

Department of Education and Children

Rheynn Ynsee as Paitchyn

Writing Moderation Visit 2017

School: Arbory

Key Stage: One and Two

Date: 30th May 2017

Focus of visit:

redacted (Moderators) 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. At least one child from each level was interviewed.

Judgements were moderated against the Island level descriptors.

Summary of evidence from the selected children

2b

red

t

Substantial piece 1 - 2b (Summer term, adventure story): Moderators assessed this piece as a 2a. Most of the 'Composition and Effect' statements are met. I couldn't see any level descriptors for this pupil but they may have been stored somewhere else?

Additional evidence 2b: Agreed overall as supporting a 2b. There was evidence of other pieces that were at a 2b. There was movement from 2c through to elements of a 2a.

Overall level 2b – Agreed

Next steps were evident.

2b

redac

t d

Substantial piece 1– 2b (May, Victorian school): Agreed 2b

Substantial piece 2 - 2b (May, The Rescue): Agreed 2b

Substantial piece 3 - Low 2b (Spring, The Beast of Antarctica): Agreed 2b

Additional evidence 2b: Agreed as supporting a 2b. There is evidence of 2c independent work with some elements of 2b (e.g. description, verbs) moving through to pieces illustrating secure 2b.

Overall level 2b – Agreed.

There was evidence of clear feedback.

2b

red

t

Substantial piece 1 - 2b (May, Victorian school): Agreed 2b

Substantial piece 2 - 2b (May, The Rescue): Agreed 2b

Substantial piece 3 - Low 2b (Spring, The Beast of Antarctica): Agreed 2b

Additional evidence 2b: Agreed. There is evidence of 2c independent work with some elements of 2b (e.g. description) moving through to pieces illustrating 2b with some elements of 2a (e.g. dialogue).

There was evidence of clear feedback.

Overall level 2b – Agreed.

3b

redacted

Substantial piece 1 - 3b (May, Prince Asterix): Agreed 3b, with some elements of 3a e.g. *interest and suspense are combined to create vivid pictures.*

Substantial piece 2 - 3b (Feb, rainforest adventure) : Agreed 3b, elements of 3a
(I suggest you include the 3a sheet so can see which bits)

Substantial piece 3 - 3c + (Spr, Indiana): Agreed 3c.

Additional evidence: Agreed there is evidence to support 3b. There is some 3c evidence and some additional examples of 3b e.g. nouns modified by adjectives, connectives clarifying relationships.

Evidence of feedback

Overall level 3b – Agreed.

3b

redacted

Substantial piece 1 - 3b (Spring, Non- narrative): Agreed 3b

Substantial piece 2 - 3b (Spring, Narrative): Agreed 3b

Substantial piece 3 - 3c (Jan, The Amazing Adventure): There is enough evidence for this to be a 3b piece. These statements were achieved:

- events are related to one another, though not necessarily well paced.
- characters and events are conveyed through description, dialogue and precise vocabulary choices
- simple imagery is used to create interest and to make the writing more stimulating
- the events are organised into a clear beginning, middle and appropriate end
- evidence of a consistent written style is shown.

Additional evidence: Agreed 3b. There was clear evidence of 3b elements in different pieces e.g. describing nouns and verbs for clarity, use of topic/technical words.

Feedback was evident in the draft book and on typed sheets.

Overall level 3b - Agreed.

3b

redacted

d

Substantial pieces – not agreed as a 3b

Piece 1 (Non narrative, How to Make a Mummy): Moderated to 3a

A well organized piece of writing with carefully added detail to support the writing. He has used a variety of connectives effectively.

Piece 2 (Narrative, Egyptian adventure): Strong elements of 3a

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Overall level 3b – Not agreed

From the samples of Joseph's writing looked at today, and after discussion with Lit co, a level of 3a was given

4b red

t Substantial piece 1 - 4b (Churchill): Agreed at 4b

Moderator leveled this script seen today as a solid 4b. There were strong elements of 4a including the use of personification e.g. "*feel the guilt running over him*" and interesting opener with speech.

Additional evidence.

No supporting evidence of 4b from other pieces but writing file did have evidence of progression from 4c

Overall level 4b - Agreed

4b

reda

t d

Substantial piece 1 – 4b (Spring term, Jim Carey): Agreed as a 4b

Moderator leveled this piece as a 4b – still needs reminder targets about tense and sentence structure required to strengthen the writing.

Additional evidence

No supporting evidence available. The writing file did show progression from 4c, with next steps feedback.

Overall level 4b – Agreed

4b

reda

t d

Substantial piece 1 – 4b (story) : Not agreed as a 4b

Moderator leveled the script seen today as a 4a as the script showed evidence of 4a throughout with just a few parts where the vocab could be more precise. Small grammar elements need work but a strong 4a overall.

Additional evidence 4b: Not agreed as a 4b

All supporting pieces provided evidence of strong 4a. There were a range of English pieces available to look at - draft work, high quality published work was also included.

Overall level 4b – Not Agreed

redac
t d 's writing samples showed progress over the year from 4b to 4a. She had one small part of the grammar section of 4a to secure. With this in mind, and following discussion with the Lit co, a level of 4a was given.

Interviews with children

red – 2b

*From the interview with **red** it was clear that her class do lots of interesting and fun activities to inspire writing e.g. drama, in a Victorian School room. She really enjoys writing. Her teachers help her to know what to do next. She really likes it when the teacher brings objects in for them to write stories about. She was very proud of her artic beast story. She talked about a washing line in the classroom where the teacher will hang things to help her with her writing.*

redacte – 3b

***redacte** was happy to talk about her writing. She explained that her class would often have the same theme, e.g. Egyptians, but would choose the content of their own story. She wasn't always sure where her ideas came from or how she learnt new vocabulary/genre conventions. However, she was aware of some of the things she needed to improve and could explain how she got feedback on her draft pieces so she could then make changes for the final version.*

reda – 4b

***reda** enjoys writing but was less forthcoming than the other children interviewed. She enjoyed doing the piece of writing linked to Macbeth because she could put her own famous character into it. She chose Jim Carey. Holly spoke about the drafting of writing and how her teacher would give her tips to move her writing on. She said that the ideas for her writing often came from the topic that she was learning about.*

General Comments

- ✓ Most levels of individual scripts were accurate.
- ✓ Most overall levels were accurate.
- ✓ School carries out regular internal moderation and moderation with other schools.
- ✓ Writing evidence came from topics and there was some evidence cross-curricular links.
- ✓ Evidence of feedback being used in all year groups.
- ✓ The children who were interviewed were able to explain how they are supported to improve their writing.
- ✓ Writing is on SIP and the co-ordinator talked confidently about issues that have been addressed and how the school plans to move forward.
- ✓ Evidence of some T4W strategies being used.
- ✓ It is clear the school has worked hard to establish practice that inspires writing, particularly good examples were seen in Y2 and Y5.
- ✓ Record keeping systems for storing samples of writing are becoming established.

Recommendations:-

- Build on the agreed record keeping systems to ensure they support the assessment of the whole child and not just individual pieces, making sure work is dated to show progress and that additional evidence can be taken into account.
- Remember assessment should be based on independent work. Develop a shared understanding with staff of what is an independent piece. Consider how much input or feedback is acceptable.
- Be confident! Always check the next level up as parts, if not all of it, may be achieved. Achievement across levels should be recognised in your record keeping.

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

Moderator: **redacted**