



Pre Key Stage Standards Moderation Sheet

School: Ravenshall School	DOB: 17.3.05	NCYR: 9
Pupil:	Date of Assessment: 18.10.18	

Teaching objectives/focus of work	Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.
To follow instructions to make gingerbread	Location: Whole classroom.
Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate)	Distraction free environment. Specific support group. 1:1.
Detailed in observation statement. Symbols were used to locate the weighing scales but the learner followed the verbal instruction to give one set to each group independently without support.	Level of support: NS- No support VS-Verbal support SP-Signed prompt SU-Symbols used
Level of pupil involvement: 1 2 3 4 5 Passive -----Engaged	GS-Gesture support HOH-Hand on hand.
This work contributes to PKS <u>1</u> because It evidences the following from the level descriptor: 1:1 correspondence Distinguishing between one and lots	Type of support Support prompts: Physical/general/verbal/visual/other. Duration of prompt: Initial/intermittent/continual. Reason for prompt: Attention to task / concentration /comprehension modelling e.g. demonstration scaffolding e.g. writing frame.
Exemptions:	Wordbank e.g. key words/symbols. Equipment/apparatus e.g. counting cubes etc. ICT e.g. Clicker, switch device. Other (specify).
It is NOT PKS 2 above because: No evidence above 1-1 correspondence No size, sorting or understanding of numbers/patterns Cannot count groups and collect the same amount of objects at the same time.	Exemptions Physical Cognitive Emotional
It is NOT P3ii below because: PKS is the lowest standard and the work equates to a higher level of understanding than P3ii	Task completed : At the end of a unit of work. At the start of a unit of work. Set in isolation without revision of topic.

Moderated at:

Date: 18-Oct-2018



Notes

LO: to follow instructions to make gingerbread

Key skill: rubbing in

She knew to wash her hands and get her apron when she came into the cooking room. She was able to follow the instruction 'give the flour to Mrs Holmes'.

I asked her to give out the weighing scales. She opened the cupboard took out 1 set of scales and gave it to group 1, returned to the cupboard and completed the pattern until all groups had a set of scales demonstrating 1:1 correspondence.

When she had watched a demonstration of rubbing in she then copied the action but needed to be reminded frequently not to squeeze the butter and flour with her whole hand

VF given

Next steps

To retain the skill of rubbing in to mix ingredients

Observed by

K Hodson

Evidence: (Please attach evidence to this page)