

Department of Education and Children

Rheynn Ynsee as Paitchyn

Writing Moderation Visit 2017

School: Anagh Coar

Key Stage: One and Two

Date: 10th November 2017

Focus of visit:

redacted (Moderators) looked at evidence from three children judged to be 2c and three children judged to be 4c 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

2c

redacted

Substantial piece (Autumn 2017) 'The Gigantic Pee'.

The moderator agreed with the level of this piece as a solid 2c with strong elements of 2b e.g. organized story language, consistent use of time adverbials.

Additional samples of independent pieces and records show further evidence to support that the child overall is producing secure level 2c writing.

Next steps were evident and related to the assessed pieces. There was evidence from across the curriculum.

Over all level 2c agreed.

2c

redacted

Substantial piece (Autumn 2017) 'Golden Ticket' piece. 2c – Agreed 2c

There was clear evidence of 2c statements e.g speech like sentences, an emerging knowledge of punctuation, ideas in the writing are linked.

Additional evidence – Fantastic Rhino (NF piece) – 2c – Agreed

Over all level 2c agreed.

2c

redacted

Substantial piece (Autumn 2017) 'Golden Ticket' piece. 2c – Agreed 2c

There was clear evidence of 2c statements e.g. sentences predominantly begin I/pronouns, examples of speech like sentences, writing is beginning to have detail.

Additional evidence – Buffalo Report (NF piece) – 2c – Agreed

Additional evidence – My Summer Holiday (Recount) – 2c – Agreed

Over all level 2c agreed.

4c

redacted

Substantial piece - 'The Quest for the Helmet' (Agreed with head teacher on a 4b)

There was sufficient evidence to suggest that this was more of a 4b piece of writing as it also included a number of elements required to achieve a 4a, which had also been highlighted on the teacher's level descriptors.

The piece was accurately paragraphed, included a good range of imaginative vocabulary, for example verbs such as 'lumbered', 'lurked', 'staggered' and 'He scaled the mountain'. There were also examples of simile and alliteration. However, there were also numerous punctuation and capital letter errors, which prevented it from being a secure 4a.

Over all level 4c not agreed – the piece was agreed after discussion as a 4b.

4c

redacted

Substantial piece - 'The Gorgon Quest' – 4c – Agreed

Additional evidence in file of 4c pieces of writing showing progression from 3a.

Over all level 4c agreed.

4c

redacted

Substantial piece – Greek Myth - 3a (elements of 4c) – Agreed level 4c overall

3a for accuracy, 4c for content.

Additional evidence in file of 3a pieces of writing – again strong elements of 4c in content.

Over all level 4c agreed.

Interviews with children

redacted - 2c

From the interview with redacted it was clear that her class do lots of interesting and fun activities to inspire writing e.g. drama, Talk for Writing techniques/strategies. She really enjoys writing. Her teachers help her to know what to do next. She was very proud of her 'Gigantic Pee' story and other children used her idea! She talked about writing independently without adult help. She brought in a target sheet that she uses in class – this had visual reminders of what was needed in her writing.

redacted - 4c

The students were happy to talk about their writing and their enthusiasm for the subject was great to see. They were very proud of the Greek myths they had worked on. They talked about the writing process with ease. They discussed the use of shared writing activities in their learning.

They understood clearly what their next steps would be and how their teachers' comments – verbal and written were useful to the writing process. They talked about learning walls to support them and the use of 'power pens' to 'up level' their written work.

General Comments

- √ The levels of individual scripts were accurate – just one script we thought was one sublevel higher.
- √ Good evidence of positive marking (e.g. what works well) and evidence of constructive feedback being given to improve work.
- √ School carries out regular internal moderation where teachers work together to assess work. Moderation is carried out in a variety of groupings e.g. same year group, cross year groups, transition year groups. The approach of moderating levels with the year above and below has proved a great strength for accuracy of levels. The school has also linked up with another school to moderate samples of writing.
- √ The school has good links with the secondary feeder school via the year 6 teacher and have used these links for moderation purposes.
- √ The school has a consistent and clear approach towards assessing and recording writing.
- √ There was evidence that children had relevant targets related to their assessment.
- √ The children who were interviewed were very articulate and discussed writing and learning with great enthusiasm.
- √ The school has a clear vision for writing for their students and are working on further strategies to enhance and improve vocabulary, including forest school and talk for writing techniques.
- √ The school discusses and reflects on writing regularly as a staff.

Recommendations:

- √ Continue to explore moderation across the school.
- √ Explore the 'pupil' feedback comments within key stage 1 that were discussed with the Literacy Co-ordinator – this would be a way for you to evidence that the children understand their next steps.
- √ Be confident to move pupils onto the next sub level if parts of the level above have been achieved.
- √ Continue to explore the real life experiences that will enhance the students' vocabulary and experiences – eg forest school, drama, writing linked to topic work/other subjects.

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

Moderators :

redacted