

## Moderation Sheet

School: Castle Hill School	DOB: 15/07/99	NC YR: 8
Pupil: D                    U&A	Date of Assessment: -	

Teaching objectives/focus of work U&AM- To turn take during resonance board chants.	Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.
Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate)  <p>When the other students led the tapping D listened to the then joined in. When it was his turn (signalled by the teacher singing his name and giving eye contact) D waited (until all of the other students had stopped) then tapped the board. The other students joined in and D smiled. When they stopped he repeated the process two more times.</p>	<b>location:</b> Whole classroom. Distraction free environment. Specific support group. 1:1.  <b>Level of support:</b> NS- No support <b>VS-Verbal support</b> SP-Signed prompt SU-Symbols used GS-Gesture support HOH-Hand on hand.  <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. Physical ability <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).Encouragement
Level of pupil involvement: 1            2            3            4 <b>5</b> Passive -----Engaged	
This work contributes to P3i because "They participate in shared activities with less support. They sustain concentration for short periods". "They remember learned responses over more extended periods".	
Exemptions: It is NOT P3ii above because D was given direct prompts when it was his turn.	<b>Exemptions</b> Physical. Cognitive. Emotional.  <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.
It is NOT P2ii below because Remembered response from work done in previous weeks.	

Moderated at:



## Moderation Sheet

Initial assessment by: Castle Hill School staff	Level awarded: P3i	Date: -
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Moderated by: Karen Wilkinson and Suzanne Simpson –Earsheaton Technical College. Kate Horton-Dryclough Infants School. Claire day, Pete Walker, Sarah Caie- Longley School. Caroline Clarke- Newsome High School.	Date moderated: -	Agreed level: P3i
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