links with the writing genre whenever possible (lack of resources for non-fiction/non-narrative genres can impede this). The session was planned using AFs. The teacher showed a good understanding of all of the children within the group. Specific materials are produced in order to support one SEN child in the group. Record keeping identified progress through the book bands and through the Assessment Focus areas. Benchmark running records are used to inform progress. Records show that these children have completed phase 5 Letters & Sounds, and are now working on their own phonics / spelling scheme. The moderator agreed that these children are secure at 2c, and working within 2b.</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>AF 7</p>

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

<p>AF1 Fluency Reads a range of texts fluently and accurately.</p> <p>✓</p>	<p>AF1 Word identification Applies knowledge and uses word identification strategies appropriately and automatically when encountering an unknown word</p> <p>✓ (sometimes needed prompting by the teacher)</p>	<p>AF1 Punctuation Uses knowledge of an increasing range of punctuation marks to enhance phrasing, intonation and comprehension.</p> <p>✓</p>	<p>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</p> <p>✓ (sometimes needed directing by teacher)</p>
<p>Text –Digging for Victory (Home Front) All Children read quite fluently and accurately, and some were able to decode unfamiliar words independently, although at times, some children waited for the teacher to supply a tricky word rather than apply word identification strategies. When reading aloud the children mostly took note of the punctuation marks, and the children read expressively. All of the children were, at times, using some of the whole text strategies to decode and understand the text. (AF1) Level 3b – agreed The initial discussion confirmed the children's engagement with the text and their understanding of what they have read so far. All children demonstrated an ability to select and retrieve relevant information from texts. All children showed quite a good understanding of the plot and characterisation of the text, and were able to answer questions about fact and opinion, however, the children sometimes needed help and support from the teacher when offering their own opinions during the discussion, although they shared their opinions quite well with each other during the follow up task. (2&3) All children were able to answer literal answers confidently, and were able to select appropriate words and phrases from the text to support their answers. (AF 2 & 3) Level 3b – agreed The children were encouraged to focus on the language features that the author used to distinguish between fact and opinion. They were encouraged to compare examples of facts and opinions and discuss how the language is slightly different depending on which one it is. Then with the teacher's help, they used this information to gain more of an insight into the characters. The children did rely on the teacher to lead the discussion here, and evidence today suggests the group as a whole need to become more proficient at identifying how specific language features can help the reader gain a better understanding of the characters in order to achieve the level 3a objectives. (AF5) Level 3b – agreed The session was well planned and prepared for. The teacher had examples of record keeping that included notes on reading behaviours, AFs covered. Running records are carried out two times each year. Pupils regularly engage in Support for Spelling and Grammar for Writing activities. The teacher showed a very good understanding of all of the children within the group, and was able to identify the level of each child and outline the next steps necessary to move each child onto the next level. The moderator agreed that these children are working securely within 3b, with hitting lots of the 3a descriptors.</p>			<p>AF 2 & 3 Can retell and discuss own simple interpretations of a range of texts providing information related to plot and characterisation in 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>

Reading Assessment Descriptors Level 4c

AF 2 & 3	AF 4	AF 5	AF6	AF 7
When responding to text, the pupil is beginning to identify key themes and ideas, using inference and deduction ✓	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 ✓	Is beginning to explain how the way in which words are used creates a specific effect on the reading ✓	Can express what they liked and disliked about a text and can identify the main purpose of a text. ✓	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 n/a

Year 4
Text James and the Giant Peach

The children were able to link the author to other books and clearly express opinions about them. They are named books that they had read by Roald Dahl and gave a reason why they liked them.

They discussed significant similarities between the books and identified key features of the genre in a variety of books, more specifically Fantastic Mr Fox, BFG and Georges' Marvellous Medicine. They made links between the stories identifying key author features around plot and character.

The children had sound strategies to use when they were stuck such as ask a friend, sound it out and read on. They were all clear about the objective " I can use clues from action, dialogue and description to interpret meaning in a text"; they were also clear how meeting this objective would enable them to improve their understanding of the text.

Reading Chapter 1 the children were able to evidence that James was sad. They made reference to James recalling that when he used to go to the beach he was happy. One child also commented that the author's use of the simile 'room like a prison cell' indicates James' current sadness. All of the children were able to identify and record an example.

After reading the opening of Chapter 2 together the children discussed how the author has used literary tools to create an effect. One child identified some words written in italics and the repetition of the word peculiar. The group felt both of these tools were used to make it more interesting and to make the author want to read more.

The children confidently made relevant predictions using a variety of evidence including the front cover, title of the book, their own knowledge of peculiar things, their knowledge of the character James so far. quoted ' the ancient peach tree never gave any peaches' and deduced that if this is so then if it now gave peaches of any kind that would be peculiar.

Evidenced in other areas:

Follow up tasks clearly linked to AFs

Sticky notes and evidence of AFs taught and achieved in other sessions

PM Benchmarking.

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>√</p>	<p>AF 4 (N) Can identify and discuss pivotal moments in a text. (NN) 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>√</p>	<p>AF6 In responding to a text, displays an understanding of an author's intentions or point of view</p> <p>√</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> <p>√</p>
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Year 5
Text A Selection of Science Fiction Stories

All of the group were able to identify words in the text that were specific to the genre.

They made accurate predictions primarily using the cover about the genre of the text (science fiction) backed up by reading the blurb.

The children were able to skim read and select phrases that could have been specific to the genre and were able to confidently discuss what they author was trying to get across and if they had been successful. For example when the laser beam moved musically the children talked about how they could hear the lazer and imagine it.

The discussion about the examples and evidence that the children found when they were skim reading aided them in their understanding of the authors intentions

The group made relevant predictions about the story based on what they had read so far and made good suggestions about what the author could include.

The teacher presented a file that evidenced the assessment of the other AF's

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>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>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 its social, cultural and historical context. ✓</p>
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Year 6
Text An Introduction to Greek Myths

The group discussed the genre of the text and identified that the part that they were focusing on was factual and was to be read as a prequel to the myth. They were able to provide evidence and back this up when they skim read the initial paragraphs of the text.

When skim reading they also identified words and phrases that were commonly found in myths. The children were able to select relevant examples from the text of genre specific evidence and language.

When prompted the children were able to recall their knowledge of paragraphs, which helped them in the next element of the lesson.

All of the group were able to identify pivotal information in each paragraph as well as make links between the paragraphs. There was also discussion about how this information would be useful.

The children were confident in giving opinions about the text and their understanding of it. Most found it complicated and could identify reasons why it was difficult to follow such as jumps in time and difficult vocabulary. (In order to further develop AF5 this could be explored further).

Additional assessment information was evidenced in files and through discussion with the teacher.

- Follow up booklets were a very good source of evidence for other AFs and often facilitated the following session.
- Records were well kept and clearly annotated in detail.
- Thorough note taking on planning and assessment sheets in addition to sticky notes and tick sheets.

Department of Education and Children

Rheynn Ynsee as Paitchyn

Writing Moderation Visit 2016

School: Peel

Key Stage: One and Two

Date: 14th March

Focus of visit:

(Moderators) looked at evidence from three children judged to be 2b and three judged to be 4b at the most recent assessment. One child from each level was interviewed.

Judgements were moderated against the Island level descriptors.

Summary of evidence from the selected children

2b

Substantial piece 1 (Oct) 2c – Agreed as a 2c with elements of 2b

Substantial piece 2 (Feb) 2b – Agreed as a 2b

Supporting evidence 2b – Agreed. Most pieces provided evidence of 2b, one piece provided evidence of 2c and the connectives piece had elements of 2a.

Overall level 2b – Agreed

work showed progress over time as she moved from a 2c with elements of 2b into a secure 2b starting to work on some 2a statements. This was a good example of a collection of work that exemplifies attainment at a 2b.

2b

Substantial piece – Agreed (2b)

Supporting evidence – Agreed (ranged from 2C to 3C for the paired writing but after interviewing it was clear she deserved to be credited for the paired work.)

Overall level – Agreed on 2b

2b

Substantial pieces (x2) - Agreed (2b)

Supporting evidence- Low 2bs Agreed

Overall level- Agreed on 2b

2b

Substantial piece – Agreed as 2b

Supporting evidence - 2c. Most pieces provided evidence of 2c. Unfortunately [redacted] was absent on the day of the moderation visit, so I was unable to question her on her supporting evidence. In conclusion, her current overall level is 2c.

Overall level 2c

Unfortunately [redacted] was absent on the day of the moderation visit, so I was unable to question her on her supporting evidence. In conclusion, her current overall level is 2c.

4b

Substantial piece: Agreed (4b)

Supporting evidence: Story was a 4c and the only other supporting piece was a poem so it perhaps would have been preferable to have had a wider range of evidence to confirm a solid 4b.

4b

Substantial piece 4b – Agreed

Supporting evidence 4b – Agreed. The homework and persuasive work provided evidence of 4b. The science pieces were not as strong and provided evidence of 4c.

Overall level 4b – Agreed.

Despite the fact that some pieces were not at level 4b, there was enough evidence to say this pupil has achieved 4b.

4b

Substantial piece 4b - Agreed

Supporting pieces – 4b – Agreed

All supporting pieces were secure 4b with some elements of 4a. [redacted] punctuation was weak, and should be identified as a personalized target for him to progress further to 4a.

Overall level 4b – Agreed

[redacted] work was a good example of a collection of work that exemplifies attainment at a 4b.

Interviews with children

Comment on the evidence from the interviews.

From the interview with [redacted] it was clear that she enjoyed the process of creating a piece of imaginative writing and she explained very confidently where the ideas came from and how they went about developing their story together. Consequently, it became evident that despite the piece of work being a 'paired' piece, the content was predominantly [redacted] and her friend had typed it. Therefore, it strongly supported the fact that [redacted] was working at a 2b.

was absent from school on the day of the Moderation Visit, so unfortunately no Pupil Interview could take place

enjoys writing and is inspired by a range of stimuli – films, books, pictures. She indicated that when doing end/assessed pieces they get to choose the topic they write about e.g. when doing a persuasive letter they did some together and then all chose what they wanted their final letter to be about. She talked about feedback from the teacher and peers after doing a draft and also having a writing wall. She indicated that shared writing happens in her classroom.

Evidence from the pupil interviews indicates that:

- *Pieces are completed independently with an element of choice over content.*
- *There is access to working/learning walls*

General Comments

- √ Most levels of individual scripts were accurate.
- √ Most overall levels were accurate.
- √ School carries out regular internal moderation where teachers work together to assess work and there is a clear programme of Writing moderation across year groups, Key Stages and transition groups.
- √ Writing evidence came from a range of genres with Cross-Curricular links.
- √ The school are working towards creating a consistent approach towards planning, teaching and assessing Writing.
- √ Progress/Attainment Meetings are held regularly and are effective in identifying intervention needs and individual progress of children in writing.
- √ Good evidence of positive marking and evidence of constructive feedback being given to improve work. (Including AFL)
- √ Based on the evidence seen, the children generally appear to be achieving within appropriate levels for their NC year.
- √ The children who were interviewed were very articulate and discussed their writing with confidence and enthusiasm.

Recommendations:-

- √ Encourage staff to revisit genres within cross-curricular contexts to consolidate learning, provide reflection time and enable children to continue to apply learnt skills with independence.
- √ To develop a consistent approach to collecting supporting evidence.
- √ Literacy Co-Ordinator to confirm her knowledge of what is going on across the whole school through lesson drop-ins, data analysis and discussions with all staff.
- √ Genre coverage to be identified on MTP.
- √ Share good practice as seen in and evidence file.

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

Moderator: