

## Castle Hill Moderation 2021 -22

Moderation Focus	Term 1	Term 2	Term 3
Castle Hill Pathways	<p><b>Date:</b> 29.09.21</p> <p><b>Intent:</b> To moderate judgements on levels in SSM Pathway</p> <p><b>Implementation:</b> Teachers worked in pairs to consider levels for three examples of SSM work taken from Learning Journals</p> <p><b>Impact:</b> KD to further adapt the descriptors in the Maths Pathways, highlighting or adding additional key information to clarify achievement at each level</p>	<p><b>Date:</b></p> <p><b>Key Focus:</b> Check information highlighted or added to clarify achievement at each level in the Maths Pathways</p> <p><b>Intent:</b></p> <p><b>Implementation:</b></p> <p><b>Impact:</b></p>	<p><b>Date:</b></p> <p><b>Key Focus:</b></p> <p><b>Intent:</b></p> <p><b>Implementation:</b></p> <p><b>Impact:</b></p>
MAPP/PIP	<p><b>Date:</b> 20.10.21</p> <p><b>Intent:</b> To moderate the effective use of language to create concise PIP targets that clearly demonstrate progress for all learners</p> <p><b>Implementation:</b> Teachers worked in pairs to consider examples of their own PIP targets, reflecting on key information within each target and the development of 'next steps'</p> <p><b>Impact:</b> The language of Engagement is becoming embedded within targets where appropriate. We talked about the language of generalisation demonstrating progression, particularly for those students at the earliest levels of development. We also considered removing some context from the targets, but adding this with the date, when achieved</p>	<p><b>Date:</b></p> <p><b>Key Focus:</b></p> <p><b>Intent:</b></p> <p><b>Implementation:</b></p> <p><b>Impact:</b></p>	<p><b>Date:</b> 08.06.22</p> <p><b>Key Focus:</b> Check whether some context has been removed from the PIP targets, but added with the date, when achieved</p> <p><b>Intent:</b> To moderate PIP targets and reflect on effective PIP development.</p> <p><b>Implementation:</b> Teachers were tasked with reflection of PIP targets, discussing effectiveness of PIPs and clear processes of assessment.</p> <p><b>Impact:</b> Within discussions, focus was given to the importance of ensuring the PIPs provide context to the learning. The use of examples of key vocabulary can give invaluable insights into progression. In addition, the need for opportunities to create fluency and generalisation within skills and targets will ensure students achieve depth in their learning.</p>

<p>Mastery</p>		<p><b>Date:</b> 13.01.22  <b>Intent:</b> To moderate the Mastery statements of intent written by curriculum leads for their subject  <b>Implementation:</b> Members of the SLT met to review and reflect on the Mastery statements for the PMLD group of learners, focusing on the use of language of Engagement, appropriate challenge, and clarity of intent  <b>Impact:</b> As a result of discussions, focus was given to the importance of challenge in the targets demonstrated through intentional communication of learning and consistent responses over time. This would provide consistency throughout all targets and link to CHS Level 3.2 in the Pathways  <b>Key Focus:</b> To continue moderation discussions for SLD and SLD+ statements of intent</p> <p><b>Date:</b> 26.01.22  <b>Intent:</b> For curriculum leads to reconsider Mastery statements for PMLD learners  <b>Implementation:</b> AM, KD and SB met with teachers to give feedback on recent moderation of PMLD mastery targets, sharing areas of development to ensure appropriate challenge and consistency across subjects. Teachers met in groups to moderate the PMLD targets for their subject areas, focusing on appropriate challenge within targets and consistency.  <b>Impact:</b> As a result of discussions, focus was given to the importance of challenge in the targets demonstrated through intentional</p>	<p><b>Date:</b> 18.05.22  <b>Intent:</b> For curriculum leads to reconsider Mastery statements for SLD+ learners  <b>Implementation:</b> AM, KD and SB met with teachers to feedback on recent moderation of SLD+ mastery targets, sharing areas of development to ensure appropriate challenge and consistency across subjects. Teachers met in groups to moderate the SLD+ targets for their subject areas, focusing on appropriate challenge within targets and consistency linking this to CHS 7.  <b>Impact:</b> As a result of discussions, focus was given to the importance of contextualisation to the targets providing examples. All teachers adapted their targets as a result of the discussion, developing challenge and consistency in focus. We discussed the purpose of the mastery model as a driver to focus the vision for what we want students to achieve in the curriculum areas, considering the impact of these statements as influencers within curriculum areas and teaching and learning. In the next academic year, we will discuss the impact of the statements.  <b>Key Focus:</b> KD to produce Mastery grid with all statements for each curriculum area, including sensory curriculum area.</p>
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		<p>communication of learning. This would provide consistency throughout all targets and link to CHS Level 3.2 in the Pathways. All teachers adapted their targets as a result of the discussions, developing challenge and consistency in focus and language.</p> <p><b>Key Focus:</b> To consider Mastery statements for SLD and SLD+ learners in own curriculum areas</p> <p><b>Date:</b> 02.03.22</p> <p><b>Intent:</b> For curriculum leads to reconsider Mastery statements for SLD learners</p> <p><b>Implementation:</b> Following preparatory meeting by AM, SB and KD (17.02.22), teachers met in curriculum groups to moderate the SLD targets for their subject areas, focusing on appropriate challenge within targets and consistency linking this to CHS 5.</p> <p><b>Impact:</b> As a result of discussions, focus was given to the importance of challenge in the targets demonstrated through purposeful action or communication of learning including the combination and sequencing of two key concepts or words throughout all targets and link to CHS Level 5 in the Pathways. All teachers adapted their targets as a result of the discussion, developing challenge and consistency in focus and language.</p> <p><b>Key Focus:</b> To consider Mastery statements for SLD+ learners in own curriculum areas</p>	
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Tracking EHCP – MAPP - PIPs		<p><b>Date:</b> 11.03.22 – TRAINING DAY</p> <p><b>Intent:</b> To share the process of tracking through the documents with support staff.</p> <p><b>Implementation:</b> Class teams worked together to track a pupil from EHCP to MAPP to PIP targets, then fed back to the whole group.</p> <p><b>Impact:</b> Support staff reported increased knowledge of assessment and planning cycle.</p>	
Early Years			
Pre-Key Stage		<p><b>Date:</b> 19.01.22</p> <p><b>Intent:</b> To moderate judgements on PKS Standards in Writing</p> <p><b>Implementation:</b> Teachers were tasked with analysing three case studies linked to each student's journey in writing. Teachers worked in small groups to identify the most appropriate Standard evidenced in the observation given. Teachers then discussed identified steps sharing reasons for assessment given.</p> <p><b>Impact:</b> As a result of discussions, focus was given to the importance of reflection of the Pre-Key Stage standards as an opportunity to explore progression in writing (both composition and transcription) and consider opportunities for challenge for identified students.</p>	
External – MAT			
External - Other			