

Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Writing Moderation Visit 2019

School: St Mary's Primary School

Key Stage: 1 and 2

Date: 11.6.19

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. A child from each level was interviewed. Judgements were moderated against the Island level descriptors.

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

The school is currently focusing on improving reading, with an awareness that this will have an impact on writing standards. Whilst writing is currently not on the SIP, and is not planned as a focus in the near future, the school has recently established within school moderation systems to improve staff confidence with levelling. The school has started to build up files of exemplified assessments to support internal moderation. Recent moderation has taken place and leadership are aware of next steps. The school uses the Island level descriptors for assessment.

Summary of evidence from the selected children

Child A Year 5 redacted

Story - 7th March

Teacher assessment: 5c.

Moderators: Agreed level 5c.

Supporting evidence - books show work at 4A with some elements of 5c.

Overall level agreed at 5c.

Child B Year 6 redacted

Wandering story - March

Teacher assessment: 5c.

Moderators: More typical of 4a but with some elements of 5c, needs greater consistency in structure and control to be 5c.

Supporting evidence - Books show progress and focused teaching but supporting evidence is at 4a.

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

Child C Year 6 redacted**Unclear which is the most recently assessed piece**

Walking story – March (we looked at this as it was clearly a substantial piece)

Teacher assessment: 5c.

Moderators: Agreed level 4a

Supporting evidence – Evidence in book supports 4a

Overall this pupil working at 4a.

Child D Year 2 redacted

Assessed piece

Teacher assessment: 3c.

Moderators: Moderators levelled this piece as a 2b with some statements still needing consolidation.

Supporting evidence - Other evidence in the book supports the level of 2b.

Overall level agreed at 2b.

Child E Year 3 redacted

Firework description and character description

Teacher assessment: 3c.

Moderators: When looking at both pieces there are elements of 3c but overall these pieces provide evidence of secure 2a.

Supporting evidence - Other evidence shows evidence of 2a work. Most recent piece (dilemma story) shows elements of 3c but not sustained.

Overall level agreed at 2a.

Child F Year 4 redacted

Recount

Teacher assessment: 3c.

Moderators: Secure 2a with some elements of 3c but not enough.

Supporting evidence – Previous assessed piece was a secure 2a and other work supports a 2a.

Overall level agreed at secure 2a.

Interviews with children

The children interviewed told us they enjoyed it. They talked about how the teacher shares a presentation about the writing they will be doing. They struggled to explain how the classroom supported their writing and weren't able to talk about different genres they had covered.

General Comments

Only one child's level was agreed and pieces were generally over marked. However, we were pleased to see:

- √ Evidence of editing.
- √ Evidence of cross curricular pieces.
- √ Use of interesting stimuli in some classes e.g. video clips, Literacy Shed resources.
- √ Isle of Man level descriptors are being used.
- √ In school moderation has been established.

Recommendations:

- **Develop staff understanding of the expected levels. Share examples of writing at the different levels so everyone is aware of the standard they are expecting. The moderation team can provide some examples.**
- **Build confidence at using level descriptors and how to use them correctly. Remember handwriting and spelling are not used to determine the level and that most statements in Composition and Effect and in Sentences Structure and Punctuation need to be evidenced to achieve that level. Keeping going with the within school moderation will help this – maybe start a session by all looking at the same pieces to ensure everyone is using the descriptors in the same way.**
- **Ensure a range of genres are covered and taught to develop children's awareness of different genres and related features. You want pupils to be able to talk about each genre and choose to use features in their writing. Developing an agreed genre overview for all year groups would be a great first step. Developing this alongside your new curriculum (Cornerstones) would be very useful.**
- **Ensure assessed pieces are independent – slow writes and shared/supported writes are great but they should be part of the teaching process rather than the assessed piece. Assessed pieces should show choice and independent application of the taught skills.**
- **Develop greater awareness of the process of writing. Writing is happening but there needs to be a clearer focus on teaching how to do it rather than just doing it.**

These recommendations will need to be paced well and implemented over time.

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

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June 2019