

# Department of Education and Children

*Rheynn Ynsee as Paitchyn*

## Writing Moderation Visit 2017

**School:** Ashley Hill Primary School

**Key Stage:** 1 and 2

**Date:** 27<sup>th</sup> April 2017

### **Focus of visit:**

redacted (Moderator) looked at evidence from three children judged to be 2b, three judged to be 3b 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

**4b**

red  
t

Substantial piece - Agreed as a 4b  
Supporting evidence – Agreed as a 4b. Most pieces provided evidence of 4b.

### **Overall level 4b – Agreed**

red's work showed progress over time as he moved from a 4c with elements of 4b into a secure 4b.

**4b**

reda  
t d

Substantial piece - Agreed as a 4b  
Supporting evidence – Agreed as a 4b. Most pieces provided evidence of 4b. Some pieces had elements of 4c (Class Trip recount) but overall agreed as a 4b.

### **Overall level 4b – Agreed**

reda's work showed good solid progress.  
t d

**4b**

red  
t

Substantial piece - Agreed as a 4b  
Supporting evidence – Agreed as a 4b

### **Overall level 4b – Agreed**

red's work showed progress from 4c/4b to a secure 4b. There was a wide range of evidence. This was a good example of a collection of work that exemplifies attainment at a 4b.

3b

red

t

Substantial piece - Agreed as a 3b  
Supporting evidence – Agreed as a 3b

**Overall level 3b – Agreed**

red's work showed steady progress from 3c/3b to a secure 3b.

t

3b

red

t

Substantial piece - Agreed as a 3b.

Moderator leveled Sentence Structure and Punctuation as a 3c in this piece, however Composition and Effect overall was leveled as 3b. So 3b level agreed overall.

Supporting evidence - Not agreed as a 3b.

Moderator leveled the supporting evidence as 2a/3c pieces of writing.

Onchan fact file – 3c, End of Ellan Vannin – 2a/3c

Therefore Moderator was unable to agree the 3b level.

**Overall level 3b – Not Agreed**

red's work showed some progress from 2a – 3c, with the substantial piece showing elements of 3b. Consequently, the moderator was unable to agree the 3b level, but would level red as a solid / high 3c writer.

t

3b

redac

t d

Substantial piece - Agreed as a 3b

Supporting evidence – Agreed as a 3b

**Overall level 3b – Agreed**

redac's writing was from a range of sources. Free writing highlighted total independence, which was commendable.

2b

red

t

Substantial piece – Not Agreed as a 2b

Moderator leveled red's substantial piece as a solid 2c

t

Supporting evidence – Not Agreed as a 2b

Moderator felt that the supporting evidence lacked evidence of 2b objectives

Onchan Fact File – 1a/2c

Titanic 2c

**Overall level 2b – Not Agreed**

red's writing is well on the way to being a level 2b, however, there were some gaps in his Sentence Structures and Composition and Effect.

2b

redact

d

Substantial piece - Agreed as a 2b

Supporting evidence – Agreed as a 2b

**Overall level 2b – Agreed**

[redacted]'s writing showed progress from 2c - 2b. Evidence was mainly non-narrative.

2b

[redacted]  
t d

Substantial piece - Agreed as a 2b.

Moderator recognised some elements of 2c within this substantial piece, but overall level 2b was agreed.

Supporting evidence – Agreed as a 2b

**Overall level 2b – Agreed**

[redacted]'s writing showed progress from 2c – 2b. Evidence was mainly non-narrative.  
t d

### **Interviews with children**

[redacted] 2b and [redacted] 3b  
act

*Evidence from the pupil interviews indicates that:*

- *Pieces are completed independently*
- *Children are given opportunities each week to write independently – Free Writing*
- *There is access to a learning wall – Connectives, Word of the week.*
- *Writing sessions are enjoyable*

### **General Comments**

- ✓ Most overall levels were accurate.
- ✓ School is working hard to achieve consistency in planning, teaching and assessing writing.
- ✓ There is good evidence of positive marking and examples of constructive feedback being given to improve work. This is modelled well, meaning children use peer and self-assessment with growing confidence.
- ✓ Based on the evidence seen, the children generally appear to be achieving within appropriate levels for their NC year.
- ✓ There are some examples of great evidence banks/portfolios – Year 4.
- ✓ The Literacy coordinator has a good grasp of how Literacy looks across the school – Book/Planning Scrutiny, Lesson Drop-Ins.
- ✓ The interviewed children were very enthusiastic about writing.
- ✓ There are lots of opportunities for cross-curricular writing across the school – including independent and free writing.
- ✓ School carries out regular internal moderation, where teachers work together to assess written pieces.

### **Recommendations:**

- ✓ To develop a consistent approach to ensure that both Narrative and Non-Narrative evidence is collected.
- ✓ To develop a whole school overview of genres covered
- ✓ To continue to develop use of drama and role-play in KS2 – Linked to Talk for Writing.
- ✓ Share good practice, as seen in Year 4.
- ✓ Continue to provide a wide range of opportunities for Independent Writing.

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

**Moderator:** [redacted]