

Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Writing Moderation Visit 2018

School: Dhoon Primary School

Key Stage: 1 and 2

Date: 2nd May 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. Judgements were moderated against the Island level descriptors.

Summary of evidence from the selected children

Child 1 – 4c

Substantial piece – Dental analysis

Agreed as a 4c. The piece showed some elements of 4b e.g. links between events, but overall it is agreed this is a 4c piece.

Supporting evidence 4c – Agreed.

Overall level 4c – Agreed

Most pieces provided evidence of 4c, however there is growing evidence that this child is well on their way to achieving a 4b. Further focus on using sentences to extend meaning would enhance this.

Child 2 – 4c

Substantial piece – Dental analysis

Agreed as a 4c. There is an awareness of tenses these are not consistent so 4c agreed.

Supporting evidence 4c – Agreed. Most pieces provided evidence of 4c.

Overall level 4c – Agreed

This child is confidently working within a 4c, whilst regularly achieving some elements of 4b. The writer highlights an awareness of a range of sentence types (4b) but is not yet using them consistently. Therefore the moderator agrees that the supporting evidence is 4c consistent tenses would improve further

Child 3 – 4c

Substantial piece – What is Fair Trade?

Agreed as a 4c. This child is using precise and technical vocabulary for effect (4c/b) but is not yet using it to create interest and precision (4b). Therefore a 4c level is agreed.

Supporting evidence 4c – Agreed. A range of evidence – mainly 4c, with elements of 4b.

Overall level 4c – Agreed

Most pieces provided evidence of 4c, however there is growing evidence that this child is well on their way to achieving a 4b. Further focus on sentence structures and punctuation would support progression to a 4b level.

Child 4 – 2c

Substantial piece – Holiday recount (NN)

Agreed as a 2c. The child is using level 2b vocabulary choices and connectives. The links between ideas and fluidity of the writing did show elements of 2b but the sentence structure and punctuation is still in the 2c area. Therefore a 2c was agreed.

Supporting evidence 2c – Agreed. There was a range of evidence – narrative and cross curricular – mainly 2c with some pieces showing elements of 2b composition and effect.

Overall level 2c – Agreed

This child is confidently working at 2c. Further focus on the transcriptional skills will support progression to 2b.

Child 5 – 2c

Substantial piece – Lost in the Snow (N)

Agreed as a 2c. The writing shows the beginnings of detail in sentences and a simple structure. There were some sentences written how the child may speak which is indicative of this level. Some of the punctuation used was within higher levels however overall the piece was a secure 2c.

Supporting evidence 2c – Agreed. A wide range of scripts from various areas of the curriculum were available to support the agreed level and show progression/next steps. Some of the recounts and non-chronological reports had evidence of higher level connectives, sentence development and language choices.

Overall level 2c – Agreed

The scripts provided clear evidence of this child working confidently at a 2c – elements of 2b and higher were present in many of the scripts however the composition and effect was mostly secure in the 2c level overall.

Child 6 – 2c

Substantial piece – Lost in the Snow (N)

Agreed as a 2c. This piece was a secure 2c with elements of 2b – eg vocabulary choices, capital letters being used for names and some simple use of connectives. A level 2c was agreed however there is growing evidence that this child is well on their way to achieving a 2b.

Supporting evidence 2c – Agreed. There were plenty of scripts to support the writing level in the form of science evaluations, instructions and recounts. The scripts were able to show a clear progression in the writing from 1a to 2c. Again

these scripts had elements of 2b and connective choices from 2a such as ‘and, but, then and next’ to show the order in which things happen.

Overall level 2c – Agreed

This child is confidently working within a 2c, whilst regularly achieving some elements of 2b. The moderator agreed the overall level to be 2c.

Interviews with children

As there was a range of evidence, and all levels were agreed there was not a need to interview any children. Alongside this, redacted, Literacy Co-ordinator has recently carried out a pupil interview.

Evidence from this pupil interviews indicates that:

- A range of opportunities are provided for writing, including at home
- Children are aware of their next steps
- Teacher feedback is effective
- Writing is enjoyed
- Displays are helpful for writing prompts, ideas and guidance etc
- Reading a range of texts inspires the children’s writing

General Comments

- ✓ All levels were accurate.
- ✓ All assessments were marked against the Island Level Descriptors.
- ✓ There was a range of opportunities for Writing across the curriculum.
- ✓ Pupil progress was clearly evident in portfolios and dated regularly.
- ✓ There was a range of Narrative and Non- Narrative writing.
- ✓ Based on the evidence seen, the children generally appear to be achieving within appropriate levels for their NC year.
- ✓ There are regular opportunities for planning and Peer / Self assessment (especially in KS2).
- ✓ 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 and across year groups. There is also some transition Moderation in place.
- ✓ Targets and next steps are identified.
- ✓ Both Monitoring and Moderating of Writing is part of the school improvement cycle.

Recommendations:

- ✓ Continue to use verbal feedback and child-speak targets to help aid progress further.
- ✓ Always ensure the next sub-level assessment sheet is readily available when assessing.
- ✓ The school already has plans in place to focus on spelling and handwriting during the next academic year. We agree that this focus on the basics will help the children to progress further, as lots of the writing we saw was quite secure in cause and effect and writing structures. This consolidation will be very beneficial.

Thank you for your support in arranging this visit and making us feel so welcome. We hope you found it useful.

Moderators: redacted