Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Chief Executive Officer
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Ref:

Date: 24.05.18

Moderation of Numeracy Record 2017-18

Date – 16/5/18

School – Victoria Road School

Moderators –

Class teachers –

Activities During Visit – moderation of maths

Evidence of in house moderation – Headteacher stated that there has been some

moderation done between teachers this year. There are plans more rigorous

moderation next year.

Numeracy Training Attended - yes

Moderation Meetings Attended - yes

Verbal feedback given – yes to Headteacher (maths co-ordinator has been on long term sick)

Moderation Focus
To look at evidence collected by class teachers to assess children working at levels 2b and 4b.

Comments
Thank you for the warm welcome and for the preparation that had taken place prior to our visit. The maths co-ordinator has been off on long term sickness absence so the Headteacher has taken over the role.

He stated that maths has not been on the SIP for several years and that there are no concerns over the data. The school use the old framework (blocks and units) as a curriculum to ensure consistency. Staff use the electronic ticksheet but also use paper copies to highlight pupils achievement.

The Headteacher said that a few members of staff have started to use elements of maths mastery but this will be reviewed by the school next year in more detail.
The children's books were provided as evidence along with an example of printed electronic ticksheets and a highlighted set of seven strands.

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 - 2b
Moderators agreed with this judgement.

Child 2 - 2b
Moderators agreed with this judgement.

Child 3 - 4b
Moderators agreed with this judgement.

Child 4 - 4b
The moderators felt that, from evidence provided, there were many elements of 4a.
Having met with child 4, it is clear he is a secure 4b.

Areas for development
The evidence was very worksheet heavy; the school needs to develop a whole school approach to improve quality and variety of evidence.

Linked to this the school needs look at the opportunities provided by the curriculum, ensuring that children receive a wide variety of mathematical experience with appropriate challenge.

The school must develop a clear way of showing evidence of AT1 being taught and levels in AT 1 achieved by children.

Ensure that children receive credit for achieving higher 'I can' statements achieved, as there very little evidence of this provided.

Consider a whole school approach improve monitoring of individual progress, for example, using a colour code system for highlighting seven strands so that a different

colour is used for every term for each year group. This would assist in the monitoring of individual progress, also ensuring children are given consistent opportunities to progress.

Signed (Moderator) –   Date – 16.05.18

Signed – (HT)   Date -

Department of Education and Children

Rheynn Ynsee as Paitchyn

<u>Reading Moderation Visit</u>

School: Victoria Road Primary School

Key Stage: One and Two

Levels Moderated: 1b (from Y1) 1b (from Y2) 3c (from Y3) 3c (from Y4) 4c(from Y5) 4c (from Y6)

Date: 26th January 2016
Focus of visit:

observed 6 guided reading sessions from each year class in 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 head teacher.

Group 1 - Year 1
This group was assessed by the school as level 1b . Moderator agreed with the teacher, that this group is working within level 1b with some elements of 1a. See additional notes

Group 2- Year 2
This group was assessed by the school as level 1b . Moderator agreed with the teacher, that this group is working within Level 1b. See additional notes

Group 3 - Year 3
This group was assessed by the school as level 3c . Moderator agreed with the teacher, that this group is working within level 3c. See additional notes

Group 4 - Year 4
This group was assessed by the school as working at 3c. Moderator agreed with the teacher, that they are working within level 3c. See additional notes.

Group 5 - Year 5
This group was assessed by the school as working at 4c. Moderator agreed with the teacher that it is appropriate that the group are working at 4c. See additional notes.

Group 6 - Year 6
This group was assessed by the school as working at 4c. Moderator agreed with the teacher that it is appropriate that the group are working at 4c. See additional notes.

General Commentary
✓All levels were accurate
✓Discussion with staff showed they knew their children well. They were able to identify strengths and weaknesses and next steps.
✓The sessions were planned thoroughly and linked to the AFs.
✓The children demonstrated a positive attitude towards reading.
✓The school has secure systems in place to ensure progression within Reading including clear planning and assessment procedures.
✓Teachers are developing the use of other sources of evidence including home learning to confirm judgements.

Recommendations
★ To further develop Questioning skills within Reading sessions
★ To develop moderation of assessment procedures
★ Provide opportunities for moderation across cluster schools
★ To continue to identify areas to develop and resource appropriately e.g. bridging gap between 1c and

Moderation Observation - Y1.   Teacher –   Date – 26/1/15
Reading Assessment Descriptors –Level 1b

AF1 Letters and Sounds	AF1 Book Bands	AF1 Fluency	AF1 Word identification	AF1 Punctuation	AF1 Whole text strategies
Secure in working at Phases 3 and 4 √	Green and <u>Orange</u> √	Reads short sentences. Is confident enough to tackle longer sentences. May still read in a monotone voice √	Reads a range of familiar words and simple sentences independently. Uses knowledge of grapheme/ phoneme correspondence to read words √	Independently takes more note of punctuation. √ Mainly Full Stops	Recognises importance of print. Priorities the print but may use pictures as a confirmer √

	AF 2 & 3
Children were able to make predications using the title and the front cover and was able to recognise the blurb as a way to find out about the story. The strategy check identified words that the children did not know selected by the children in the first couple of pages. The discussion during this element indicated that the children were working securely with in the appropriate phonic level. The children were able to discuss some punctuation used (mainly full stops) and make links to their own writing. said that he had forgotten full stops in his own writing. identified finger spaces as important to help the reader and was able to explant question marks. When talking about exclamation marks commented that it lets you know to talk in a different voice. Although the children didn't know what they were called they enjoyed practicing using ellipses when reading out loud and demonstrated an emerging awareness of them. The children enjoyed reading in pairs. They were able to listen and were beginning to offer advice to their partner about how to use more expression. The children answered question appropriately for this level. gave a confident answer as to why the character was crying and was able to link his answer to his own experience. When asked ' why is the pond very black?' he said it could be dark blue or it could be at night time or it could just be like the pond in the big yard. The children were able to answer questions with our over using the picture cards or being over reliant on teacher prompts. Follow up tasks were appropriate. The session was well planned from a medium term plan. Whole school assessment documentation provided clear evidence of attainment so far including assessment of Letters and Sounds. I would agree that and are secure at Level 1b. Based on the session observed I would level , and at a Level 1a.	Supported by the teacher's questions, can respond to the book by identifying some significant events. Show simple understanding when questions/prompts are used e.g. sequencing cards √
	AF 4
	AF 5
	AF 6
	AF 7

AF1 Letters and Sounds	AF1 Book Bands	AF1 Fluency	AF1 Word identification	AF1 Punctuation	AF1 Whole text strategies
Secure in working at Phases 3 and 4 √	Green and <u>Orange</u> <u>√</u>	Reads short sentences. Is confident enough to tackle longer sentences. May still read in a monotone voice √	Reads a range of familiar words and simple sentences independently. √ Uses knowledge of grapheme/ phoneme correspondence to read words <mark>Developing</mark>	Independently takes more note of punctuation.	Recognises importance of print. Priorities the print but may use pictures as a confirmer √

All the children knew the genre and were able to identify the main characters from the front picture. Clear strategy check to begin the session.

made a good attempt at adding expression and was fluent at this level
needed some strategy support to aid her fluency
was mostly fluent and expression was developing
was fluent and attempting to add expression.

The children read independently and with a good level of comprehension.

The children were all able to answer questions and with a little prompting were referencing the text when doing so. predicted that the animals my take the ball like in a similar story, thought that they may jump out after the ball because that is what animals sometimes do and commented that they may have seen the sigh ' no ball games'.

was able to identify the sentence that demonstrated the characters intention 'play with it in the park' with out prompting from the teacher.

When asked about what the tiger was like initially used the pictures saying he was grumpy and not playing. When prompted he found the words ' he was just walking up and down' and was able to explain why those words indicated the tiger was sad.

All of the children enjoyed getting into the mind of the tiger and working in partners. They were all able to give examples of what they thought the tiger might be thinking. For example ' I would like to play with that ball' or ' I don't have much to do'

In the final activity the children used pictures to recall the story, they were able to select them in order and say what was happening in each one.

In addition to the observation I also saw:
Running Records
Key word assessments
Letters and sounds assessments
Evidence from journals/ follow up work
Annotated medium term planning
Evidence from a ' view of reading'
Assessment consistent with whole school policy

I agree with the teacher-assessed level for this group.

AF 2 & 3
Supported by the teacher's questions, can respond to the book by identifying some significant events. <mark>Focus</mark> Show simple understanding when questions/prompts are used e.g. sequencing cards √

AF 4

AF 5

AF 6

AF 7

AF1 Fluency	AF1 Word identification	AF1 Punctuation	AF1 Whole text strategies
Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention.

√ | Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation.
√ | Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension.

N/a | 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.
n/a |

The choice of an Atlas as a guided reading book linked in well with the children's previous book, a non-fiction text about volcanoes.

The children were all able to recall the features of the non-fiction book, some with a little prompting.

The task of independently finding features similar to the previous book was initially challenging but once they identified one feature they became more confident finding the others. They were confused slightly by the Gazetteer! The children became more confident once they had looked at a designated page together and were given the opportunity to discuss. Following this they were able to use the Atlas constructively to find information about 'Mountains' using the main features of index and contents pages.

The session was well planned and had many cross-curricular links. It served well to reinforce learning from the previous session. There were clear medium and short term planning links to AFs. Although I was not able to evidence many AFs during the session it was clear from the confidence of the children when manipulating the text and from the teachers record keeping and assessment notes that the children are working with in the level. I agree with the teachers assessed level.

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.
n/a

AF 4.
(   )Is beginning to discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, and storyboard. n/a
     Is beginning to locate info by using organisational features e.g. heading, index, fact boxes etc. √ Focus

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
√

AF 6
Is beginning to express what they liked and disliked about a text and to identify the main purpose of a text.
√

AF 7.
Is beginning to show an awareness of genre and literary traditions
√

Reading Assessment Descriptors –Level 1b

AF1 Letters and Sounds	AF1 Book Bands	AF1 Fluency	AF1 Word identification	AF1 Punctuation	AF1 Whole text strategies
Secure in working at Phases 3 and 4 √	Green and <u>Orange</u> <u>√</u>	Reads short sentences. Is confident enough to tackle longer sentences. May still read in a monotone voice √	Reads a range of familiar words and simple sentences independently. √ Uses knowledge of grapheme/ phoneme correspondence to read words Developing	Independently takes more note of punctuation.	Recognises importance of print. Priorities the print but may use pictures as a confirmer √

All the children knew the genre and were able to identify the main characters from the front picture. Clear strategy check to begin the session.

made a good attempt at adding expression and was fluent at this level needed some strategy support to aid her fluency was mostly fluent and expression was developing was fluent and attempting to add expression.

The children read independently and with a good level of comprehension.

The children were all able to answer questions and with a little prompting were referencing the text when doing so.   predicted that the animals my take the ball like in a similar story,   thought that they may jump out after the ball because that is what animals sometimes do and   commented that they may have seen the sigh ' no ball games'.

was able to identify the sentence that demonstrated the characters intention 'play with it in the park' with out prompting from the teacher.

When asked about what the tiger was like   initially used the pictures saying he was grumpy and not playing. When prompted he found the words ' he was just walking up and down' and was able to explain why those words indicated the tiger was sad.

All of the children enjoyed getting into the mind of the tiger and working in partners. They were all able to give examples of what they thought the tiger might be thinking. For example ' I would like to play with that ball' or ' I don't have much to do'

In the final activity the children used pictures to recall the story, they were able to select them in order and say what was happening in each one.

In addition to the observation I also saw:
Running Records
Key word assessments
Letters and sounds assessments
Evidence from journals/ follow up work
Annotated medium term planning
Evidence from a ' view of reading'
Assessment consistent with whole school policy

I agree with the teacher-assessed level for this group.

AF 2 & 3
Supported by the teacher's questions, can respond to the book by identifying some significant events. Focus Show simple understanding when questions/prompts are used e.g. sequencing cards √

AF 4

AF 5

AF 6

AF 7

AF1 Fluency	AF1 Word identification	AF1 Punctuation	AF1 Whole text strategies
Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention. √	Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation. √	Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension. N/a	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. n/a

The choice of an Atlas as a guided reading book linked in well with the children's previous book, a non-fiction text about volcanoes.
 	
The children were all able to recall the features of the non-fiction book, some with a little prompting.
 	
The task of independently finding features similar to the previous book was initially challenging but once they identified one feature they became more confident finding the others. They were confused slightly by the Gazetteer! The children became more confident once they had looked at a designated page together and were given the opportunity to discuss. Following this they were able to use the Atlas constructively to find information about 'Mountains' using the main features of index and contents pages.
 	
The session was well planned and had many cross-curricular links. It served well to reinforce learning from the previous session. There were clear medium and short term planning links to AFs. Although I was not able to evidence many AFs during the session it was clear from the confidence of the children when manipulating the text and from the teachers record keeping and assessment notes that the children are working with in the level. I agree with the teachers assessed level.
	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.
	n/a
	
	AF 4.
	    Is beginning to discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, and storyboard. n/a
	    Is beginning to locate info by using organisational features e.g. heading, index, fact boxes etc. √ Focus
	
	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
	√
	
	AF 6
	Is beginning to express what they liked and disliked about a text and to identify the main purpose of a text.
	√
	
	AF 7.
	Is beginning to show an awareness of genre and literary traditions
	√

(N) Narrative
(NN) Non-narrative

AF1 Fluency	AF1 Word identification	AF1 Punctuation	AF1 Whole text strategies
Reads accurately and fluently pausing only to decode unfamiliar words without teacher intervention.	Is becoming efficient in the use of word identification strategies: application of phonics, common letter patterns and word segmentation.	Uses knowledge of common punctuation marks to enhance phrasing, intonation and comprehension.	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.

(Narrative text) AF1: and read fluently and accurately. Both managed to decode unfamiliar words without teacher intervention. required a little more support. AF1: and both used word identification strategies appropriately when encountering unknown words. Evidence of self-correction from AF2&3: Evidence from all that they could retell and discuss own simple interpretations of the text providing information related to plot and characterisation. AF5: Identified evidence from text (noted down on a post-it) to support ideas about character and their interpretations of them. AF7: Evidence that they were beginning to understand author's intentions with regards to it being a spin on a traditional fairy tale. As a result, awareness was shown by all of genre and literary traditions-characters were compared to the traditional versions. Used knowledge of context to aid understanding and to make predictions at the start of the session.	**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. 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. 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 AF 6 Is beginning to express what they liked and disliked about a text and to identify the main purpose of a text. AF 7. Is beginning to show an awareness of genre and literary traditions

(N) Narrative
(NN) Non-narrative

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	(N) Is beginning to identify and discuss significant or pivotal moments in a text. (NN) 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

(Non-narrative)

Use of prediction (based on the book cover) to anticipate what the text may be about-all students contributed to this discussion.
Students refer to prior knowledge/experience, 'Have you ever been lost?' 'What did it feel like?'
Students were reminded of what to do if they struggled with any words.

AF2&3:
Pupils were beginning to identify key ideas using inference. 'Why was it a mistake to send the Aborigines away?' 'What else could the explorers have done?'
Students were enthusiastic and successful in making their predictions.

AF4: Objective was to identify key facts and summarise the important information. Pupils were asked to identify the mistakes the men made and what was odd about the deaths of Burke and Wills, most managed to do this successfully without teacher intervention. All read the text independently and confidently.

AF5: Teacher asked students to acknowledge the direct quotes in the text and they considered the effects of this on the reader-'make it more real'.

AF6: Students were asked to consider and identify the main purpose of the text, discussed chronological order and linked it to prior learning in that recount was similar to a diary entry of which they had produced previously.

AF7: Teacher introduced text type and highlighted the main features they might expect to find in such a text.

Students were going on to use their findings to help them produce an information leaflet on how one might survive if lost in the wild.

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	(N) Is beginning to identify and discuss significant or pivotal moments in a text. (NN) 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

(Narrative text)

AF 2&3
Focus was on themes and 'pivotal moments' throughout the reading session. Evidence of linking themes to certain characters. A table of themes was on the wall and students used this well to help develop their ideas and some students asked what certain themes were on the chart to rule them out.
Use of prediction once discussed pivotal moments. 'Think of two events that could happen as a result…'- which prompted interesting ideas and discussion.

AF4:
Skimming and scanning was modelled by the teacher so students could be reminded how to identify relevant evidence/significant moments in the text. Students were asked to summarise the chapter, one student did an excellent job of this. All demonstrated a good understanding of the plot of the text and all were keen to contribute their opinions on the characters in the text.

AF5:
Students were encouraged to support ideas using evidence, excellent use of questioning by teacher. Evidence that they were beginning to consider how the way in which words are used creates a specific effect on the reading.

A number of students were asked to read aloud. Teacher took time out to remind one student of the need to acknowledge the punctuation, which had a positive effect when she continued to read on.

<u>Writing Moderation Visit</u>

School: Victoria Road School

Key Stage: Key Stage One and Key Stage Two.

Date: 25th March 2014

Focus of visit:

(Moderator) looked at a sample of recent scripts from each class/set (top, middle and lower ability). Moderated these against the Island level descriptors and discussed the scripts and judgements with the Head Teacher.

<u>Year 1: Puffins</u> 1 boys, 2 girls

<u>Script 1</u>: Boy -
The teacher had assessed this script at a Level 1C.
Moderator agreed this script at a Level 1C.
Targets set agreed by the moderator.
A target around recognisable words would be appropriate.

<u>Script 2</u>: Girl -
The teacher had assessed this script at a Level 1B.
Moderator assessed this script at Level 1A.
Targets set agreed by the moderator.

<u>Script 3</u>: Girl-
The teacher had assessed this script at a Level 1A.
Moderator assessed this script at Level 2C.
Targets set agreed by the moderator.

<u>Year 1 & 2 Dolphins</u> – 1boy, 2 girls

<u>Script 1</u>: Girls -
The teacher had assessed this script at Level 1B.
Moderator agreed this script at Level 1B.
Targets set agreed by the moderator.

<u>Script 2</u>: Boy –
The teacher had assessed this script at Level 1A.
Moderator assessed this script at Level 2C.
Targets set agreed by the moderator.

Script 3: Girl –
The teacher had assessed this script at Level 2B.
Moderator agreed this script at Level 2B.
Targets set agreed by the moderator.

Year 2 & 3 Swallows – 1 Boy, 2 Girls

Script 1: Boy
The teacher had assessed this script at Level 2C.
Moderator agreed this script at Level 2C.
Targets set agreed by the moderator.

Script 2: Girl -
The teacher had assessed this script at Level 2A.
Moderator agreed this script at Level 2A.
Targets set agreed by the moderator.
Take care that writing in this format doesn't provide a barrier to attaining a Level 3.

Script 3: Girl -
The teacher had assessed this script at Level 3C.
Moderator agreed this script at Level 3C.
Targets set agreed by the moderator.
Did the writing frame help or hinder this writer?

Year 3 Wrens - 1boy, 2 girls

Script 1: Boy -
The teacher had assessed this script at Level 2C.
Moderator agreed this script at Level 2C
Targets set agreed by the moderator.
There are many aspects of a 2B that can be identified.

Script 2: Girl -
The teacher had assessed this script at Level 2A.
Moderator assessed this script at Level 3C.
Targets set agreed by the moderator and are appropriate to consolidate this level.

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

Year 4- Mink Whales 1 boy, 2 girls

Script 1: Girl -
The teacher had assessed this script at Level 2B.
Moderator agreed this script at Level 2B.
Many aspects of a 2A can be identified.
Targets set agreed by the moderator.

Script 2: Girl -
The teacher had assessed this script at Level 3C.
Moderator agreed this script at Level 3C.
Aspects of 3B could be identified in this script.
Targets set agreed by the moderator.

Script 3: Boy-
The teacher had assessed this script at Level 3A.
Moderator agreed this script at Level 3A.
Aspects of 4C could be identified in this script.
Targets set agreed by the moderator.

Year 5 Wallabies 1 boy, 2 girls

Script 1: Boy
The teacher had assessed this script at Level 2B.
Moderator agreed this script at a Level 2B.
Targets set are too vague.

Script 2: Girl -
The teacher had assessed this script at Level 3C.
Moderator assessed this script at Level 3B.
Targets set are too vague.
When the SSP descriptors are broken down there are enough aspects
with in this script to award a 3B. SSP should be a focus area for target
setting.

Script 3: Girl -
The teacher had assessed this script at Level 4B.
Moderator agreed this script at Level 4A (just).
Targets set are too vague.
Although targets are relevant to move the writer forward I would have
liked to see the elements of 4A considered on the assessment sheet.

<u>Year 6 Peregrines 1boy</u>, 2 girls

<u>Script 1:</u> Girl
The teacher had assessed this script at Level 3A.
Moderator agreed this script at Level 3A.
The story began at Chapter 3. Was this deliberate?
Target areas highlighted are appropriate.

<u>Script 2:</u> Boy -
The teacher had assessed this script at Level 4B.
Moderator agreed this script at a Level 4B.
Target areas highlighted are appropriate.

<u>Script 3:</u> Girls -
The teacher had assessed this script at Level 5C.
Moderator agreed this script at Level 5C.
Target areas highlighted are appropriate.

General Commentary

- √ Most levels were accurate.
- √ Based on the scripts seen, the children appear to be achieving at or above an appropriate level for their NC year.
- √ Targets are set for pupils and in general they reflect the assessment guidelines.
- √ Cross-curricular links were evident in a number of pieces.
- √ Most children have targets for improvement that relate to the 'Level Descriptions for Writing'
- √ No Reception scripts were seen.

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

Recommendations:

- √ To continue to moderate internally in a variety of settings e.g. same year group, cross year groups, transition year groups.
- √ To develop links for moderation purposes with other schools.
- √ To write more specific targets for development in Upper Key Stage 2.

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

Moderators: - Literacy Moderators