

Department of Education and Children

Rheynn Ynsee as Paitchyn

Writing Moderation Visit 2017

School: Ballacottier

Key Stage: One and Two

Date: 11th 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 (Oct) 2c – Agreed 2c
Substantial piece 2 (Nov) 2b – Agreed 2b
Substantial piece 3 (Feb) 2b – Agreed 2b

Additional evidence 2b – Agreed. There was evidence from across the curriculum moving from 2c through to 2b more recently.

Overall level 2b – Agreed

Next steps were evident and related to the assessed pieces.

2b

red

t

Substantial piece (Aut) – Agreed 1a, with elements of 2c
Substantial piece (Aut) – Agreed 2c, with elements of 2b
Substantial piece (Spr) – Agreed 2b (non narrative)
There only appeared to be one piece from Spring but two are on sheet?

Additional evidence – Agreed (there is evidence of 2c independent work with some elements of 2b e.g. description, technical vocab, punctuation). There was a good range of evidence from across the curriculum.

Overall level – Agreed on 2b – there is just enough to say she is a 2b.

There was evidence of targets

2b

redacte

Substantial piece (Aut) – Agreed 1a (unclear whether this was marked on sheet)
Substantial piece (Aut) – Agreed 2c
Substantial piece (Spr) – Agreed 2b (non narrative)
There only appeared to be one piece from Spring but two are on sheet?

Supporting evidence – Agreed. This was mostly good evidence of 2b. There was clear evidence of 2b statements e.g. simple connectives, simple sentences and compound sentences. Some big writes showed good evidence of 2b – time adverbials and capitals and fill stops.

Overall level – Agreed on 2b.

3b

redacte (only narrative)

Substantial piece (Aut) - Agreed 3c, although SSP was stronger
Substantial piece (Spr) - Agreed 3b, elements of 3a
Substantial piece 3 (Spr) - Agreed 3a

Additional evidence – Agreed 3b with some elements of 3a, post its showed teacher understood this.

Overall – 3b agreed.

3b

redacte

Substantial piece (Aut) - Agreed 3c
Substantial piece (Spr) - Agreed 3b – enough of 3b achieved.

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,)

Overall level - 3b agreed.

3b

redac

Substantial piece (Aut) – Agreed 3b. The writing was well organized and there were some elements of 3a e.g. Specific words to make writing engaging and interesting
Substantial piece (Spr) – Agreed 3b

Additional evidence – Agreed. The additional information is all supportive of Level 3b. There was a great range! Teacher was clearly aware of the elements that supported 3b

*Lovely method of sharing target on a book mark.

4B

reda
t d

Substantial piece (Aut 2) – Agreed 4c
There was good use of adjectives but there was some repetition.

Substantial piece (Spr 1) - Agreed 4c with lots of 4b

Substantial piece (Spr 2) – Agreed 4b with elements of 4a

There were clear improvements from Spring 1- much better sentence openings and a range of well -constructed sentences

Additional evidence – 4b agreed. Good to see use of IT and lots of relevant feedback.

Overall – Agreed 4b

4b
reda

Substantial piece (Aut) - Agreed 4b

Substantial piece (Spr 1) - Agreed 4b

Substantial piece (Spr 2) – Agreed 4b, conventions of the genre were clear.

Additional evidence – Agreed.

Overall level – Agreed 4b

redact -4B- Agreed

d Substantial piece (Aut 1) - The story of the 666 devil's woods- Agreed 4c
There is evidence on tracking sheet of an Aut 2 piece assessed as 4b but we weren't clear where this was.

Substantial piece (Spr 1) – Agreed 4b, although sentences aren't always punctuated. Originally we thought this piece had been assessed as 4a and we disagreed with this but on discussion with the Literacy co-ordinator it appears we were a little confused by the highlighting and it had been assessed as a 4b.

Substantial piece (Spr 2) – Agreed 4a.

Additional evidence: Agreed 4b

Good use of adjectives and dialogue.

Overall level – Agreed 4b, some elements of 4a

Interviews with children

red - 2b

act from the interview with red it was clear that she enjoyed writing. She talked confidently about using the "Magpie" tree and the class working wall. She explained the big write and told us about different stimuli e.g. pictures, books and things she's done. She explained that different groups might do different writing and that her group played games to get ideas for writing, e.g..the one word game going round the table. She could tell me her targets. I'm confident that her pieces were completed independently.

reda - 3b

reda was happy to talk about his writing. He explained that he used texts he had read at home as a stimulus. He also explained that all his class were asked to write from the perspective of an

animal but they could choose which type. He was aware of his targets and what needed to do. His pieces were independent.

redact – 3b

redact enjoys writing and talked about how his class have a writing wall to help them and explained that they put words on it linked to the genre. He talked about how the class highlight words from example texts to then use in their work. He also told us that his class use drama to help develop ideas. Pieces were independent.

reda – 4b

reda was very enthusiastic and enjoyed talking about the writing process. There was one piece where he attained a 4c and he was able to explain that he needed to add a conclusion to improve his work and gave examples of how he could do that in the future. He explained how success criteria are often generated as a class but for big writing they get some given to them. He also explained how individuals in his class had been able to choose their own topic for a particular piece and were encouraged to do something they were interested in. Pieces were clearly independent.
He could tell us his targets.

General Comments

- √ All levels of individual scripts were accurate.
- √ All overall levels were accurate.
- √ School carries out regular internal moderation
- √ Writing evidence came from a range of genres with cross-curricular links.
- √ The school has a consistent approach towards planning, teaching and assessing writing.
- √ Evidence of consistent marking – pink, green
- √ Evidence that the children had relevant targets related to the assessment.
- √ The children who were interviewed were very articulate and discussed their writing with confidence and enthusiasm.
- √ Big write allows for genres to be revisited.
- √ Writing on SIP – genre coverage clear.
- √ Evidence of good practice in choosing topics in upper KS2.
- √ Good understanding of genre conventions.

Recommendations:-

- Continue to explore with staff the best way of keeping meaningful evidence so annotated sheets match scripts e.g. try to make clear which highlighting matches which script so progression is clear. It should be noted that a new system for annotating sheets is currently being trialled, and will be reviewed in the summer term.
- Ensure that all copies printed from Google docs are dated.
- Explore with staff the best way to ensure that breadth within genres is covered, making sure assessed pieces aren't too similar. Share the good practice of choosing topics seen in Upper KS2 to ensure ownership.

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

Moderator: redacted