

Moderation Sheet

School: CHS	DOB:	NC YR: 8
Pupil: EK	Date of Assessment: -	

<p>Teaching objectives/focus of work U+AM – To recognise the odd one out when looking at a set of objects To identify how many are in a set of 5</p> <p>Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate) E was asked to search in webbing for spiders and small creatures. Once she had collected them, the adult placed them in groups on the board so E could clearly see them. She was then asked if the groups were ok and if all the objects in each group were in the right place. E answered correctly every time using a “yes” or “no” symbol. She then eye pointed to the group that was incorrect and vocalised when the adult pointed to the misplaced object. E’s answers were consistently correct throughout the session. She was also asked to identify how many were in a stated group, eg: how many spiders? She was allowed time to count them by looking at each object in turn and then vocalised when she was ready to eye point to a number to give the answer. Again her answers were consistently correct.</p> <p>Level of pupil involvement: <div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div> Passive -----Engaged</p> <p>This work contributes to level p7 because It evidences the following from the level descriptor: “They identify when an object is different and does not belong to a given familiar category” “They respond appropriately to key vocabulary and questions, for example, ‘How many?’”</p> <p>It is NOT level p8 above because E worked with numbers to 5 only and not 10 as stated in the descriptors</p> <p>It is NOT level p6 below because: The descriptor discusses simply sorting objects and not correcting any mistakes made</p>	<p>Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.</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.</p> <p>Duration of prompt: Initial/intermittent/continual.</p> <p>Reason for prompt: Attention to task / concentration /comprehension modelling e.g. demonstration scaffolding e.g. writing frame.</p> <p>Wordbank e.g. key words/symbols.</p> <p>Equipment/apparatus e.g. counting cubes etc.</p> <p>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. During a unit of work At the start of a unit of work. Set in isolation without revision of topic. On-going activity</p>
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Moderated at:



Castle Hill School



Fairfield School



Moderation Sheet

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