

Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Writing Moderation Visit 2018

School: Manor Park

Key Stage: 1 and 2

Date: 8.5.18

Focus of visit:

redacted looked at evidence from three children judged to be 2c and three judged to be 4c at the most recent assessment. Two children from each level were interviewed. Judgements were moderated against the Island level descriptors.

Meeting with Head to establish school context

The school uses the Talk For Writing books by Pie Corbett as a basis for their writing curriculum; where all classes within each key stage are working on the same genre at the same time. They are planning to extend this approach across the whole school in the future. The school uses the Island level descriptors for assessment in all classes. Internal moderation of writing takes place at least twice a year and is clear and well documented. Children's work is kept in exercise books, but folders of assessed pieces are kept which follow the children through their primary career. Cross-curricular writing is used as evidence of levels in writing. Use of scribes and ICT is established in the school for children with additional needs, or where the need arises.

Summary of evidence from the selected children

Child A

'A Losing Tale'. Assessed by school as 2c, some elements of 2b.

Level agreed by moderators: Meets 2c statements, although difficult to read/ disjointed.

Significant work required to reach 2b.

Supporting evidence - Science piece leveled at 1a, as not beyond a simple statement.

- Behaviour piece leveled at 2a.

-Other evidence in file and books supports the level of 2c.

Overall level agreed at 2c.

Child B

'A Losing Tale'. Assessed by school as 2c.

Level agreed. Tricky to read in places.

Supporting evidence - Science piece. Level agreed at 2c.

- Free writing 'Lily the Alien'. 1a overall, but elements of 2c.

- Other evidence in book shows progress and recent work supports judgement of 2c.

Overall level agreed at 2c.

Child C - Assessed by school as 2c overall

'A Losing Tale – Rabbit: Secure 2c, elements 2b. Level agreed by moderators.

Supporting evidence - Science piece: secure at 2c.

- Other evidence in book shows progress and recent work supports judgement of 2c.

Overall level agreed at secure 2c, working towards 2b.

Child D

'Starfish' assessed by school as 4c

Moderators agreed working at 4c, with some elements still requiring consolidation.

Supporting evidence - books and file show work ranging from 3b to 3a

Overall it was felt that the child is currently a 3a and more consistent 4c work would be required to give the higher level.

Child E

Plastic – persuasion piece. Assessed by teacher at 4c.

Level agreed by moderators at 4c.

Orangutang report

Level agreed by moderators at 4c.

Supporting evidence- Books and file show progress.

Overall this children is working at 4c, although consolidation is required to reach 4b.

Child F

Plastic – Assessed by teacher at 4c.

Moderators agreed piece is just 4c, with significant consolidation required to move on.

Supporting evidence - Science/ retelling – provides supporting elements of 4c statements, but moderators noted that this was a retelling, rather than an innovation.

- File and book provides evidence of mostly 3a work.

Overall moderators feel that whilst the main piece provided was at a 4c, more supporting evidence of consistent 4c is required to reach an overall judgement of 4c. Therefore, overall the child was working at 3a.

Interviews with children

Year 2 children

These children were quieter than the older children and seemed less confident to talk about their writing. When asked about hot/cold task they talked about mild- spicy- hot challenges

rather than specific Talk For Writing approaches. They agreed that they used story maps and retelling to help remember the model text and one child was able to retell a short section of the current text. The children were able to identify their next steps for writing.

Year 6 children

Both enjoyed writing as they 'could let their imagination run wild'. They talked about supporting resources they could use to help them write in their classroom; including word banks, punctuation triangles and story maps. They were able to explain what cold tasks were 'when we write it without research' and hot tasks 'when you've planned it all out'. They knew that we use retellings to help us remember the model story and success criteria 'to remind us of what to put in it'. This showed that they had understanding of the writing process. They were aware that they had tried a range of genres that year. They felt they had choice in their writing, therefore some independence of content.

The children were able to identify their next steps for writing.

Points to note:

The children enjoyed writing.

The children knew their next steps.

The children felt they had an element of choice and independence in writing.

General Comments

- √ Most overall levels were accurate.
- √ Levels of individual scripts were accurate.
- √ Good evidence of positive marking (e.g. 'done it' / 'try it') and evidence of constructive feedback being given to improve work.
- √ Based on the evidence seen, the children generally appear to be achieving within appropriate levels for their NC year.
- √ Clear and regular systems of in-house moderation are well established. The school carries out regular internal moderation where teachers work together to assess work. Moderation is carried out across all year groups.
- √ Progress over time is evident.
- √ KS2 books show clear evidence of the process of writing – cold task, development work, hot task.

Recommendations:

- √ Share good practice seen in Year 6 (hot and cold task / process in between)
- √ Develop children's **awareness** of how they learn to write, including use of displays/ writing wall/ maggie-ing/ role play/ self and peer asses etc in order to increase their awareness of the writing process.
- √ Consider when to award an overall level, ensuring there is sufficient evidence to support judgements.

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

Moderator:

