



Department of Education, Sport and Culture

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Date: 20.06.19

Moderation Report of Maths at St Mary's School

Date – Monday 17th June 2019

Moderator –

Class teachers - All

Evidence of 'in-house' moderation activities – The HT and Maths Co-ordinator have carried out book scrutinies and lesson observations.

Moderation Training for Teachers Attended – N/A

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

Focus Moderation To moderate levels of pupils across the school to ensure accuracy, and to help identify ways to raise standards in the teaching of Maths. This was a follow up visit to one carried out in January 2019, at the request of DESC. The Moderator was provided with access to every child's Maths Books, and a copy of their current level. In general he picked children whose level stood out e.g. much higher or lower than the rest of their class, or who had made little or lots of progress. In Years where he had concerns he moderated more children.

Strengths The Maths Co-ordinator joined me for the day and was receptive to points for improvement. acted in a professional manner and was keen to receive all feedback given.

Maths Mastery would appear to be being attempted in some year groups, with significant evidence of this approach in Y6.

The School has introduced Maths Journal books and these seem to be having an impact in some classes.

Development points from January 2019

A summary of the development points identified in January 2019 is below, along with a comment on progress made:

- Very limited work was found in one class - January 2019

The amount of work had improved, however a common theme across all books seen today (with the exception of Y6) was the lack of work. Some classes appeared to have done less than 5 pieces of work since the end of March, with many doing less than 15 since January.

- Over reliance on worksheets - January 2019

Again some classes still seemed to rely almost completely on worksheets, although this has decreased in some classes.

- Lack of problem solving of Shape Space and Measure work - January 2019

This has improved, with much more evidence of Shape, Space and Measure, however as a result many classes did not appear to have taught AT2 since Christmas.

Individual Pupils

Year 6

Pupil A - Pupil A was presented as a 5A and the moderator would agree with this. There was a range of evidence from all with some work at a higher level (L6) and some at a lower level.

Pupil B - Pupil B was presented as a 4A, and the Moderator would agree with this overall level. There was evidence from all areas of the curriculum, with evidence of the child working at a higher level in some areas e.g. fractions and decimals.

Pupil C - Pupil C was presented as a 3C, and the Moderator would agree with this overall level. Again there was clear evidence of work from across the curriculum and of the child working at a higher and lower level in places. The Moderator felt that they were capable of working at a higher level if they were given the opportunity to do so e.g. Work on Rounding carried out on 15.5.19 was at a higher level than work on the same topic on 13.6.19. A piece of work carried out on 26.3.19 in their Journal Book is of a high level, but would appear to have been done with support. Is it their Mathematical ability that held them back from completing it un-supported, or other issues e.g. Literacy skills or concentration skills?

Year 2

Pupil D - Pupil D was presented as a 1A. Their work fluctuated, with some recent work being at a 1B (13.5.19 - Adding 3 single digit number using a number line), whilst some shape and measure work is 2a (2.4.19 - measure to the nearest cm). Overall there was

a limited amount of work in their book, making an overall judgment difficult, but the Moderator's gut feeling is that given the opportunity they can achieve higher.

Pupil E - Pupil E was presented as a 2a . There is some evidence of them working at this level, however much of the work that they have completed, is inaccurate, but credit would appear to have been given for it. Much of the work is Shape, Space and Measure, with little AT2 work, which makes it impossible for the Moderator to agree the Level, due to lack of evidence. Much of the work is based on worksheets, with only 6 pieces of work completed since 1st April. Much of the work is identical to that given to Pupil D, who is supposed to be a whole level lower.

Pupil F - Pupil F was presented as a 2b. Based on the evidence seen the Moderator would agree with this level, but evidence suggests that they are capable of higher. Much of the work from January to Easter would appear to be 'holding work' e.g. Dot to Dot in 2's. Some of the I can Statements had been misinterpreted e.g. 14.3.19 was labelled as 'I can order numbers to 30' and consisted of all the numbers from 0 30 written out in order, rather than a random selection of 10 numbers to put in order e.g. 17, 3, 12, 27, 21, 11 etc. The Moderator would have expected to see more work than was available.

Pupil G - Pupil G was presented as a 2b. The Moderator would agree with this based on evidence shown, however again evidence suggests that they are capable of working at a higher level. When compared with Pupil F they would appear to be more able, yet were assessed at the same level and had been given the same work. When the two books were compared Pupil G had completed it to a higher standard.

Year 1

Pupil H - Pupil H was presented as a 1a. There was a lack of evidence for Pupil H and the moderator is not able to confidently give a level based on the evidence provided. Based on the evidence seen the Moderator would suggest they are working at a 1B. Some of the work shown would appear to go backwards e.g. the pupil was given work on number bonds to 20 on 17.1.19 which they completed satisfactorily, and then work on number binds to 10 on 11.2.19. The book overall contained little work, and the work it did contain was nearly all worksheet based and showed little challenge.

Year 4

Pupil I - Pupil I was presented as a 3A. The moderator feels this is probably accurate, but there was little evidence for some areas e.g. Shape Space and Measure, which makes it difficult to give an overall level.

Pupil J - Pupil J was presented as a 3B. Again the Moderator feels they are working in that area, but again there was not enough evidence to support a full judgment.

Pupil I and J had both completed the same work, but were assessed a sub level apart. The only difference in the evidence was that Pupil J had completed less work each day than Pupil I.

An assessment document was provided for both Pupils I and J. Pupil I had nearly all statements for 3A highlighted, all with an identical date of June 2019. Pupil J had nearly all the statements for 3B highlighted, again all with an identical date of June 2019. The moderator was unable to find evidence for nearly of these statements having been completed in the children's books. They were also unable to understand why given that the two children had completed identical work their assessment documents were so different. It is also most unusual for children to make such linear progress. Normally some statements at a higher level would have been achieved in some areas whilst they were still working on some at a lower level for a different AT.

Year 1

Pupil K - Pupil K was presented as a 2B. There was very little evidence for any aspect of AT2 or Shape. For a level 2B there are 31 I can statements, and the Moderator was only able to find evidence to support 5 of them. As such the Moderator is unable to give a level for the pupil. The moderator feels that there was insufficient evidence to show that the pupil was working at 2B.

Pupil L - Pupil L was presented a 1a. The evidence presented was identical to that produced for Pupil K, despite them being assessed 2 sub levels apart. There was again little work in the books, and the work that was there showed little evidence of challenge. Again the Moderator was unable to agree a level due to lack of evidence.

Year 3

Pupil M - Pupil M was presented as a 2a. The Moderator felt that they are overall a secure 2a with elements of 3c. This book contained significantly more work, which was at a higher standard than other 2As that have been presented from across the school.

Year 5

Pupil N - Pupil N was presented as a 2A, and it was noted that they are HLN. The Moderator felt that overall they are a secure 3C, with elements that are higher. Again when comparing the work produced and topics tackled with other 2A's from across the school there were significant positive differences. The Moderator acknowledges that as they are HLN it can sometimes be harder to assess, but they should be given credit for the work they produce and not held back if an S/ESO has scribed for them, or explain the work to them in greater depth before allowing them to complete it independently. The pupil should be given credit for the work they are clearly able to produce.

Pupil O - Pupil O was presented as a 4A. This pupil's work was at a range of levels e.g. recent work interpreting graphs is only a 3A, as they did not create the graph themselves. Work completed earlier on in the year on perimeter was of a level 5 standard. There was a significant amount of evidence for data handling and interpreting graphs. In general there was a lack of AT2, which holds the pupil back, and also makes it difficult to agree an overall level. Based on the evidence shown, and taking into

account the lack of evidence for AT2, the Moderators gut feeling is that 4A is accurate, but not necessarily a true reflection of the pupils ability.

Areas for Development

A number of key themes were identified and need to be addressed.

- Lack of Challenge across some year groups - particularly in KS 1, and year 4.
- The amount of work produced is very low in many year groups. Some children have only completed a handful of tasks since April, and little since January.
- Ensure all areas of the curriculum are taught. In January I identified a lack of Shape, Space and Measure, and this time there is a lack of AT2 in general. You must ensure that all areas are taught regularly, and a clear curriculum plan established for all year groups.
- Many children were assessed without any evidence for some AT's. This needs to be rectified.
- Some classes are still using a large number of worksheets, and time would appear to be wasted in sticking these in to books.
- In general there was a low standard of presentation, which has been accepted by many members of staff.

Summary and Next Steps

The moderator was able to agree levels in Year 3 and Year 6. In all other year groups he was not able to agree, often due to lack of evidence. The school need to ensure that the area for development are addressed, as this should ensure that accurate judgments can be made moving forward.

The Moderator will discuss with the Headteacher and DESC how best the Moderation team can support the school next year. **The recommendation is that there will be further moderations in maths next year, in February and in June.**

Signed –

Date – 17.6.19

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Reading Moderation Visit

School: St Mary's
Key Stage: One and Two
Levels Moderated: 3c and 5c
Date: 11th June 2019

Focus of visit:

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

Group 1 - Year 3/4

This group was assessed by the teacher as 2a, working on 3c. Moderator agreed with the teacher. See additional notes.

Group 2 - Year 4

This group was assessed by the teacher as level 3c. Moderator assessed this group as achieving 2a. See additional notes.

Group 3 - Year 1/2

This group was assessed by the teacher as level 3c. Moderator assessed this group as achieving 2a. See additional notes.

Group 4 - Year 5

This group was assessed by the teacher as 5c. Moderator agreed with the teacher. See additional notes.

Discussion and reading with Year 1 child. The teacher had assessed this child as 3c. Moderators saw enough evidence to assess him as a 2a.

General Commentary

✓ The school is working on improving reading (it is on the SIP this year and will continue to be on next year) and SLT shared training carried out since the moderators' visit earlier this year.

✓ Some levels were accurate, some were a sub level out.

✓ Recommendations from the pre-moderation visit in the Autumn term have been actioned:

- School has established school-wide systems for planning and assessing reading.
- Letters and sounds phases and book band levels are clearly linked on the school documents.
- Planning sheets link to the level being worked on.

✓ Follow up tasks are now becoming established practice.

✓ Planning and follow up tasks are being linked to the reading descriptors.

✓ The use of Bench Mark/running records is becoming established to support judgements.

✓ All staff had a focus for the session (in the best sessions this was shared the children) and some staff provided clear planning with links to questions and activities to be used during the session.

Recommendations

★ Continue to build staff confidence using the level descriptors and the school documentation e.g. staff meeting time to share practice and how the children are performing. Arrange for staff to visit teachers who demonstrate good practice.

★ Assessments to be dated to show evidence of progress over time.

★ Share the focus of the session with the children to help them understand the expectation and the language linked to reading comprehension.

★ Focus on one or two AF statements in each session and ensure the session activity allows that objective to be met.

★ Continue to work on and embed the use of a wider range of teaching strategies within Guided Reading sessions. These need to match the objective and also allow the children to really get to grips with the text e.g. drama to act out how characters feel, highlighters on a photocopied extract to find words or phrases to back up a point of view, white boards to draw a mind map about a setting, paired talk or hot seating. Use active learning techniques to increase interest.

Reading Assessment Descriptors Level 3c
Year 3/4

<p>AF1 Fluency Reads accurately ✓ and fluently pausing only to decode unfamiliar words without teacher intervention. <i>(They were accurate. They were fluent at times but needed teacher help to decode)</i></p>	<p>AF1 Word Identification Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation. ✓ <i>(Yes but still some help needed)</i></p>	<p>AF1 Punctuation Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension. <i>(one of the boys was doing this. The girls tended to ignore the punctuation unless you pulled them up for it)</i></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>Your planning was clear with well chosen questions and a clear focus. I liked the use of the picture as a starter to to both get them focussed and tune them in to looking for clues when they were reading.</p> <p>AF1 - There was evidence today of the children achieving aspects of 3c, although they weren't secure and you were having to guide and support them. They were generally accurate when reading but there was limited evidence of fluency and you needed to support them to work out a number of words. Generally by 3c children need very little help decoding words. Their word identification is becoming efficient but was once again in need of teacher guidance and punctuation to enhance meaning needs to be focussed on to help them with their intonation and understanding. Some group reading may help here e.g. lets all read this page together. There was some evidence of whole text strategies as several of the group were observed self correcting, rereading and slowing down to help read accurately.</p> <p>AF3 You were focussing on this AF and getting the children use clues in the text. You were very good at getting them to look at the text for evidence through use of planned questions. With support they were able to infer feelings from the use of the word "gulp" and they were able to make mid-text predictions based on what they had already read.</p> <p>AF5 The group were able to identify a simile but needed guidance.</p> <p>Discussion with teacher You had completed benchmarks for this group. They indicated most of the group were decoding at a 2a but the benchmarks generally showed their understanding still needed work. You were aware of the need to work on comprehension and explained you were pushing this group to get on to 3c. I would agree that generally they are achieving a 2a and are now starting to work on 3c. One of the girls had a benchmark that indicated achievement at 2c - this wasn't an up to date assessment so she needs one doing ASAP as I wouldn't be happy saying she was a 2a based on the evidence seen.</p> <p>Based on the evidence seen, the moderator agrees that most of this group are 2a, and are now starting to work on 3c with one child probably achieving at a lower level.</p> <p>Thank you for welcoming me into your classroom.</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. <i>(Evidence seen but still needs work).</i></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 <i>(with help)</i></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
Year 4**

<p>AF1 Fluency Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention. ✓ (Mostly)</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>There was limited evidence in this session of the children achieving 3c. This was exacerbated by the fact that the book was quite difficult for them and, on checking at the end of the session, turned out to be a 3b book.</p> <p>AF1 There was some evidence of fluency but also evidence of mispronunciation. Punctuation was generally not used to improve intonation and they weren't confident using or identifying exclamation marks.</p> <p>AF2 They all made a list of words they weren't sure about. Meanings were discussed near the end of the session but weren't related back to the book so I'm not sure it helped them understand the main events.</p> <p>AF3 You were focussing on prediction and there were some good predictions related to the text but they needed probing further to get them to give reasons. Your follow up was linked to discussing the characteristics of the main character - it would have been good to see discussion of this during the session as it would have scaffolded the follow up and provided evidence of AF3. Try to link the sessions and the follow ups.</p> <p>Discussion with teacher When discussing the session with the teacher, said the group wasn't yet secure 3c. I would agree with this and they are not ready to be reading 3b texts. Stick to reading lime books with them. No benchmarks had been completed. This is a shame as they would have provided good evidence to support the level. These need completing as soon as possible as the group were very quiet and there was limited evidence of achievement in the group session or in previous planning.</p> <p>There was evidence of 2a today but not 3c. Benchmarks need completing before an end of year level can be confirmed for this group.</p> <p>Thank you for allowing me to visit your lesson.</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>

<p>Year 1/2 Level 3c</p>	<p>AF1 Word Identification Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation. ✓</p>	<p>AF1 Punctuation Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension. ✓</p>	<p>AF1 Whole text strategies Is becoming efficient in using a range of strategies e.g. anticipation of the next word; self-correction; rereading; reading on; slowing down and sub vocalising when encountering difficult texts and using knowledge. ✓</p>
<p>Text – ‘Jenny’s Giants’ L.O. To make predictions using the text AF1 The children read the text fluently, identifying punctuation in the text to assist their reading - ‘She paused when reading it but there is no comma’ ‘I think the pause comes after that’. There was limited expression when reading aloud but the moderator saw some evidence of re-reading for understanding.</p> <p>AF2 During the session the children were given a range of opportunities to re-tell the story so far and predict what was coming next. They were able to do this - ‘I think the policeman might come and say stop in the name of the law’, ‘I think it went through the school window and hit the teacher’. However, the moderator felt there was an over reliance on the illustrations to aid discussions and predictions. If the children were able to find examples in the text, they may have secured the 3c objective. They were able to describe the character as tall, loud and a bully.</p> <p>AF6 When asked their opinions, the children were beginning to share their thoughts and opinions, but this was often prompted by the teacher. At times they talked about experiences they had had that were similar to those in the text, but were reluctant to talk in much depth about these.</p> <p>The teacher had planned activities for the rest of the class to focus on during the guided reading session. One group enjoyed the role play activity; however, the story mountain activity was based on a film rather than a text. Sharing the text with the children would have helped develop their reading skills.</p> <p>The moderator was not able to agree a 3c level for this group. The moderator felt they were working at 2a, with one boy achieving some elements of 3c.</p> <p>Thank-you for welcoming me into your lesson today.</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>

Year 5 Level 5c	AF 4 (N) Is beginning to make comparisons and critical judgements about texts e.g. how ideas within a text link, the relative impact of a story opening etc. ✓ (NN) Is beginning to assess the impact of presentational features when making critical conditions.	AF 5 Is beginning to distinguish and explain subtle differences with a writer's use of language and its effect on a reader (e.g. shades of meaning, onomatopoeia etc) Evidence In follow-up book	AF6 Can express clearly and confidently what they liked and disliked about a text and can identify confidently and consistently the main purpose of a text. ✓	AF 7 Using texts of increasing complexity begins to relate them to their social, cultural or historical context and use evidence from the text to support conclusions.
AF 2 & 3 Can respond to texts by exploring underlying themes and ideas. Makes inferences based upon implicit information drawn from text. Can provide justification for those inferences by returning purposefully to the text. ✓				

Text: The Wind Singer by William Nicholson

Lesson Objective: AF2/3 To make inferences about character and plot
AF5 To Identify words and phrases the author has used to create a feeling

AF2/3

Through the use of the hot-seating activity, which was led by the children, it soon became very apparent that the children had great understanding of the underlying themes in the text. This was shown in the questions they asked, and the response given. 'Why do you run the city the way you do?', 'How long have you been locked up and why do you like chocolate buttons so much?', 'Do you think it's your family's fault or the fault of the examiner?'. Responses included 'It's because I'm mad', 'Maybe he can't leave because of the bowls' and 'I think he feels trapped'. Thinking time was provided to give the group time to gather their thoughts and opinions, which really added to the discussion.

AF4

The children were confident in making comparisons and judgements about how the ideas with the text linked. They were also able to talk about how this was similar in structure to previous texts they have read. 'He can only tell part of the story, so it's left to her and us to work put the rest on or own'. 'It's like the Firework Makers daughter' because they are both based around a journey', 'They have both got a character who is the chosen one'. 'The story moves on because he tells her/us things and then explains it, but you want to find out more'.

AF6

When asked their opinions on the text, the children confidently shared their thoughts and readily identified extracts in the text to back these up. 'This is my favourite sentence because it is not what the reader would expect – a powerful sentence and the he just goes to sleep'.

Evidence in follow up books showed a range of comprehension tasks and some examples of AF5 – awareness of the effect of words/language on the reader.

The moderator agreed with the teacher's judgement that this group was working at 5c. Thank-you for the warm welcome into your setting today, it was a pleasure to see children enthused about reading.

Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Writing Moderation Visit 2019

School: St Mary's Primary School

Key Stage: 1 and 2

Date: 11.6.19

Focus of visit:

looked at evidence from three children judged to be 3c and three judged to be 5c at the most recent assessment. A child from each level was interviewed. Judgements were moderated against the Island level descriptors.

Meeting with Head/ Literacy Co-ordinator to establish school context

The school is currently focusing on improving reading, with an awareness that this will have an impact on writing standards. Whilst writing is currently not on the SIP, and is not planned as a focus in the near future, the school has recently established within school moderation systems to improve staff confidence with levelling. The school has started to build up files of exemplified assessments to support internal moderation. Recent moderation has taken place and leadership are aware of next steps. The school uses the Island level descriptors for assessment.

Summary of evidence from the selected children

Child A Year 5

Story - 7th March

Teacher assessment: 5c.

Moderators: Agreed level 5c.

Supporting evidence - books show work at 4A with some elements of 5c.

Overall level agreed at 5c.

Child B Year 6

Wandering story - March

Teacher assessment: 5c.

Moderators: More typical of 4a but with some elements of 5c, needs greater consistency in structure and control to be 5c.

Supporting evidence - Books show progress and focused teaching but supporting evidence is at 4a.

Overall this child is working at 4a with elements of 5c.

Child C Year 6

Unclear which is the most recently assessed piece

Walking story – March (we looked at this as it was clearly a substantial piece)

Teacher assessment: 5c.

Moderators: Agreed level 4a

Supporting evidence – Evidence in book supports 4a

Overall this pupil working at 4a.

Child D Year 2

Assessed piece

Teacher assessment: 3c.

Moderators: Moderators levelled this piece as a 2b with some statements still needing consolidation.

Supporting evidence - Other evidence in the book supports the level of 2b.

Overall level agreed at 2b.

Child E Year 3

Firework description and character description

Teacher assessment: 3c.

Moderators: When looking at both pieces there are elements of 3c but overall these pieces provide evidence of secure 2a.

Supporting evidence - Other evidence shows evidence of 2a work. Most recent piece (dilemma story) shows elements of 3c but not sustained.

Overall level agreed at 2a.

Child F Year 4

Recount

Teacher assessment: 3c.

Moderators: Secure 2a with some elements of 3c but not enough.

Supporting evidence – Previous assessed piece was a secure 2a and other work supports a 2a.

Overall level agreed at secure 2a.

Interviews with children

The children interviewed told us they enjoyed it. They talked about how the teacher shares a presentation about the writing they will be doing. They struggled to explain how the classroom supported their writing and weren't able to talk about different genres they had covered.

General Comments

Only one child's level was agreed and pieces were generally over marked. However, we were pleased to see:

- √ Evidence of editing.
- √ Evidence of cross curricular pieces.
- √ Use of interesting stimuli in some classes e.g. video clips, Literacy Shed resources.
- √ Isle of Man level descriptors are being used.
- √ In school moderation has been established.

Recommendations:

- **Develop staff understanding of the expected levels. Share examples of writing at the different levels so everyone is aware of the standard they are expecting. The moderation team can provide some examples.**
- **Build confidence at using level descriptors and how to use them correctly. Remember handwriting and spelling are not used to determine the level and that most statements in Composition and Effect and in Sentences Structure and Punctuation need to be evidenced to achieve that level. Keeping going with the within school moderation will help this – maybe start a session by all looking at the same pieces to ensure everyone is using the descriptors in the same way.**
- **Ensure a range of genres are covered and taught to develop children's awareness of different genres and related features. You want pupils to be able to talk about each genre and choose to use features in their writing. Developing an agreed genre overview for all year groups would be a great first step. Developing this alongside your new curriculum (Cornerstones) would be very useful.**
- **Ensure assessed pieces are independent – slow writes and shared/supported writes are great but they should be part of the teaching process rather than the assessed piece. Assessed pieces should show choice and independent application of the taught skills.**
- **Develop greater awareness of the process of writing. Writing is happening but there needs to be a clearer focus on teaching how to do it rather than just doing it.**

These recommendations will need to be paced well and implemented over time.

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

June 2019