

# Department of Education and Children

*Rheynn Ynsee as Paitchyn*

## Writing Moderation Visit 2017

**School:** St Thomas

**Key Stage:** One and Two

**Date:** 23<sup>rd</sup> June

### **Focus of visit:**

redacted (Moderators) 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. At least one child from each level was interviewed. Judgements were moderated against the Island level descriptors.

### Summary of evidence from the selected children

**2b**

redacted

Substantial piece(Aut)– Agreed 2c  
Substantial piece(Aut)– Agreed 2b  
Substantial piece(Spr)– Agreed 2b

Supporting evidence 2b – Agreed. It was pleasing to see such a range of work across the curriculum.  
There was clear evidence of target setting.

Overall level 2b – Agreed

**2b**

redacted

Substantial piece(Aut)– Agreed 2c  
Substantial piece(Aut)– Agreed 2c, with elements of 2b  
Substantial piece(Spr)– Agreed 2b

A range of supporting evidence from across the curriculum that supported 2b judgment

Overall level – Agreed on 2b.

There was evidence of feedback to consolidate understanding

**2b**

redacted

Substantial piece (Aut)– Agreed 2c  
Substantial piece (Aut)– Agreed 2c  
Substantial piece (Spr) – Agreed 2b

Overall level – Agreed on 2b.

Supporting evidence – Agreed. This was mostly good evidence of 2b. There was clear evidence of 2b statements e.g. simple connectives, simple sentences and compound sentences. Pieces showed good evidence of 2b – time adverbials and capitals and full stops.

**3b**

redacted

Substantial piece (Aut) -Agreed 3c  
Substantial piece (Spr) -Agreed 3B

Additional evidence – Agreed 3b with some elements of 3a. A good range of evidence throughout the year; there was clear evidence of progression from 3c to 3b. The recount showed secure 3b elements.

Overall – 3b agreed.

**3b**

redacted

Substantial piece (Aut) : Agreed (3c)  
Substantial piece (Spr) : Agreed 3b – enough of 3b achieved.

Description of noun phrases to engage reader and there were a range of connectives throughout all pieces. There were some elements of 3a but not consistent with the structure.

Overall level - 3b agreed.

**3b**

redacted

Substantial piece (Aut) – Agreed 3b.  
Substantial piece (Spr) – Agreed 3b :Typical elements of 3b. Use of punctuation is accurate: exclamation mark ellipses (3a) more sophisticated in parts.  
Substantial piece (Spr) –Agreed 3: Links between paragraphs and great use of simile and adjectives.

Additional evidence – Agreed. The additional information is all-supportive of Level 3b and shows progression from 3b to 3a. Teacher was clearly aware of the elements that supported 3b.

## 4B

redacted

Substantial piece (Aut 2) – Agreed 4c: creates moods and feelings to engage the reader. Paragraphs are all linked.

Substantial piece (Spr 1) - Agreed 4c with lots of 4b: Use of punctuation for effect.

Substantial piece (Spr 2) – Agreed 4b with elements of 4a

There were clear improvements from spring 1- much better sentence openings and a range of well -constructed sentences.

Additional evidence – 4b agreed. There was evidence of progression throughout the year and clear learning objectives, feedback and targets to support progression.

Overall – Agreed 4b

### Interviews with children

redacted – 3b

*From the interview with redacted it was clear that she enjoyed writing. She talked confidently about using the “Magpie” tree and the class-working wall. She was particularly enthused when discussing the Viking piece- partly due to the visitor being her uncle- this topic sounded engaging and inspiring. redacted also informed us that there were lots of opportunities to write recounts: school trips etc. She had a good understanding of targets.*

redacted – 2b

*redacted was happy to talk about her writing. She spoke to us about spelling strategies that were used within her classroom and demonstrated how she would clap out syllables if she was unsure. She explained all her class understood where to look for better adjectives (synonyms) when writing to make their work more interesting. Her pieces were independent.*

redacted – 4b

*redacted was very enthusiastic and enjoyed talking about the writing process. She explained the working wall on her classroom and how it was useful. She had a great understanding context and spoke clearly about the ‘Fake news’ task. It was interesting to hear how the pupils were engaged through the use of ICT to in the classroom. She was aware of her targets and had a great understanding of what she needed to do in order to progress further.*

### General Comments

- √ All overall levels were accurate.
- √ All levels of individual scripts were accurate.
- √ School carries out regular internal moderation.
- √ School carries out external moderation with Foxdale.
- √ Writing evidence came from a range of genres with cross-curricular links.
- √ The school has a consistent approach towards planning, teaching and assessing writing.
- √ Evidence of consistent marking
- √ Evidence that the children had relevant targets related to the assessment.
- √ The children who were interviewed were very articulate and discussed their writing with confidence and enthusiasm.
- √ Evidence of good practice in choosing topics in upper KS2.
- √ Good understanding of genre conventions.

**Recommendations:-**

- A greater range of genres could be covered
- A little more freedom with the writing tasks: at the moment all pupils had the same title for their pieces.
- Explore with staff the best way to ensure that breadth within genres is covered, making sure assessed pieces aren't too similar. Share the good practice of choosing topics seen in Upper KS2 to ensure ownership.

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

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