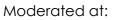
School: Castle Hill	DOB:	NC YR:
Pupil: L	Date of Assessment:	
	15/12/15	

Teaching objectives/focus of work	Example comments that could be used
	to annotate evidence-Highlight only those that informs the assessment.
LB will follow instructions containing at least two key	Location:
words	Whole classroom.
	Distraction free environment.
	Specific support group.
Task/Activity (note how the task is presented/directions	1:1.
given/questions asked/choices given as appropriate)	
	Level of support:
L was shown the laundry bag and asked if he would	NS- No support <mark>VS-Verbal support</mark>
like to do a job. L showed that he wanted to by	SP-Signed prompt
,	SU-Symbols used
reaching for bag and smiling. He was then told 'take	GS-Gesture support
this to the laundry room'. L independently walked to	HOH-Hand on hand.
the laundry room. Once there he was instructed to	
'put the cloths on the table'. L tipped the cloths	Type of support
onto the table and starting walking back to the	<b>Support prompts:</b> Physical/ <mark>general</mark> /verbal/visual/other.
	Duration of prompt:
classroom without instruction.	Initial/intermittent/continual.
	Reason for prompt:
Level of pupil involvement:	Attention to task / concentration
1 2 3 4 5	/comprehension modelling e.g.
PassiveEngaged	demonstration scaffolding e.g. writing
	frame.
	Wordbank
This work contributes to level P4 because	e.g. key words/symbols. Equipment/apparatus
It evidences the following from the level descriptor:	e.g. counting cubes etc.
"Pupils respond appropriately to simple requests which	ICT e.g. Clicker, switch device.
contain one key word, sign or symbol in familiar situations"	Other (specify).
Evenetiens	Exemptions
Exemptions:	Physical Completion
	Cognitive Emotional
	Emonorial
It is NOT level P5 (above) because although pupil is	Task completed :
following a request with two key words, it was felt that the	At the end of a unit of work.
routine was extremely familiar and so more evidence	At the start of a unit of work.
would be needed to prove that the pupil could follow	Set in isolation without revision of topic.
requests with two key words in a wider range of situations.	
It is NOT level P3(ii) (below) because the pupil can clearly	
remember learnt responses over a period of time and can	
anticipate known events.	

## **Moderation Sheet**







Initial assessment by:	Level awarded:	Dates:	
Castle Hill staff during two	P5	27.01.16	
sessions of moderation		02.03.16	
Externally moderated by	Date moderated:	Agreed level:	
(names): Tom McDonald,	31.10.16	P4	
Jen Dulling, Abi Hall			



