

## Moderation Sheet

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

<p><b>Teaching objectives/focus of work</b> Free time session To control her environment with growing independence.</p>	<p>Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.</p>
<p><b>Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate)</b> K was allowed free time at the end of a session and she chose the CD player from the cupboard. A staff member plugged the CD player in and began to play K's favourite CD. K was then left by herself as she rocked and swayed to the music. After 1 minute, she pressed stop on the CD player and skipped to the next song, and immediately began swaying again. This stopping and skipping was repeated for around 15 minutes.</p>	<p><b>Location:</b> <b>Whole classroom.</b> Distraction free environment. Specific support group. 1:1.</p>
<p>Level of pupil involvement:  <div style="display: flex; justify-content: space-around; width: 100%;"> <span>1</span> <span>2</span> <span>3</span> <span>4</span> <span style="background-color: yellow;">5</span> </div>                     Passive -----Engaged</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>This work contributes to level p_6____ because It evidences the following from the level descriptor: <i>'They operate some devices independently'</i></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>Exemptions:</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>It is NOT level_7__ above because: <i>'They use ICT to communicate meaning and express ideas in a variety of contexts'</i></p>	<p><b>Exemptions</b> Physical Cognitive Emotional</p>
<p>It is NOT level_5__ below because: <i>'They make connections between control devices and information on screen'- shows more understanding than simple cause and effect.</i></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.</p>

Moderated at:



## Moderation Sheet

Initial assessment by: Castle Hill School staff	Level awarded: P6	Date: -
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Moderated by: Kerry Peters- Hillside School Jo Forryan-Hillside School Leanne Billing- Cowlersley Primary School Rizwan Rifiq- North Huddersfield Trust Margaret Roylance – North Huddersfield Trust Lisa Burke- Longley School	Date moderated: -	Agreed level: P6
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