

Castle Hill Moderation 2022-23

Moderation Focus	Term 1	Term 2	Term 3
Castle Hill Pathways	<p>Date: 28.09.22</p> <p>Intent: To moderate judgements on CH Levels in UA Pathway.</p> <p>Implementation: Teachers reviewed Evidence for Learning for a range of students demonstrating their using and applying skills in mathematics. Teachers used the Castle Hill Pathway for 'Using and Applying' to moderate examples of learning, providing justifications for their assessment.</p> <p>Impact: As a result of discussions, focus was given to the terminology in the Using and Applying Pathway used to describe skill progression. The use of examples describing what exploration and more complex exploration looks like would support consistency and clarity in assessment. A conclusion was shared with teachers.</p>	<p>Date: 25.01.23</p> <p>Key Focus: The use of examples to support consistency and clarity in assessment is in the process of being compiled by the English and Maths Leads**</p> <p>Intent: To moderate judgements on CH Levels in Phonics.</p> <p>Implementation: Teachers reviewed Evidence for Learning for a range of students demonstrating the development of their phonological awareness (Phase 1) and application of these skills when reading (Phase 2). Teachers used the Castle Hill Pathway for 'Phonics' to moderate examples of learning, providing justifications for their assessment.</p> <p>Impact: As a result of discussions, focus was given to the importance of developing grapheme to phoneme correspondence to go on to blend and segment when reading. The use of examples was supportive in recognising points of reference for where much of our school population are working. The Pathway is highly supportive in recognising developmental steps in each student's phonological awareness.</p>	<p>Date:</p> <p>Key Focus:</p> <p>Intent:</p> <p>Implementation:</p> <p>Impact:</p>
MAPP/PIP	<p>Date:</p> <p>Key Focus:</p> <p>Intent:</p> <p>Implementation:</p> <p>Impact:</p>	<p>Date: 01.03.23</p> <p>Key Focus: To support subject leads in being able to identify progress in their areas.</p> <p>Intent: To develop a bank of subject specific impact statements.</p>	<p>Date: 17.05.23</p> <p>Key Focus: Phonics PiP moderation</p> <p>Intent: To carry out a 'deep dive' into phonics teaching and learning, as evidenced through the PIP trackers.</p>

		<p>Implementation: Teachers discussed and reflected on statements which identified subject specific language which could be used to identify progress through PiPs.</p> <p>Impact: As a result of discussions, focus was given to the development of subject specific statements of impact which identify learning within the PiP document. To organise the word bank effectively, the development of early developmental statements and then Castle Hill Level 4 and onwards statements will enable clarification for those statements of general learning and engagement to subject specific. The word bank will enable subject leads to search through documents and identify impact of subject throughout the school.</p>	<p>Implementation: Teachers reviewed PiP documents in pairs/small groups, for a range of students, demonstrating the development of their phonological awareness (Phase 1) and phonemic awareness (Phase 2). Teachers used the PiP document for Phonics to moderate examples, providing evidence of progress and impact of learning.</p> <p>Impact: In many PiP documents the use of (P) enables clear focus on phonics learning taking place, and an opportunity to measure impact and progress. In many cases, a structured approach to target setting was noted. Many learners are working at Phase 1 phonological awareness, exploring sound in a variety of ways. For those students at the early developmental stages, generalisation of listening skills is an important aspect of learning.</p>
Mastery	<p>Date:</p> <p>Key Focus:</p> <p>Intent:</p> <p>Implementation:</p> <p>Impact:</p>	<p>Date: 18.01.23</p> <p>Intent: To devise Mastery statements in a new aspect of each curriculum area.</p> <p>Implementation: Each curriculum lead prepared their new Mastery statements for the areas of PMLD, SLD and SLD+, and shared these with the teachers and class leads.</p> <p>Impact: Many of the statements were accurately pitched at the appropriate levels. Some need further consideration before being collated and shared widely. The Sensory Mastery statements were pitched at PMLD, PMLD+ and PMLD++.</p>	<p>Date:</p> <p>Key Focus:</p> <p>Intent:</p> <p>Implementation:</p> <p>Impact:</p>

		Steve asked all curriculum leads to consider these for next time.	
Tracking EHCP – MAPP - PIPs	Date: Key Focus: Intent: Implementation: Impact:	Date: Key Focus: Intent: Implementation: Impact:	Date: Key Focus: Intent: Implementation: Impact:
Early Years			
Pre-Key Stage	Date: 19.10.22 Intent: To moderate judgements on PKS Standards in Reading Implementation: Teachers reviewed and discussed the evidence of learning in two case studies moderating this against the Pre-Key Stage standards in Reading. Impact: Student 1 - Able to repeat familiar, routine actions, anticipating the event. Able to answer 'where' questions and beginning to answer 'why' questions with adult support. Some realisation of single graphemes. The group agreed PKS Standard 1. Student 2 - Understanding of increasing range of words, focusing on initial grapheme recognition. Understanding of all letters of the alphabet, showing this through sign. Able to read sight words and blend CVC words with adult support. Able to say sound for 10+ graphemes, recognising other words that begin with the same initial sound. Able to demonstrate more complex anticipation for a sequence of events. The group agreed PKS Standard 2.	Date: Key Focus: Intent: Implementation: Impact:	Date: Key Focus: Intent: Implementation: Impact:
External – MAT			

External - Other			
------------------	--	--	--