



Department of Education and Children

Rheynn Ynsee as Paitchyn

Date – Wednesday 29th March

School – Rushen

Moderators –

Class teachers -

Evidence of 'in-house' moderation activities – Yes in the past but not so far this year

Moderation Training for Teachers Attended – Yes 1-2-1 with

Oral feedback provided during visit? - Yes - To

Focus Moderation To look at evidence collected by the class teacher to assess an overall level for a child at either 2b or 4b.

Strengths

Thank you for the warm welcome, coffee and use of your office.

The work was all ready for us, sorted and accompanied by the tracking sheets.

The children we spoke to were all polite and said they enjoyed maths.

The children were able to explain how they learn in maths and the older two children knew what they needed to do in order to improve.

The children told us that maths was taught practically as well as through worksheets etc

Individual Pupils

- was presented as a 2b. The work in the book was sketchy, with some work labeled with IOM I can Statements with stickies, but very little of the work had I can Statements. Much of the work appeared to be at a lower level, and

not linked to our assessment guidelines. There appeared to be an over reliance on Twinkl Worksheets.

- was presented as working at 2b, and overall the moderators agree with this level. They did feel that in some areas she was working very close to a 2a, and would shortly be working within that level.

- was presented as working at a 4b level and the moderators agree with this overall level.

- was presented as working at a 4b level and the moderators agree with this overall level.

Areas for Development

Please ensure that the IOM level Descriptors / I Can Statements are the only ones used. Currently there is a mixture of Seven Strands and 'Twinkl' Descriptors. Can all work use a Seven Strands Statement as the title? This will avoid the teacher having to hand write it on afterwards, or assess against non IOM descriptors.

The children's work seems to jump around between areas of maths very quickly e.g. on one day the child was learning about measuring angles, the next day they were looking at algebra, the following day interpreting line graphs. (start of March 2017). Consider a more systematic approach to covering all areas of the subject to help develop a stronger understanding. (Following a discussion with the Maths Co-ordinator it was explained that this might be partly to do with the Continuous provision style of learning, where on one day the children will be working in a focus group, and the next day working independently consolidating their knowledge.)

Notes

There appears to be a heavy reliance on worksheets across the school as virtually all the evidence supplied was worksheets.

Please make sure all work is dated.

Signed –

Date – 3.3.17

Department of Education and Children

Rheynn Ynsee as Paitchyn

Reading Moderation Visit

School: Rushen Primary School

Key Stage: One and Two

Levels Moderated: 2c (from Y1) 2c (from Y2) 3a (from Y3) 3a (from Y4) 4b (from Y4/5) 4b (from Y5/6)

Date: 28th January 2016

Focus of visit:

observed 6 guided reading sessions from each year class in KS1 and KS2. These sessions were moderated against the Isle of Man Level Descriptors for Reading and judgements were discussed with the class teachers and head teacher.

Group 1 - Year 1

This group was assessed by the school as level 2c . Moderator agreed with the teacher, that this group is working within level 2c. See additional notes

Group 2- Year 2

This group was assessed by the school as level 2c . Moderator agreed with the teacher, that this group is working within Level 2c. See additional notes

Group 3 - Year 3

This group was assessed by the school as level 3a . Moderator agreed with the teacher. See additional notes

Group 4 - Year 4

This group was assessed by the school as working at 3a. Moderator agreed that they are working at 3a. See additional notes.

Group 5 - Year 4/5

This group was assessed by the school as working at 4b. Moderator agreed with the teacher that it is appropriate that the group are working at 4b. See additional notes.

Group 6 - Year 5/6

This group was assessed by the school as working at 4b. Moderator agreed with the teacher that it is appropriate that the group are working at 4b. See additional notes.

General Commentary

✓All levels were accurate

✓Discussion with staff showed they knew their children well. They were able to identify strengths and weaknesses and next steps.

✓The sessions were planned thoroughly and linked to the AFs.

✓Reading is enjoyed across the school and children talk about reading with enthusiasm and passion.

✓The school has secure systems in place to ensure progression within Reading, and whilst it is not a SIP focus this year it has been in the past.

✓There are lots of opportunities for thinking time within Guided Reading sessions

Recommendations

★ To further develop Questioning skills within Reading sessions

★ Encourage higher order thinking skills within Guided Reading Sessions

★ Further cross-phase moderation of Reading

★ Provide opportunities for moderation across cluster schools/Secondary Schools

Reading Assessment Descriptors – Level 2c
Year 1

AF1 Letters and Sounds Secure at Phase 5	AF1 Book Bands Purple	AF1 Fluency Reading is mostly accurate and generally fluent. Pauses either to talk about the text or to confirm meaning	AF1 Word identification Continues to rely mainly upon phonic strategies.	AF1 Punctuation Takes some account of punctuation – e.g. pauses at full stops and commas. May change voice for speech marks	AF1 Whole text strategies Continues to use illustrations/text features to confirm and enhance meaning and to make predictions
√	√ Children reading beyond this	√	√ Use of strategies is sometime inappropriate for the task e.g. starting to sound out a familiar sight word n/a	√ Focus for the session	√
<p>Assessment file / notes provided evidence of children working within the correct phonic phase. The assessment file/ notes were comprehensive.</p> <p>The session was planned using the AFs as well as having clear links with writing objectives.</p> <p>The children were able to identify strategies that the author uses. They were able to comment confidently on the use of punctuation as well as identify how they should use it. When reading the children were all able to comment on how the author may have done it differently to either improve the text or help the reader make it more exciting.</p> <p>When asked questions about the characters feelings there was a reliance initially on picture cues and prompting was needed from the teacher to identify words and punctuation that would tell the reader this. The children commented that they could see excitement in the faces of the characters in the pictures and that the characters were all laughing in the picture so they must have been happy.</p> <p> was able to independently identify words in the text and linked it well to his own experience of receiving a parcel.</p> <p>The self-assessment activity was good (sentences without pictures). The children demonstrated good comprehension and were able to identify at what point in the story each sentence was used.</p> <p>All the children were able to give examples of expression when put into context by the teacher.</p> <p>There was good use of peer and self-assessment throughout the session giving the moderator an insight into the children’s perceptions.</p> <p>I would agree that this group have secured Level 2C and are working within a Level 2b.</p>					<p>AF 2 & 3 Any retelling may be rather too short/long and reliant on the illustrations. Can put events in a story in correct order. Comment on obvious characteristics e.g. is able to pick out stereotypes of good/ bad characters. Can predict what characters might do/ feel.</p> <p>AF 4</p> <p>AF 5</p> <p>AF 6</p> <p>AF 7</p>

Reading Assessment Descriptors – Level 2c
Year 2

<p>AF1 Letters and Sounds Secure at Phase 5</p> <p>√</p>	<p>AF1 Book Bands Purple</p> <p>√ Wild Cats</p>	<p>AF1 Fluency Reading is mostly accurate and generally fluent. Pauses either to talk about the text or to confirm meaning</p>	<p>AF1 Word identification</p> <p>Continues to rely mainly upon phonic strategies. √ Use of strategies is sometime inappropriate for the task e.g. starting to sound out a familiar sight word</p>	<p>AF1 Punctuation</p> <p>Takes some account of punctuation – e.g. pauses at full stops and commas. May change voice for speech marks N/a</p>	<p>AF1 Whole text strategies</p> <p>Continues to use illustrations/text features to confirm and enhance meaning and to make predictions</p> <p>√ Non Fiction Features</p>
<p>The book was at the appropriate level and there was evidence provided of the children working within the appropriate phonic phase. Children on the whole relied on phonic strategies to decode, although some were also using picture cues well as it was a non fiction text.</p> <p>All the children in the group were able to read the text independently – all confidently gave facts about the pages they were reading with out prompting.</p> <p>The children were able to recognise key features of the text, some needed prompting/ reminding how and when to use these. When asked about the glossary the children gave appropriate answers such as 'It tells you what a word means', 'If it is in bold writing it would be in the glossary' and ' the glossary is in alphabetical order to make it easier to use' .</p> <p>was clear in his explanation of a contents page stating ' it tells you what page different animals are on'. He was also able to give an example 'Bob cats are onn page 4 , Cheetahs page 6' .</p> <p>recognised additional features such as the page numbers going up in twos and the real pictures included along side drawings.</p> <p>As the session progressed all of the children became more confident using the non fiction features to navigate the book.</p> <p>The teacher modelled note taking but the session never got to this point. Conversations with the children indicated that the had a good understanding of what note taking may be and what it would look like.</p> <p>I agree with the level.</p> <p>demonstrated confidently a number of aspects of a 2b.</p>					<p>AF 2 & 3</p> <p>Any retelling may be rather too short/long and reliant on the illustrations. N/a Can put events in a story in correct order. Comment on obvious characteristics e.g. is able to pick out stereotypes of good/ bad characters. Can predict what characters might do/ feel. √ - linked to non fiction</p>
					AF 4
					AF 5
					AF 6
					AF 7

Reading Assessment Descriptors - Level 3a -
Year 3

<p>AF1 Fluency Reads a range of texts fluently and accurately.</p> <p>√</p>	<p>AF1 Word identification Applies knowledge and uses word identification strategies appropriately and automatically when encountering an unknown word</p> <p>√</p>	<p>AF1 Punctuation Uses knowledge of an increasing range of punctuation marks to enhance phrasing, intonation and comprehension.</p> <p>√</p>	<p>AF1 Whole text strategies Uses a range of strategies automatically to monitor and maintain reading e.g. anticipation of the next word; self-correction; rereading; reading on; slowing down and sub-vocalising when encountering difficult texts; using knowledge of context, print conventions and key words. May ask for clarification of meaning of unfamiliar words and phrases</p> <p>√</p>
<p>All the children in the group demonstrated all aspects of AF1 for this level. Where children were quieter during the actual read they were able to demonstrate some of these aspects when answering their 'special questions' at the end of the session.</p>			<p>AF 2 & 3 Can retell and comment upon events or ideas from a range of texts, providing information related to plot and characterisation in fiction or to main ideas and supporting detail in non-fiction, Can read beyond the literal to explain how or why something happens.</p> <p>√</p>
<p>When asked the question 'who banged on the boys door?' the children were all able to give an explanation. The children were able to identify a range of verbs and comment upon their use and suggest alternatives.</p>			<p>AF 4. Can confidently discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, and storyboard. Can confidently and consistently locate information efficiently by using organisational features e.g. index, glossary, headings, fact boxes.</p>
<p>The children all made viable predictions when asked What will happen next? One discussion centred on the idea than he may be dreaming and has gone back in time, this was disputed as another child identified where it says ' he woke up ' in the text.</p> <p>-</p>			<p>AF 5. Can confidently and consistently identify, from within a text, examples of words or literary features (e.g. alliteration, variation in sentence structure) chosen by the author to create a desired effect</p> <p>√</p>
<p>The children said that they author makes you keep reading by using interesting words. They identified a range of effects that the author used to engage the reader and commented on their effectiveness such as illustrations, similes and metaphors.</p>			<p>AF 6 Is beginning to evaluate critically the effectiveness of a text.</p> <p>√</p>
<p>The children were also able to discuss confidently and give examples of similes when talking about the phrase 'glean like pearl'. The children expressed that they author may have meant it is bright outside, it is shiny or it could be when the character first wakes up.</p>			<p>AF 7. Has a secure awareness of genre and literary traditions</p>
<p>All of the group were beginning to evaluate the effectiveness of the text as a whole and compare it to other texts. One girls described how she liked fairy tales as the opening builds up and leads you in but she also liked this book as the author throws the reader straight in. The children made good links between the themes in this story and he themes in other stories in the collection. The children identified what they liked and disliked about this story. The liked the events, the author taking the reader 'straight in' to the excitement, the theme (football) and the use of the language of action and mystery. All the children agreed they would have liked more dialogue and more description from the author.</p>			
<p>I agree this level as a 3A. The group were all beginning to work with in a 4C in some aspects. Planning, record keeping and discussion with the teacher provided additional evidence for AFs not witnessed today.</p>			

Reading Assessment Descriptors – Level 3a

Teacher : (Y4)

AF1 Fluency	AF1 Word identification	AF1 Punctuation	AF1 Whole text strategies
<p>Reads a range of texts fluently and accurately.</p> <p>√</p>	<p>Applies knowledge and uses word identification strategies appropriately and automatically when encountering an unknown word</p> <p>√</p>	<p>Uses knowledge of an increasing range of punctuation marks to enhance phrasing, intonation and comprehension.</p> <p>√</p>	<p>Uses a range of strategies automatically to monitor and maintain reading e.g. anticipation of the next word; self-correction; rereading; reading on; slowing down and sub-vocalising when encountering difficult texts; using knowledge of context, print conventions and key words. May ask for clarification of meaning of unfamiliar words and phrases</p> <p>√</p>
<p>The children all read confidently. The text was challenging but they read with fluency and expression. and needed prompting, but the genre specific paragraphs were at a suitably challenging level for the 3a level they are working within.</p>			<p>AF 2 & 3 Can retell and comment upon events or ideas from a range of texts, providing information related to plot and characterisation in fiction or to main ideas and supporting detail in non-fiction, Can read beyond the literal to explain how or why something happens.</p> <p>√</p>
<p>The children were all able to recall parts of the story and discussed the characters with confidence. "He's funny because..." There was evidence of some reading beyond the literal during paired/group discussions and the teacher explained that the development of this skill will be a focus in future sessions. Children were able to find specific evidence in the text and answer prompts such as 'What was your evidence...?' and 'Why did you decide...?' The girls were very confident in this area, whereas the boys needed slightly more prompting.</p>			<p>AF 4. Can confidently discuss the plot structure and how sections relate e.g. devise a story mountain, flow chart, and storyboard. Can confidently and consistently locate information efficiently by using organisational features e.g. index, glossary, headings, fact boxes.</p>
<p>AF 7. This was the main Focus of the session. The children had a good, sound understanding of the features of a range of genres. There were some mis-conceptions but mini-debates and in-depth discussions, meant the children developed their understanding by the end of the session. They linked their learning to displays and were all able to evidence why/why not the passage was from a certain genre. When discussing the individual text, was able to confidently explain how she knew it was a fiction text.</p>			<p>AF 5. Can confidently and consistently identify, from within a text, examples of words or literary features (e.g. alliteration, variation in sentence structure) chosen by the author to create a desired effect</p>
<p>Further evidence from the teacher included, planning, record keeping and a discussion around next steps/targets. These provided evidence of AF's not seen today and further secured the assessment that these children are effectively working within Level 3a. I agree this level as a 3A.</p>			<p>AF 6 Is beginning to evaluate critically the effectiveness of a text.</p>

<p>AF 2 & 3 When responding to text, can identify underlying themes and ideas using inference and deduction, making reference to the text</p>	<p>AF 4 (N) Can identify and discuss pivotal moments in a text. (NN) Can effectively identify key facts/ information and summarise to display understanding</p>	<p>AF 5 Explains how the way in which words are used to create a specific effect on a reader</p>	<p>AF6 In responding to a text, displays an understanding of an author's intentions or point of view</p>	<p>AF 7 Can categorise a text into a correct genre and demonstrate the ability to identify features of the genre using evidence from the text. Can place a text within it's social, cultural and historical context.</p>
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AF1 The passage was at an appropriate level and all the children were able to read it with ease.

AF 2 and 3

The children looked very closely at the text and were able to find references to themes using inference and some deduction. A discussion around the location and setting of the passage, really challenged the children, but they were able to use inference to explain their responses. They referred closely to the text when explaining answers and linked their ideas very well.

AF4 The group had identified the pivotal point in the text, prior to my arrival. However, this was later evidenced during discussions linked to AF7 (evidenced only in Narrative).

AF 5 A discussion around the location and setting of the passage, really challenged the children. They again, looked closely at examples and word choices in the text and deepened their understanding of authorial intent. One pupil was able to explain what the author was trying to teach us, and the rest of the group were able to evidence this.

AF7

The group were all able to identify features of the text and began to link their interpretation of the text, to their own understanding of the world. (see notes in AF 2 and 3) They were able to articulate why they thought it was set in India, links to rice, name choices, villagers etc. this was further developed with cultural comparisons with the Isle of Man. This deep understanding and close reference to the text, provided great evidence that the children are working securely within a Level 4b within this AF area.

explained that the children were working towards a 4a as they were not yet confident enough in a number of AF's at Level 4a. I agree with this assessment and further evidence provided through Planning and record keeping, secures this assessment further.

I agree the children in this group are working securely within Level 4b.

<p>AF 2 & 3 When responding to text, can identify underlying themes and ideas using inference and deduction, making reference to the text</p>	<p>AF 4 Can identify and discuss pivotal moments in a text.) Can effectively identify key facts/ information and summarise to display understanding</p>	<p>AF 5 Explains how the way in which words are used to create a specific effect on a reader</p>	<p>AF 6 In responding to a text, displays an understanding of an author's intentions or point of view</p>	<p>AF 7 Can categorise a text into a correct genre and demonstrate the ability to identify features of the genre using evidence from the text. Can place a text within its social, cultural and historical context.</p>
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The text was levelled appropriately and the children read it with confidence.

AF2/3

The children all showed good understanding of the texts events and ideas. Detailed post-its were stuck throughout the text with key ideas/themes noted and ensured the children could re-call any inference/deduction they had made during the pre-read. They were able to discuss the story so far, and found evidence in the text linked to underlying themes - such as the naming of the paces in Australia etc. They were fairly confident, once prompted, to discuss How they would feel? and showed an empathetic awareness for the character.

AF4 - Within discussions the children touched upon their awareness of the key moments in the text. The children were not yet fully secure in this area (AF2).

AF5 - The group responded well to questions such as 'What effect does the simile 'huge, hot pebble' create and 'Why did the author use 'tightening their faces'. Lots of Thinking time was provided, ensuring they were able to really think about the impact of the vocabulary choice made. They re-read certain parts of the text and some were able to show understanding of the effect it had had on the reader.

AF6 There was some reluctance to answer the question "Do you think the author does a good job?" But, with further prompting they were able to talk in some detail about how the author creates suspense. Discussion with the teacher showed that this is an area of focus for this group.

Further evidence from the teacher included planning folders and reading records. In discussions with the teacher she was able to tell me that her focus for this particular group was to encourage discussions/ dialogue around the text as lots were reluctant to share ideas. I feel there was enough evidence to agree that the group were working securely within Level 4b.

AF 7.

Has a secure awareness of genre and literary traditions
√

Reading Assessment Descriptors –Level 4b

Teacher :

(Y4/5)

Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Writing Moderation Visit 2019

School: Rushen Primary School

Key Stage: 1 and 2

Date: 9.5.18

Focus of visit:

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/ Literacy Co-ordinator to establish school context

The school is currently developing its practice in the teaching and learning of writing, following recent changes in staffing and leadership. Some teachers are using Talk for Writing approaches. The school is working to ensure greater genre coverage and consistency in both medium and short term planning for writing. The school is keen to build up a file of exemplified assessments to support internal moderation. Recent Key stage moderation has taken place. The school uses the Island level descriptors for assessment in all classes and trackers are evident in pupils' books or files. Children's work is kept in exercise books and in loose leaf files. Cross-curricular writing is used as evidence of levels in writing. There are good opportunities for writing across other subjects.

Summary of evidence from the selected children

Child A Year 2

The Super Banana

Teacher assessment: 3c.

Moderators: Piece more typical of 2a with elements of 3c.

How to make Toast

Teacher assessment: 3c.

Moderators: Agreed level 3c.

Supporting evidence - Other evidence in file and books supports the level of 3c.

Overall level agreed at 3c, further consolidation required.

Child B Year 3

Old Grammar School

Teacher assessment: 3c.

Moderators: Agreed level 3c.

The Christmas Day Truce
Teacher assessment: 3c.
Moderators: Agreed level 3c.

Supporting evidence - Other evidence in Literacy book and history book shows evidence of 3c work.

Overall level agreed at 3c

Child C Year 3

Letter
Teacher assessment: 3c.
Moderators: Agreed level 3c, elements 3b.

Life in a Work house
Teacher assessment: 3c.
Moderators: Agreed level 3c.

Supporting evidence - Other evidence in book shows progress and recent work supports judgement of 3c.

Overall level agreed at secure 3c.

Child D Year 6

Story 24th April
Teacher assessment: 5c.
Moderators: Agreed level 5c, although piece was very short.

16th Jan piece
Teacher assessment: 5c.
Moderators: Agreed level 5c, elements 5b.

Supporting evidence - books and file show work at 5c, including cross curricular evidence in science and history.

Overall level agreed at secure 5c.

Child E Year 6

Florence Nightingale Biography
Teacher assessment: 5c.
Moderators: More typical of 4a, needs greater consistency in structure to be 5c.

Story 5th March
Teacher assessment: 5c.
Moderators: More typical of 4a, elements of 5c. Needs greater control.

Supporting evidence- Books and file show progress. Cross curricular writing in science, History.

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

Child F Year 6

Biography

Teacher assessment: 5c.

Moderators: Agreed level 5c

Fictional diary

Teacher assessment: 5c.

Moderators: Agreed level 5c

Supporting evidence – Cross curricular science and literacy book.

Overall moderators agree this pupil working at 5c.

Interviews with children

All the children interviewed were happy to discuss their writing and told us they enjoyed it. They could talk about different genres they had studied over the year and their current focus. All children were familiar with self and peer assessment techniques and used them regularly. They could talk about how their environments supported writing, such as; word banks provided by teachers, example phrases and sentences displayed on working walls and wagoll examples. All children knew where to look for their next steps in learning and were able to confidently explain how they needed to meet a target 3 times before it was highlighted as achieved.

General Comments

- √ Most overall levels were accurate.
- √ Based on the evidence seen, the children generally appear to be achieving within appropriate levels for their NC year.
- √ Consistent marking – comment and next step.
- √ Evidence of cross curricular writing, lots of opportunities for writing.
- √ Self and peer assessment being used.
- √ Children are confident to discuss writing and were clear on next steps.

Recommendations:

- √ Develop children's awareness of *not* only *how* they learn the write -wagoll/ writing wall/ magie-ing/ role play/ self and peer asses etc - but also *why* these tasks are carried out, in order to increase their awareness of the writing process.
- √ Consider when to award an overall level, ensuring there is sufficient evidence to support judgements.
- √ Ensure staff know and understand the weighting for C&E.
- √ Clarify that even though spelling is included on the assessment tracker, it shouldn't be a deciding factor for assessment.
- √ Develop consistency of approach – what is the learning journey?
- √ Consider opportunities for more sustained writing, particularly in Y6

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