

## Moderation Sheet

School: Castle Hill School	DOB:	NC YR: Y4
Pupil: D	Date of Assessment: -	

<p>Teaching objectives/focus of work</p> <ul style="list-style-type: none"> <li>To vocalise to communicate</li> <li>To choose his own photo out of a choice of three</li> <li>To make a positive response to feeling a glove .</li> </ul>	<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>During a good morning session D was given a picture and told that it was time to say hello. D quietened at this prompt. D was then asked to find his picture from a choice of three. He then waved and vocalised when he wanted his turn. D then waved and vocalised at the part of the hello song where his name would go. He pressed his switch when told to.</p>	<p><b>Location:</b> Whole classroom. Distraction free environment. Specific support group. 1:1.</p> <p><b>Level of support:</b> <b>NS- No support</b> VS-Verbal support SP-Signed prompt SU-Symbols used GS-Gesture support HOH-Hand on hand.</p> <p><b>Type of support</b> <b>Support prompts:</b> Physical/general/verbal/visual/other. <b>Duration of prompt:</b> Initial/intermittent/continual. <b>Reason for prompt:</b> Attention to task / concentration /comprehension modelling e.g. demonstration scaffolding e.g. writing frame.</p>
<p>Level of pupil involvement:</p> <p style="text-align: center;">1      2      3      4      <b>5</b></p> <p>Passive -----Engaged</p>	<p><b>Wordbank</b> e.g. key words/symbols. <b>Equipment/apparatus</b> e.g. counting cubes etc. <b>ICT</b> e.g. Clicker, switch device. Other (specify).</p>
<p>This work contributes to level p3i because It evidences the following from the level descriptor: "People begin to be proactive in their interactions.....They seek attention through eye contact, gesture and action. ....They participate in shared activities with less support"</p>	<p><b>Exemptions</b> Physical. Cognitive. Emotional.</p>
<p>Exemptions:</p>	<p><b>Task completed :</b> At the end of a unit of work. At the start of a unit of work. Set in isolation without revision of topic. On-going.</p>
<p>It is NOT level p3ii above because: No interaction initiated. Not using emerging conventional communication.</p>	
<p>It is NOT level p2ii below because: Achieved without support.</p>	

Moderated at:



## Moderation Sheet

Initial assessment by: Castle Hill School staff	Level awarded: P2ii	Date: -
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Moderated by: Rebecca Hurd- Cowersley Primary. Helen Day-Almondbury Junior Bart Cunningham- Almondbury Junior Julie Jowett- Moldgreen Primary. Heather Bruce- Moldgreen Primary. Sarah Coley- Lydgate Steve Perren – Castle Hill School	Date moderated: -	Agreed level: P3i
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