

## Moderation Sheet

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| School:<br>CHS | DOB:                     | NC YR: 9 |
| Pupil:<br>MT   | Date of Assessment:<br>- |          |

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|---|---|
| <p>Teaching objectives/focus of work<br/><b>U+AM</b>-To make changes to the screen by touching. To show increasing concentration through eye contact.</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)<br/>MT uses a wide variety of software and is able to watch the screen and tap accurately. He will locate small images in all section of the plasma screen. If more than one image is presented he may focus on just one and press in repeatedly, expecting a result. He shows pleasure when the screen changes and particularly when there is music triggered.</p> | <p><b>Location:</b><br/><b>Whole classroom</b><br/>Distraction free environment.<br/>Specific support group.<br/>1:1.</p> <p><b>Level of support:</b><br/><b>NS- No support</b><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/<b>visual</b>/other.</p> <p><b>Duration of prompt:</b><br/>Initial/<b>intermittent</b>/continual.</p> <p><b>Reason for prompt:</b><br/><b>Attention to task</b> / concentration<br/>/comprehension modelling e.g.<br/>demonstration scaffolding e.g. writing frame.</p> <p><b>Wordbank</b><br/>e.g. <b>key words</b>/symbols.</p> <p><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/>During a unit of work<br/>At the start of a unit of work.<br/><b>Set in isolation without revision of topic.</b><br/>On-going activity</p> |
| <p>Level of pupil involvement:<br/>1      2      <b>3</b>      4      5<br/>Passive -----Engaged</p>  |   |
| <p>This work contributes to level p4 because<br/>It evidences the following from the level descriptor:<br/>'Pupils are aware of cause and effect in familiar mathematical activities'.</p>  |   |
| <p>Exemptions:</p>  |   |
| <p>It is NOT level p5 above because<br/>'Pupils sort or match objects or pictures by recognising similarities'.</p>   |   |
| <p>It is NOT level p3ii below because:<br/>'They can remember learned responses over increasing periods of time'.</p>   |   |

Moderated at:



## Moderation Sheet

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| Initial assessment by:<br>Castle Hill School Staff | Level awarded:<br>P4 | Date:<br>- |
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| Moderated by:<br><b>Barbara Moss</b><br>Primary Pupil Referral Service<br><b>Louisa Lang</b><br><b>Nicola Cole</b><br>Dalton School JI &N<br><b>Kate Horton</b><br>The Federation of Dryclough<br>CE (VC) Infant and Thornton<br>Lodge Nursery Schools<br><b>Safina Hussain</b><br>Warwick Road J I & Nursery<br>School<br><b>Lisa Everett</b><br>Norrithorpe Infant & Junior<br>School<br><b>Diane Liburd</b><br>Ashbrow Infant & Nursery<br>School<br><b>Claire Lund</b><br>Rowley Lane JI & Nursery<br>School<br><b>Sofia Ahronson</b><br><b>Judith Kirk</b><br>Newsome High School | Date moderated:<br>- | Agreed level:<br>P4 |
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