

Department of Education and Children

Rheynn Ynsee as Paitchyn

Writing Moderation Visit 2014

School: Kirk Michael

Key Stage: FS, KS1 and KS2

Date: March 2015

Focus of visit:

Redacted looked at a sample of recent scripts from each year group from R to Y6 (top, middle and lower ability). Moderated these against the Island level descriptors and discussed the scripts and judgements with the Head teacher.

Year - Reception

Assessment sheets use Development Matters. This is good practice. There are links and cross overs between these and lower level 1s that staff need to be aware of. Commentaries were generally very helpful. The moderator agrees with **Redact** and **Redacte** assessments. **Redacted** assessment sheet shows he is a secure 40-60 months but the sample piece is evidence of a higher level – it is typical of a 1b (*Simple statements are used. Some recognisable words communicate ideas. The writing can generally be understood without mediation*).

Year 1

Script 1: W/T/1c

The class teacher had levelled this script as working towards 1c.

The moderator agrees that this piece is not yet a 1c as there is no sound symbol correspondence. It does achieve 40-60month statements (*make marks and know what I have written, write some phrases without help*).

Script 2: 1c+/1b

The class teacher had levelled this script as 1c+/1b

After moderation the piece is judged to be 1b as it meets most 1b statements:

- *Simple statements are used.*
- *Some recognisable words communicate ideas.*
- *The writing can generally be understood without mediation*
- *The pupil structures some phrases and simple statements using recognizable words to communicate ideas.*
- *There is some control over word order*

Script 3:1a

The class teacher had levelled this script as a 1a.

The moderator agreed the level of 1a. This is typical of a 1a piece.

Year 2/3

Script 1: Redacte

The class teacher had levelled this script as 2a

The moderator agreed the level. There are some elements of a 3C (e.g. descriptive phrases to add detail and interest) but it needs better structure and a stronger ending to achieve a 3c.

Script 2: Redacted

The class teacher had levelled this script as 2a with elements of 3c.

The moderator agreed the level as a 2a. This piece needs more description, particularly regarding the main character and also a range of time adverbials to be a 3c.

Script 3: Redacted

The class teacher had levelled this script as a 2c.

After moderation a level of 2b is given. It achieves nearly all the 2 b criteria for Composition and Effect (C&E):

- A simply structured/organized piece of writing related to the purpose e.g. letter, story, list, poem, invitation
- There is the beginning of a good relationship between the events/actions and the characters. Sufficient description and detail is given to engage the reader.
- Some simple time adverbials are used to structure chronological writing.
- Simple adjectives are used to modify nouns, e.g. *great time, wild garden*.

Many SSP statements are also met:

- Some sentences may ramble and be speech-like with clauses joined by simple connectives to link events e.g. (*then she went home and she went to her bedroom.*).
- A mixture of simple and compound sentences may be used. Uses some simple time adverbials to structure chronological writing e.g. *then, next*.
- Some sentences are correctly demarcated using **both** full stops and capital letters.
- Capital letters are beginning to be used for some proper nouns.)

It does ramble a little and lose its way at the end but it achieves enough statements.

Script 4: Redacted

The class teacher had levelled this script as 3c

The moderator agreed the level.

Script 5: Redacted

The class teacher had levelled this script as 3c with elements of 3b

After moderation a level of 3b is given. This piece hits all the C&E descriptors for 3b and most of the SSP ones.

Year4/5 – All these samples were very similar.

Script 1 – Redacted

The class teacher had levelled this script as a 4c with elements of 4b.

After moderation a level of 4b is given. It hits most if the 4b descriptors:

- Continuous references link through the whole text (Redacted, *she, her friend*).
- Links are made between events to build up contextual detail e.g. "*She was tired because she'd been woken up earlier than usual by her baby brother.*"
- Interactions between characters are effective in moving the plot forward.
- Imaginative detail and precise vocabulary is used for effect.
- Creation of moods and feelings engage the reader.

Script 2 – Redacted

The class teacher had levelled this script as a 3b.

After moderation a level of 3b is agreed

Script 3 – Redacted

The class teacher had levelled this script as a 3c.

After moderation a level of 2a is given. It doesn't meet:

- Structure and sequence may be supported by line breaks or paragraphing.

- There is at least one main character, with precision in description.
- Where relevant, the writer uses descriptive phrases to add detail and interest.
- A range of time adverbials for chronological sequencing is used e.g. “*When we got there first, on Thursday.*”

I agree this child should be working on 3c targets but this piece isn't evidence of 3c being achieved.

Year 5/6 -

Script 1 – Redacted

The class teacher had levelled this script as a 3b.

The moderator agreed the level. There are some elements of 3a but not enough.

Targets were noted on assessment sheet.

Script 2 – Redacted

The class teacher had levelled this script as a 4b

After moderation a level of 4b is agreed.

Targets noted on assessment sheet and agreed by the moderator. Achieving these will quickly move pieces into a 4a.

Script 3 - Redacted

The class teacher had levelled this script as a 5c

The moderator agreed the level. Some elements of 5b (asides to the reader) but needs more control – some phrases don't flow and sound awkward.

Targets noted, although there is already evidence of the use of asides to the reader.

Positives:

- Most levels are accurate. Any moderated scripts were only changed by a sub-level. Most altered levels were a sub-level low but the teacher had acknowledged that they had elements of the next level. Be confident! Remember that Composition and Effect has a greater weighting.
- The school has created its own proformas and these are being used in all classes and there is clear progression. There is a consistent system in place.
- Next steps/targets are set with children referencing the target/assessment sheets. The best examples seen had a note of the chosen next step or next steps.
- Based on the scripts seen, the children appear to be achieving at appropriate levels for their NC year.
- School carries out regular internal moderation where teachers work together to assess work.

Recommendations:

- Check your target sheets – they generally correspond well with the Island Level Descriptors but the odd statement appears to be a sub level higher or lower.
- Consider whether you could record next steps on the scripts – it wasn't always obvious which targets would be focused on next. It may be that they are recorded elsewhere.
- Think about the process of writing (share, model, guide, independent) but ensure assessed pieces are independent and show individuality.
- Develop understanding of cross over between R and Y1 – there will be some guidance on this later this year.

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

Moderator: Redacted