

Castle Hill Moderation 2023-24

Moderation Focus	Term 1	Term 2	Term 3
Castle Hill Pathways/ Assessment Criteria	<p>Date: 27.09.23 Key Focus: To become familiar with new Assessment Criteria for Speaking and Listening Intent: To moderate judgements using CH Levels in Speaking and Listening. Implementation: Teachers and class Leads worked in small groups to consider five pieces of evidence, using the Assessment Criteria for Speaking and Listening to give a 'best fit' level for each one, justifying their decisions back in the whole group. Impact: There were a range of levels offered for each pupil, but through discussion, agreement was reached.</p> <p>Date: 18.10.23 Key Focus: To become familiar with new Assessment Criteria for Number. Intent: To moderate judgements using CH Levels in Number. Implementation: Teachers and class Leads worked in small groups to consider five pieces of evidence, using the Assessment Criteria for Number to give a 'best fit' level for each one, justifying their decisions back in the whole group. Impact: Again, there were a range of levels offered, but discussion focused on the understanding of number, specifically the 'two-ness of two' versus the ability to rote count or to just recognise written numerals.</p>	<p>Date: 24.01.24 Key Focus: To become more familiar with the new Assessment Criteria for Reading. Intent: To moderate judgements using CH Levels in Reading. Implementation: Teachers and class Leads worked in small groups to consider five pieces of evidence, using the Assessment Criteria for Reading to give a 'best fit' level for each one, justifying their decisions back in the whole group. Impact: Again, there were a range of levels offered. In some cases, agreement was reached. In other cases, the different levels reflected the 'spiky' profiles of many of our learners, particularly those working at the higher levels.</p> <p>Date: 07.03.24 Key Focus: To begin to build bundles of evidence reflecting CHL6+ in Number. Intent: To moderate judgements using Assessment Criteria for Number. Implementation: A small group of teachers, and class Leads considered five pieces of evidence, using the Assessment Criteria for Number to give a 'best fit' level for each one. Impact: There were discussions but ultimately agreement regarding the levels awarded.</p>	<p>Date: 15.05.24 Key Focus: To continue to build bundles of evidence reflecting CHL6+ in Number. Intent: To moderate judgements using Assessment Criteria for Number. Implementation: Teachers and class Leads worked in small groups to consider five pieces of evidence, using the Assessment Criteria for Number to give a 'best fit' level for each one, justifying their decisions back in the whole group. Impact: There is increasing consistency in the levelling of pieces of work between the small groups. Further discussions need to take place to add context and additional information before these can be added to the school website.</p>

MAPP/PIP		<p>Date: 28.02.24</p> <p>Key Focus: PIP moderation</p> <p>Intent: To scrutinise PIP trackers and check for evidence of progress with a focus on Maths.</p> <p>Implementation: A PIP moderation proforma was used to support the process. Class teachers worked in pairs and small groups and looked at the PIP trackers for their classes. They then reported back to the whole group.</p> <p>Impact: Strengths – PIPs linked to MAPP, clear continuity and timescales, added context, some photos</p> <p>Areas for development – Evidence of generalisation in PIPs. Could come later in life cycle of MAPP target.</p>	
Early Years			<p>Dates: 08.07.24, 10.07.24</p> <p>Key Focus: Moderation of levels for EY pupils.</p> <p>Intent: To agree levels for EY pupils using 'Birth to 5 Matters' document.</p> <p>Implementation: Kiersti and Sophia agreed levels from autumn term and for summer term for each pupil, using the document, then converting to numerical form, eg Range 1 Emerging (a) = 3.</p> <p>Impact: Discussions about each pupil and their progress were very beneficial. Kiersti now has knowledge of the document and the process of assessment moving forwards.</p>