

## Moderation Sheet

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| School: Castle Hill | DOB:                       | NC YR: |
| Pupil:<br>AW        | Date of Assessment: Jan 16 |        |

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| <p>Teaching objectives/focus of work</p> <p>Food Therapy</p>   | <p>Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.</p>   |
| <p>Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate)</p> <p>A was in her standing frame, alert and in a good mood. She was given a tray of icing sugar to explore with her hands. T (staff member) was standing opposite her and asked A to find the icing sugar which she did easily. A was asked to use her 'feely fingers' to explore the icing sugar and with several verbal prompts she was able to do this repeatedly and with intention. A regularly stilled to listen to T's voice and/or requests. At one point T asked A if she was enjoying feeling the icing sugar and A replied with a positive vocalisation. This has been a consistent response over the term.</p> | <p><b>Location:</b><br/>Whole classroom.<br/>Distraction free environment.<br/>Specific support group.<br/>1:1.</p> <p><b>Level of support:</b><br/>NS- No support<br/>VS-Verbal support<br/>SP-Signed prompt<br/>SU-Symbols used<br/>GS-Gesture support<br/>HOH-Hand on hand.</p> <p><b>Type of support</b><br/><b>Support prompts:</b><br/>Physical/general/verbal/visual/other.<br/><b>Duration of prompt:</b><br/>Initial/intermittent/continual.<br/><b>Reason for prompt:</b><br/>Attention to task / concentration<br/>/comprehension modelling e.g.<br/>demonstration scaffolding e.g. writing frame.</p> <p><b>Wordbank</b><br/>e.g. key words/symbols.<br/><b>Equipment/apparatus</b><br/>e.g. counting cubes etc.<br/><b>ICT</b> e.g. Clicker, switch device.<br/>Other (specify).</p> <p><b>Exemptions</b><br/>Physical<br/>Cognitive<br/>Emotional</p> <p><b>Task completed :</b><br/>At the end of a unit of work.<br/>At the start of a unit of work.<br/>Set in isolation without revision of topic.</p> |
| <p>Level of pupil involvement:</p> <p style="text-align: center;">1      2      3      4      5</p> <p>Passive -----Engaged</p>  |  |
| <p>This work contributes to level P3(i) because It evidences the following from the level descriptor: "Pupils participate in shared activities with less support. They sustain concentration for short periods. They begin to communicate intentionally."</p>  |  |
| <p>Exemptions:</p>   |  |
| <p>It is NOT level P3(ii) (above) because the pupil is not initiating activities, or actively exploring the materials for extended periods.</p>  |  |
| <p>It is NOT level P2(ii) (below) because the pupil did not need supported participation, and she performed actions with intention, not by trial and improvement.</p>  |  |

## Moderation Sheet

Moderated at:



✓



✓

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|---|-------------------------|--------------------------------|
| Initial assessment by:<br>Castle Hill staff during two sessions of moderation | Level awarded:<br>P3(i) | Dates:<br>27.01.16<br>02.03.16 |
|---|-------------------------|--------------------------------|

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| Externally moderated by<br>(names): Jen Dulling,<br>Tom McDonald, Abi Hall | Date moderated:<br>31.10.16 | Agreed level:<br><b>P3(i)</b> |
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