

Castle Hill Moderation 2024-25

Moderation Focus	Term 1	Term 2	Term 3
Castle Hill Pathways/ Assessment Criteria	<p>Date: 16.10.24</p> <p>Key Focus: To become familiar with the Assessment Criteria for Reading (higher levels)</p> <p>Intent: To moderate judgements using CH Levels in Reading.</p> <p>Implementation: Teachers and class Leads worked in small groups to consider four 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.</p> <p>Impact: The four pieces of evidence focused on the higher levels (CHLs 4-9). There was a suggested amendment to CHL5 to remove the phrase 'demonstrate purposeful reading', leading to a more general discussion that our aim in terms of reading is <u>function</u>, and the importance of this in relation to understanding and comprehension.</p>	<p>Date: 05.02.25</p> <p>Key Focus: To continue to build bundles of evidence in terms of Number (higher levels)</p> <p>Intent: To moderate judgements using Assessment Criteria for Number.</p> <p>Implementation: Teachers and class Leads worked in small groups to consider four 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.</p> <p>Impact: The four pieces of evidence spanned levels from CHL3.2 – CHL7. There was discussion regarding what a pupil needs to achieve to demonstrate mastery in 1-1 correspondence. For the other pieces of evidence, we considered the role of rote counting and scaffolding, the ability to recognise written numerals, versus the crucial and functional understanding of the 'two-ness of two' etc. KD has provided a box of resources to support the teaching of 1-1 correspondence and early number skills.</p>	
Tracking MAPP-PIP		<p>Date: 05.03.25</p> <p>Key Focus: PIP moderation</p> <p>Intent: To scrutinise PIP trackers and check for evidence of progress with a focus on Transition.</p> <p>Implementation: A PIP moderation proforma was used to support the process.</p>	

		<p>Class leads worked in small groups and looked at examples of Transition PIP targets in their classes. They then reported back to the whole group.</p> <p>Impact: Strengths – Record of 'Wow' moments, PIPs linked to MAPP, added context, some photos, how transition targets develop between EYs and Sixth Form, increasing consistency in transitions between activities and learning areas.</p> <p>Area for development – How can the PIP process be made more manageable and efficient?</p>	
External		<p>Date: 26.03.25</p> <p>Key Focus: MAPP moderation</p> <p>Intent: To share ideas to meet LOs for five pupils at the Dales School</p> <p>Implementation: I attended the meeting virtually, to discuss ideas to support five pupils in the context of MAPP 'Thinking Skills'</p> <p>Impact: I listened to the advice and signposting given internally, then had the opportunity to share my ideas regarding 'next steps' for the five pupils.</p>	