

## Moderation Sheet

School: CHS	DOB:	NC YR: 10
Pupil: AA	Date of Assessment: -	

<p>Teaching objectives/focus of work <b>Number-Addition to 5</b></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) Initially A worked together with a teacher and two other students to set out simple addition sums using counters in two different colours and working out the answers together. All students prompted by the teacher read the numbers to set out the correct number of counters underneath the numerals. They practised finding the answers together by combining the two groups of counters to find out 'how many altogether' After this A was asked to set out his sum independently. With some verbal prompting he was able to put the correct number of counters underneath the numerals. When asked 'how many altogether?' A knew that he needed to count both groups of coloured counters together but he needed some prompting to put the counters in a line so that they were easier to count( he counted the same one twice a few times). When A has successfully counted both groups he quickly recognised that the answer was 5 and attempted to write this in the box. He pointed to the numeral 5 and asked for help to write it having a few goes at this.</p>	<p><b>Location:</b> Whole classroom Distraction free environment. Specific support group. 1:1.</p> <p><b>Level of support:</b> NS- No support 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.</p> <p><b>Duration of prompt:</b> Initial/intermittent/continual.</p> <p><b>Reason for prompt:</b> Attention to task / concentration /comprehension modelling e.g. demonstration scaffolding e.g. writing frame.</p> <p><b>Wordbank</b> e.g. key words/symbols.</p> <p><b>Equipment/apparatus</b> e.g. counting cubes etc.</p> <p><b>ICT</b> e.g. Clicker, switch device. Other (specify).</p> <p><b>Exemptions</b> Physical Cognitive Emotional</p> <p><b>Task completed :</b> At the end of a unit of work. During a unit of work At the start of a unit of work. Set in isolation without revision of topic. On-going activity</p>
<p>Level of pupil involvement:</p> <p style="text-align: center;">1      2      3      4      5</p> <p>Passive -----Engaged</p>	
<p>This work contributes to level p7 because It evidences the following from the level descriptor: "They recognise numerals from 1-5 and to understand that each represents a constant number or amount". "In practical situations they respond to add one"</p>	
<p>Exemptions:</p>	
<p>It is NOT level p8 above because he does not "recognise numerals from 1-9".</p>	
<p>It is NOT level p2i below because: "They count reliably to 3 ".</p>	

Moderated at:



## Moderation Sheet

Initial assessment by: Castle Hill School Staff	Level awarded: P8	Date: -
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Moderated by: <b>Barbara Moss</b> Primary Pupil Referral Service <b>Louisa Lang</b> <b>Nicola Cole</b> Dalton School JI &N <b>Kate Horton</b> The Federation of Dryclough CE (VC) Infant and Thornton Lodge Nursery Schools <b>Safina Hussain</b> Warwick Road J I & Nursery School <b>Lisa Everett</b> Norrishorpe Infant & Junior School <b>Diane Liburd</b> Ashbrow Infant & Nursery School <b>Claire Lund</b> Rowley Lane JI & Nursery School <b>Sofia Ahronson</b> <b>Judith Kirk</b> Newsome High School	Date moderated: -	Agreed level: P7
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