

# Department of Education, Sport and Culture

*Rheynn Ynsee, Spoyrt as Cultoor*

## Writing Moderation Visit 2019

School: Sulby

Key Stage: 1 and 2

Date: 30<sup>th</sup> April 2019

### Focus of visit:

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

### Meeting with Deputy Head and Literacy Co-ordinator to establish school context

- The school endeavours to foster a love of writing across the school and encourages pupils to write for pleasure.
- In order to ensure that key skills in writing are mastered in every year group, the school has established clear year group objectives that detail what must be covered.
- Writing is assessed 5 times each school year.
- A range of genres is introduced, consolidated and extended throughout the whole school, and pupils are given the opportunity to apply what they have learnt.
- The school carries out in-house moderation regularly, and also links with RGS for moderation in the summer term.
- Writing is often inspired by class texts.

### Summary of evidence from the selected children

#### **Child A** Level 5c (year 6)

##### Substantial Piece

Ancient Egypt– *agreed 5c*

##### Supporting Pieces

Secrets of a Sun King– *agreed*

Hectic Horserace - *agreed*

Overall *secure 5c*.

#### **Child B** Level 5c (year 6)

##### Substantial Piece

Ancient Egypt– *agreed 5c (just)*

##### Supporting Pieces

Horrendous Horse Riding– *agreed*

Assassination of the week- *agreed*

Overall *just 5c*.

#### **Child C** Level 5c with one 5b piece (year 6)

### Substantial Piece

Ancient Egypt 5b – *More typical of 5a piece*

### Supporting Pieces

Nile– *more typical of 5b*

Debate- *more typical of 5b*

*Overall secure 5b with aspects of 5a.*

### *Child D Level 3c (year 3)*

#### Substantial Piece

Fraser Story 3c – *agreed*

#### Supporting Pieces

The Boy who Biked the World - *agreed*

Vikings – *(more of a shared write as all pupils had the same introduction and conclusion, with similar phrases occurring in each text)*

*Overall 3c.*

### *Child E Level 3c with elements of 3b (year 3)*

#### Substantial Piece

Magnis 3c – *agreed*

#### Supporting Pieces

Helga and the Frost Giant - 3b (*agreed*)

The boy who biked the world – *agreed*

*Overall 3c with elements of 3b.*

### *Child F Level 3c (year 3)*

#### Substantial Piece

Greggor 3c – *agreed, but this piece had lots of elements of 3b*

Ulf and the Frost Giant - *assessed 3c/3b - agreed 3b*

#### Supporting Pieces

Vikings term reflection elements of 3b

*Overall more typical of 3b.*

## **Interviews with children**

### Year 3

Enjoys writing – especially stories and uses planning sheets to build up ideas for stories.

Classroom support – writing working wall, with posters to help improve punctuation etc...

Enjoys working with learning partners to research information to include in writing.

### Year 6

Both enjoy writing – especially stories “because we can write what we want.”

Both enjoy being creative with their ideas and choosing their own topics to write about.

Classroom support – writing working wall, writing targets, success criteria for writing.

How do you know how to improve? “Our teacher talks to us about what we need to do to improve and gives us time to correct our spellings”

Both pupils discussed and explained writing across the curriculum in detail.

### **General Comments**

- √ All overall levels were accurate.
- √ Evidence of constructive feedback being given to improve writing.
- √ Based on the evidence seen, the children appear to be achieving within appropriate levels for their NC year. Evidence of children working above their NC year was also evident.
- √ Clear and regular systems of in-house moderation are well established. The school carries out regular internal moderation and works closely with the local high school (RGS).
- √ Progress over time is evident.

### **Recommendations:**

- ❖ When assessing writing, consider using the same level descriptor sheet (that includes the three sub levels within each level) in order to show progress within levels and identify gaps.
- ❖ Consider reducing the number of genres covered in each academic year, in order to develop breadth within each genre, and allow time for pupils to apply their understanding of the genre independently.

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

### **English Moderators**