

Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Writing Moderation Visit 2019

School: Rushen Primary School

Key Stage: 1 and 2

Date: 9.5.19

Focus of visit:

redacted looked at evidence from three children judged to be 3c and three judged to be 5c at the most recent assessment. Two children from each level were interviewed. Judgements were moderated against the Island level descriptors.

Meeting with Head/ Literacy Co-ordinator to establish school context

The school is currently developing its practice in the teaching and learning of writing, following recent changes in staffing and leadership. Some teachers are using Talk for Writing approaches. The school is working to ensure greater genre coverage and consistency in both medium and short term planning for writing. The school is keen to build up a file of exemplified assessments to support internal moderation. Recent Key stage moderation has taken place. The school uses the Island level descriptors for assessment in all classes and trackers are evident in pupils' books or files. Children's work is kept in exercise books and in loose leaf files. Cross-curricular writing is used as evidence of levels in writing. There are good opportunities for writing across other subjects.

Summary of evidence from the selected children

Child A Year 2

The Super Banana

Teacher assessment: 3c.

Moderators: Piece more typical of 2a with elements of 3c.

How to make Toast

Teacher assessment: 3c.

Moderators: Agreed level 3c.

Supporting evidence - Other evidence in file and books supports the level of 3c.

Overall level agreed at 3c, further consolidation required.

Child B Year 3

Old Grammar School

Teacher assessment: 3c.

Moderators: Agreed level 3c.

The Christmas Day Truce
Teacher assessment: 3c.
Moderators: Agreed level 3c.

Supporting evidence - Other evidence in Literacy book and history book shows evidence of 3c work.

Overall level agreed at 3c

Child C Year 3

Letter
Teacher assessment: 3c.
Moderators: Agreed level 3c, elements of 3b.

Life in a Work house
Teacher assessment: 3c.
Moderators: Agreed level 3c.

Supporting evidence - Other evidence in book shows progress and recent work supports judgement of 3c.

Overall level agreed at secure 3c.

Child D Year 6

Story 24th April
Teacher assessment: 5c.
Moderators: Agreed level 5c, although piece was very short.

16th Jan piece
Teacher assessment: 5c.
Moderators: Agreed level 5c, elements of 5b.

Supporting evidence - books and file show work at 5c, including cross curricular evidence in science and history.

Overall level agreed at secure 5c.

Child E Year 6

Florence Nightingale Biography
Teacher assessment: 5c.
Moderators: More typical of 4a, needs greater consistency in structure to be 5c.

Story 5th March
Teacher assessment: 5c.
Moderators: More typical of 4a, elements of 5c. Needs greater control.

Supporting evidence- Books and file show progress. Cross curricular writing in science, History.

Overall this child is working at 4a with elements of 5c.

Child F Year 6

Biography

Teacher assessment: 5c.

Moderators: Agreed level 5c

Fictional diary

Teacher assessment: 5c.

Moderators: Agreed level 5c

Supporting evidence – Cross curricular science and literacy book.

Overall moderators agree this pupil working at 5c.

Interviews with children

All the children interviewed were happy to discuss their writing and told us they enjoyed it. They could talk about different genres they had studied over the year and their current focus. All children were familiar with self and peer assessment techniques and used them regularly. They could talk about how their environments supported writing, such as; word banks provided by teachers, example phrases and sentences displayed on working walls and wagoll examples. All children knew where to look for their next steps in learning and were able to confidently explain how they needed to meet a target 3 times before it was highlighted as achieved.

General Comments

- √ Most overall levels were accurate.
- √ Based on the evidence seen, the children generally appear to be achieving within appropriate levels for their NC year.
- √ Consistent marking – comment and next step.
- √ Evidence of cross curricular writing, lots of opportunities for writing.
- √ Self and peer assessment being used.
- √ Children are confident to discuss writing and were clear on next steps.

Recommendations:

- √ Develop children's awareness of *not* only how they learn to write -wagoll/ writing wall/ magpie-ing/ role play/ self and peer assess etc - but also *why* these tasks are carried out, 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.
- √ Ensure staff know and understand the weighting for Composition & Effect.
- √ Clarify that even though spelling is included on the assessment tracker, it shouldn't be a deciding factor for assessment.
- √ Develop consistency of approach – what is the learning journey?
- √ Consider opportunities for more sustained writing, particularly in Y6.

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