

Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Writing Moderation Visit 2018

School: Marown

Key Stage: One and Two

Date: 24th April 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. 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

Child 1

Substantial piece 1 from Spr 2 (Birds) - School assessed this as 2c.

Moderators agreed.

This piece is a typical 2c piece all round. The teacher had assessed C+E as 2b but it isn't yet there. To be a 2b there would need to be more examples of time abverbials and adjectives.

Substantial piece 2 from Spr 1 (Whatever next) - School assessed this a 1a/2c.

Moderators assessed this as 1a with some elements of 2c but not enough. There were no next steps recorded on the proforma and this child needs to add additional detail and use fingers spaces.

Additional evidence 2c: Most evidence in book was a 1a but there was some 2c more recently, with Penguin Pig being a good piece to support 2c.

Overall level 2c – Moderators agreed that overall there was enough evidence to say she is currently a 2c and it is clear she has progressed over the academic year.

There was evidence of next steps in the assessment books.

2c

Child 2

Substantial piece 1 from Spr 2 (Birds) - School assessed as 2c/2b

Moderators assessed this piece as a 2c.

Substantial piece 2 from Spr 1 (Whatever next) - School assessed as 2c

Moderators agreed.

Additional evidence 2c: Agreed as supporting a 2c. There is evidence of 1a with 2c more recently.

Overall level 2c – Moderators agreed.

There was evidence of next steps in the assessment books

2c

Child 3

Substantial piece 1 from Spr 2 (Time machine) - School assessed as 2c
Moderators agreed.

Substantial piece 2 from Spr 1 (Jam sandwiches) - School assessed as 2c
Moderators assessed this as 1b with elements of a 1a as it needs mediation.

Additional evidence 2c: Agreed. There is evidence of 2c independent work in his book.

The next steps tended to focus on spelling and phonics. Child 3 does need work on these areas but he also needs targets that improve him as a writer.

Overall level 2c – Moderators agreed that overall there was enough evidence to say he is currently a 2c

2c

Child 4

Substantial piece 1 from Spr 2 (Football) - School assessed as 2c
Moderators agreed.

Substantial piece 2 from Spr 1 (Jam sandwiches) - School assessed as 2c
Moderators agreed. It is a little disjointed but there is still enough evidence in it to support this level.

Additional evidence: Agreed there is evidence to support 2c.

Evidence of next steps in assessment book but they could be more closely related to descriptors.

Overall level 2c – Moderators agreed this level.

4c Child 5

Substantial piece 1 from Spr 1 (Twinland) – School assessed as 4c
Moderators agreed it is a secure 4c with elements of 4b. This seemed to be reflected in the tracking sheeting but some of 4c was ticked rather than highlighted?

Some lovely phrases in this story but it is brought down by lack of punctuation and the switch between 1st and 3rd person.

Substantial piece 2 from Aut 2 (Milly Saves Christmas) – School assessed as 3b
Moderators assessed this as 3a. There are some level 4 phrases but agree the end is rushed. On balance 3a is fair.

Additional evidence: Agreed there was evidence of 4c in the independent book

Evidence of next steps was seen in assessment book. These were appropriate and marking was thorough.

Overall level 4c - Agreed

4c

Child 6

Substantial piece 1 from Spr 1 (The Bouncy shoes) – School assessed as 4c
Moderators agreed and noted clear and appropriate next steps.

Substantial piece 2 from Aut 2 (The Great War) – School assessed as 4c
Moderators agreed and again noted good next steps.
Both these pieces have evidence of the odd 4b statement.

Additional evidence: Agreed there was evidence of 4c in the independent book. It was also good to see activities designed to improve identified areas e.g. subordinate clauses, practicing commas etc.

Evidence of next steps and clear, informative marking.

Overall level 4c – Agreed

4c

Child 7

Substantial piece 1 from Spr 1 (Space footie) School assessed as 4c
Moderators agreed.

The level was agreed but a more appropriate C + E target would be to work on making links between the text as this would have more of an impact on the writing than adding similes.

Substantial piece 2 from Aut 2 (The Great War) – School assessed as 3a
Moderators agreed.

Additional evidence: Agreed 4c was seen in book.

Overall level 4c – Agreed

Interviews with children

<i>Child 3</i>	<i>2c</i>
<i>Child 4</i>	<i>2c</i>
<i>Child 5</i>	<i>4c</i>

Child 5

Child 5 enjoys writing. She explained how texts are used, as both a stimulus for writing and as a starting point to magpie ideas. She told us how pupils are encouraged to construct their own stories after using real texts as a starting point, and how they are encouraged to plan their ideas using thinking maps. She explained the success criteria for different writing activities would include the language features that have been previously taught and practised in Literacy books. She explained that there are words (such as adjectives) on the wall to help them. She explained that she does have some targets for improvement, and thought one of them might be - 'to put in more adjectives'. Her pieces were clearly completed independently.

Child 3 and Child 4 both agreed that they enjoyed writing. They described their classroom as a place where writing is valued and described the place in their classroom where they can display samples of their writing.

They said that their teacher helps them during writing activities in a variety of ways:

- 1 By writing a shared example, before expecting pupils to write their own version.*
- 2 By using real texts as a starting point for writing. The text this term was, *The Magic Finger*; their next piece of writing will be based on this story.*
- 3 By demonstrating first. Before writing the instructions, the teacher made the jam sandwiches first, and encouraged the children to talk through what they could see happening, before expecting pupils to write their own instructions.*

Both Child 3 and Child 4 knew their next steps for writing, and explained how all pupils have three writing targets that are recorded on a pencil that they keep in their trays.

*Although pieces were completed independently, some pieces (*Jam Sandwich*) had obviously been discussed in detail beforehand, leading to the two examples being more typical of those produced during guided writing, rather than independent writing.*

General Comments

- √ Levels of individual scripts were accurate.
- √ Overall levels were accurate.
- √ School carries out internal moderation and there was evidence of this in the books.
- √ Evidence of feedback being used.
- √ Consistent tracker/assessment system across the school.
- √ Progress over time evident in books.
- √ Some good examples in KS2 of activities designed to practise next steps.
- √ The children who were interviewed talked about success criteria and ways displays and resources helped their writing.
- √ Interviewed children said they enjoyed writing and so did most of their class.
- √ Interviewed children could talk about how marking helped them (green and pink).
- √ Interviewed children had some awareness of targets.

Recommendations:-

- Don't forget to use evidence from other subjects. This can be really powerful as children are often writing from interest.
- Clarify with staff how the highlighting and ticking should be used on the tracking sheets.
- Remember assessment should be based on independent work. Develop a shared understanding with staff of what is an independent piece and ensure there are opportunities to write independently within a genre. Children should be making choices about what they write about.
- Explore with staff how opportunities to practise the next steps could be built in to practice.

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

Moderator: redacted