

Department of Education and Children

Rheynn Ynsee as Paitchyn

Writing Moderation Visit 2018

School: Ballasalla

Key Stage: One and Two

Date: 20th March 2018

Focus of visit:

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

2c

redacted

Substantial piece 1 (The Wolf and the Big Bad Pig)

Teacher Level – 2c

After moderation it was agreed that this piece is more typical of a level 2b.

Substantial piece 2 (Picnic Invitation)– Agreed 2c

Substantial piece 3 (The Gruffalo)

Although this piece contained lots of 2b language features, it was very much a retell of the original story. Agreed 2c (with lots of elements of 2b).

Supporting evidence 2c

There was a range of evidence that both supported the 2c judgement, and showed that many of the 2b objectives have been achieved.

Overall level - There is enough evidence to show that redacted has just achieved 2b.

2c

redacted

Substantial piece 1 (Friendly Cat)

Teacher Level – 2c

After moderation it was agreed that this piece is a solid level 2c, with lots of features from level 2b.

Substantial piece 2 (Woodland Picnic) - Agreed 1a

Substantial piece 3 (The Gruffalo) - Level 2c / 2b agreed

The first half of this piece shows creativity and is more typical of a level 2b, but the second half is very much a retell of the original story and therefore more typical of a level 2c.

Supporting evidence 2c – Agreed.

There was a selection of supporting evidence, with levels that ranged from 1a, to within 2b.

Next steps for **redact** were clearly identified.

Overall level - There is enough evidence to show that **redact** has achieved level 2c and is making progress within level 2b.

2c

redacted

Substantial piece 1 (Ancient Greece) – Although this is very difficult to read, the scribed version does show some evidence of level 2b. On balance, level 2c agreed.

Substantial piece 2 (Making Sandwiches)– Agreed 2c

Substantial piece 3 (Forest School Recount) – Agreed 2c - just

Targets clearly identified

A good range of evidence from across the curriculum was provided, to support the level 2c judgement.

Overall level – Agreed 2c

4c

redacted

Substantial piece 1 – Agreed 4c

Substantial piece 2- Agreed 4c/4b

Substantial piece 3- Agreed 4c

A good range of evidence from across the curriculum was provided to support the level 4c.

Overall level – Agreed 4c

4C
red
acte

Substantial piece 1 : To write a successful opening- Agreed 4C
Substantial piece 2 : Writing to argue Agreed 3A
Substantial piece 3: Agreed 3A

A good range of evidence from across the curriculum was provided to support the level 4c.

Overall level – Agreed 4c

4B
reda
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Substantial piece 1 : Adventure at wondrous wood- Agreed 4b
Substantial piece 2: Letter to Uganda- Agreed 4b
Substantial piece 3: Lovely use of diary -Agreed 4b

A good range of evidence from across the curriculum was provided to support the level 4b.

Overall level – Agreed 4b

Interviews with children

redacted – 2c
redacted was a little hesitant during the interview, but he was able to answer questions about his writing. He described his class's working wall, and was able to explain how there is a Magpie Tree with useful words. redacted showed pride in his writing, and was able to point out the words that he had selected from the working wall.

redacted – 4c
From the interview with redacted it was clear that he enjoyed writing. redacted was very enthusiastic and enjoyed talking about the writing process. He described the working wall in his classroom and explained how it was useful. He was aware of the writing process and spoke in detail about what inspires him to write, and how he plans his writing. He spoke enthusiastically about the 'The Big Write' and how having a stimulus, helps him to generate ideas for his writing.

General Comments

- √ Most levels were accurate.
- √ School carries out regular internal moderation.
- √ Writing evidence came from a range of genres with cross-curricular links.
- √ Evidence that the children have relevant targets related to the assessment.

- √ *The children who were interviewed discussed their writing with enthusiasm.*
- √ *Evidence of working walls being used effectively throughout the school.*
- √ *Talk for Writing is being used throughout the school.*
- √ *'Big Write' has been tried in Y6.*
- √ *Corridor notice boards support the writing process by displaying synonyms for common words.*

Recommendations: -

- Continue to use Talk for Writing techniques to ensure that it is embedded throughout the school.
- Consider trying 'Big Write' in year groups other than Y6.
- Consider linking guided reading texts to writing genre.
- Use internal moderation to ensure that writing levels are accurate in Y1.

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

Moderators: [redacted](#)