

# Department of Education and Children

*Rheynn Ynsee as Paitchyn*

## Writing Moderation Visit 2017

**School:** St. Mary's RC Primary School

**Key Stage:** 1 and 2

**Date:** 11<sup>th</sup> May 2017

### **Focus of visit:**

redacted (Moderator) looked at evidence from three children judged to be 2b, three judged to be 3b and three judged to be 4b at the most recent assessment. Two children were interviewed. Judgements were moderated against the Island level descriptors.

## Summary of evidence from the selected children

4b

redac

t d

Substantial piece – Not agreed at 4b

Moderator leveled the script seen today as a solid 4c.

Supporting evidence – Not agreed at a 4b. There was a range of cross-curricular writing. Most pieces provided evidence of strong 4c with elements of 4b.

### **Overall level 4b – Not Agreed**

After discussion with redact and the Literacy coordinator the writing seen today was leveled at 4c, showing some clear elements of 4b however, there were some gaps in Sentence Structures and Composition and Effect.

4b

redac

t d

Substantial piece – Not agreed as a 4b

Moderator leveled the script seen today as a 4c – the piece had elements of 4b sentence structures, however there were a few gaps in vocabulary and stylistic features.

Supporting evidence – Not agreed as a 4b. A range of writing was provided. Most pieces provided elements of 4b; the moderator leveled the supporting evidence pieces as solid 4c.

### **Overall level 4b – Not agreed**

After discussion with redact and the Literacy coordinator the writing seen today was leveled at 4c. t d

4b

redacted

Substantial piece – Not agreed as a 4b

Moderator leveled the script seen today as a 4a. Characters were developed through speech and actions, there were precise and deliberate language/vocabulary choices throughout and redacted used punctuation and sentence structure to create an effect in the development of the narrative – ‘cheering like we had already won the race!’

Supporting evidence – Agreed as a 4b

Most pieces provided evidence of 4b. Some pieces had elements of 4a but overall agreed as 4b.

**Overall level 4b – Not Agreed**

redacted's work showed progress from 4b/4a to a secure 4a. There was a wide range of writing evidence provided and after discussion with the Literacy coordinator a level of 4a was given.

3b

redacted

Substantial piece - Agreed as a 3b

Supporting evidence – Agreed as a 3b

**Overall level 3b – Agreed**

redacted's work showed steady progress from 3c/3b to a secure 3b.

3b

redacted

Substantial piece - Agreed as a 3b

Supporting evidence – Agreed as a 3b

**Overall level 3b – Agreed**

redacted's Cross-curricular work showed steady progress from 3c/3b to a secure 3b.

3b

redacted

Substantial piece - Agreed as a 3b

Supporting evidence – Not-Agreed as a 3b

The moderator leveled the Composition and effect of redacted's pieces of supporting evidence as 3a. They included feelings, descriptions, evidence of similes and they also showed a good awareness of how writing can be well structured. The punctuation within most of the writing was 3b. Overall the moderator leveled the supporting evidence as 3a.

**Overall level 3b – Not Agreed**

Whilst the substantial piece of evidence ‘The lost woods’ was a 3b, the rest of the pieces provide evidence that redacted is a 3a writer overall.

2b

redacted

Substantial piece - Agreed as a 2b

Supporting evidence – Agreed as a 2b

**Overall level 2b – Agreed**

There were elements of 2a within some of redacted's supporting evidence but overall the moderator agreed an overall level of level of 2b.

2b

redacted

t d

Substantial piece - Agreed as a 2b

Supporting evidence – Agreed as a 2b

**Overall level 2b – Agreed**

redacted's writing showed steady progress from 2c/2b to a secure 2b

t d

2b

redacted

t

Substantial piece - Agreed as a 2b

Supporting evidence – Agreed as a 2b

**Overall level 2b – Agreed**

redacted's writing showed progress from 2c - 2b. His substantial piece showed elements of 2a – a solid level of 2b was agreed.

**Interviews with children**

redacted

*Both children enjoy writing and were enthusiastic about how they learn to write through Big Write sessions.*

*They were able to tell us about how they use writing prompts within their Big Writing sessions and how feedback was sometimes provided verbally and sometimes in writing.*

*They were able to identify their own next steps and it is clear that writing is completed independently, with no teacher support.*

**General Comments**

- √ The school knows its next steps and has addressed previous concerns with teaching writing. The Literacy co-ordinator has a very strong vision of where and how writing can improve at St. Mary's.
- √ The Literacy coordinator has a good grasp of how Literacy looks across the school – Book/Planning Scrutiny, Lesson Drop-Ins.
- √ Big Writing is having an impact on the level of progress being made.
- √ Some levels were accurate.
- √ There is some evidence of next steps in written marking. Children interviewed stated that some feedback was verbal.
- √ Peer and self-assessment is evident in some classes.
- √ Based on the evidence seen, the children generally appear to be achieving within appropriate levels for their NC year.
- √ There is a high level of writing in Reception.
- √ The interviewed children were very enthusiastic about writing.
- √ There are lots of opportunities for cross-curricular writing across the school.
- √ School carries out some internal moderation, where teachers work together to assess written pieces.

**Recommendations:**

- Provide more opportunities for Independent Writing/Big Write sessions in KS1.
- Re-visit the marking policy – looking at feedback and next steps.
- Develop transition of Writing skills from Reception to Year 1.
- Continue to moderate regularly. Levels 4 and 5 / Range of genres.
- Talk for Writing – Literacy Co-ordinator to look into how this could be used effectively to further develop writing at St. Mary's.

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

**Moderators:** [redacted](#)