

Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Writing Moderation Visit 2019

School: Vallajeelt

Key Stage: 1 and 2

Date: 28.2.19

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 and Literacy Co-ordinator to establish school context

The school uses Talk For Writing as a basis for their Literacy curriculum. Talk for Writing was introduced last academic year and has become established practice this year. Significant work has taken place between the school and their neighbouring school, Cronk-y-Berry, to develop a Long term Literacy plan. The plan details year group expectations for S&L, R and W. It includes genre type, plot type, focus and terminology. Staff have A3 copies of these plans and highlight throughout the year to ensure coverage.

The school uses the Island level descriptors for assessment in all classes. These are highlighted as objectives are achieved and serve as ongoing documents. Internal moderation of writing takes place each year and with the neighbouring school. Moderations allow staff to agree levels and also identify children working at/above or below their NC year group. Children's work is kept in exercise books.

Summary of evidence from the selected children

Level 3c Child A (year 3)

Piece 1 How to make a loom- band – agreed 2a

Piece 2 Horrid Henry and the cake and sweet – agreed C&E 3c.

S&P more typical of 2a, however overall level of piece working within 3c.

Piece 3 I went to Glen May - C&E 3c, S&P some elements of 3c but more typical 2a. Overall 3c.

Supporting evidence: Supporting evidence from across the curriculum was not seen.

Level 3c Child B (year 3)

Piece 1 Jack and the terror in the trench – agreed 3c

Piece 2 Dear Theatre Company – agreed 3c

Piece 3 Horrid Henry story – not leveled in book, but does support overall judgement of 3c.

Supporting evidence: Supporting evidence from across the curriculum was not seen.

Level 3c Child C (year 3)

Piece 1 Sophie and the mysterious maze –C&E agreed 3c, S&P more typical of 2a. Overall working within 3c.

Piece 2 Father Christmas – agreed 3c

Piece 3 Horrid Henry – agreed 3c

Supporting evidence: Supporting evidence from across the curriculum was not seen.

Level 5c Child A

Piece 1 Dear Shrimps –agreed 5c

Piece 2 Persuasive letter: Dear Jim – agreed 5c

Piece 3 Harry Potter – agreed 5c

Supporting evidence: Supporting evidence from across the curriculum confirms 5c judgement.

Level 5c Child B

Piece 1 Defeating the Monster – agreed 5c, but elements of 5b.

Piece 2 Highwayman Setting Description - agreed 5c, but elements of 5b.

Piece 3 Charles Darwin – level given as 4a, this piece is more typical of 5c.

Overall level, working within 5b.

Supporting evidence: Supporting evidence from across the curriculum was not seen.

Level 5c Child C

Piece 1 Dear Shrimps - agreed 5c

Piece 2 Persuasive letter: Dear Jim –moderated at 4a, with elements of 5c.

Piece 3 Harry Potter – opening paragraph typical of 5c but middle paragraph lacks language features and some punctuation expected at this level.

Overall level, working within 5c.

Supporting evidence: Supporting evidence from across the curriculum confirms 5c judgement.

Interviews with children

Year 3

Enjoys writing – like to make it really interesting and give it a twist.

Classroom support – writing working wall, verbs, alphabet – helps me with handwriting. Build up ideas in books. We design characters. We have got targets stuck in our book next to our writing.

How do you know how to improve? My teacher writes things in my book.

How did you get ready to write? Look at the objectives, get ideas by writing together.

Year 6

Enjoys writing – yes, its good fun. Like topic writing, especially historic writing.

Classroom support – writing working wall- mentioned and understood subordinate clauses.

How do you know how to improve? Checklist is given as we write, so we can alter writing to get better marks.

Discussed and explained writing across the curriculum in good detail.

Points to note:

The children enjoyed writing.

The children knew their next steps – with reference to exercise books.

Both children were able to talk confidently about specific pieces, which they had written over the year.

Both talked about working walls in their classrooms.

General Comments

- √ All overall levels were accurate.
- √ Good evidence of positive marking (e.g. pink and green) and evidence of constructive feedback being given to improve work. Very detailed on some cases.
- √ 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 neighbouring school. Moderation is carried out across all year groups.
- √ Progress over time is evident.

Recommendations:

- √ In future moderations please provide a range of independent pieces from across the curriculum to support the level. Note, this was seen with Y6.
- √ Look at evidence of similar levels from 3c in different classes if possible.
- √ Remember to provide opportunities to apply learning into new or independently chosen contexts.

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

Moderator: redacted