

Moderation Sheet

School: CHS	DOB:	NC YR: 1
Pupil: K	Date of Assessment: -	

<p>Teaching objectives/focus of work ICT- To sustain pressure on a switch and reinforce cause and effect</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) K is visually impaired. He is encouraged to sustain pressure on a switch to move independently around school and to start and stop on request. He has made incredible progress this year during these sessions, initially he would throw the switch off the tray but now knows that if he keeps his hand on the switch he can move around independently. He is interested in his surroundings and is beginning to respond to questions about where he is going e.g. "going past the office let's say hello to...."</p>	<p>Location: Whole classroom. Distraction free environment. Specific support group. 1:1.</p> <p>Level of support: NS- No support VS-Verbal support SP-Signed prompt SU-Symbols used GS-Gesture support HOH-Hand on hand.</p> <p>Type of support Support prompts: Physical/general/verbal/visual/other. Duration of prompt: Initial/intermittent/continual. Reason for prompt: Attention to task / concentration /comprehension modelling e.g. demonstration scaffolding e.g. writing frame. Wordbank e.g. key words/symbols. Equipment/apparatus e.g. counting cubes etc. ICT e.g. Clicker, switch device. Other (specify).</p> <p>Exemptions Physical Cognitive Emotional</p> <p>Task completed : 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>Level of pupil involvement: 1 2 3 4 5 Passive -----Engaged</p>	
<p>This work contributes to level p 3.ii because It evidences the following from the level descriptor: "They can remember learned responses over increasing periods of time and may anticipate known events"</p>	
<p>Exemptions:</p>	
<p>It is NOT level p4 above because: "Pupils make selections to communicate meanings"</p>	
<p>It is NOT level p3i below because: "They request events or activities , for example, pushing another person's hand towards a switch. They participate in shared activities with less support. They sustain concentration for short periods"</p>	

Moderated at:



Moderation Sheet

Initial assessment by: Castle Hill School Staff	Level awarded: p3ii	Date: -
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Moderated by: F. Minor-Newsome Juniors K. Straw- Newsome juniors	Date moderated: -	Agreed level: p 3ii
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