


## Moderation Sheet

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| School:<br>Castle Hill | DOB:                     | NC YR: 4 |
| Pupil:<br>J            | Date of Assessment:<br>- |          |

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| <p><b>Teaching objectives/focus of work</b> Free time session<br/><b>ICT</b></p>   | <p>Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.</p>  |
| <p><b>Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate)</b><br/>J was shown two photographs and asked to choose which activity she would like to do, play on the computer or read a book. She turned to the computer photograph and reached towards it. She was taken to the plasma screen and verbally told to reach out to turn the lights and music on. J independently reached out and touched the screen. Every time she did this the music and lights played.</p> | <p><b>Location:</b><br/>Whole classroom.<br/><b>Distraction free environment.</b><br/>Specific support group.<br/>1:1.<br/>Library in small group</p>   |
|    | <p><b>Level of support:</b><br/><b>NS- No support</b><br/>VS-Verbal support<br/>SP-Signed prompt<br/>SU-Symbols used<br/>GS-Gesture support<br/>HOH-Hand on hand.</p>   |
| <p>Level of pupil involvement:<br/>1      2      3      <b>4</b>      5<br/>Passive -----Engaged</p>   | <p><b>Type of support</b><br/><b>Support prompts:</b><br/>Physical/general/<b>verbal</b>/visual/other.<br/><b>Duration of prompt:</b><br/><b>initial</b>/intermittent/continual.<br/><b>Reason for prompt:</b><br/><b>Attention to task</b> / concentration<br/>/comprehension modelling e.g.<br/>demonstration scaffolding e.g. writing frame.</p> |
| <p>This work contributes to level p3ii because<br/>It evidences the following from the level descriptor:<br/><i>'Responds to options or choices with actions'</i><br/><i>'Actively explore objects and events for more extended periods of time'</i><br/><i>'Remember learned responses over extended periods of time'</i></p>   | <p><b>Wordbank</b><br/>e.g. key words/symbols.<br/><b>Equipment/apparatus</b><br/>e.g. counting cubes etc.<br/><b>ICT</b> e.g. Clicker, switch device.<br/>Other (specify).</p>   |
| <p><b>Exemptions:</b><br/>It is NOT level 4 above because:<br/>'Make selections to communicate meaning'<br/>'Make selections to generate preferred sounds or images'</p>   | <p><b>Exemptions</b><br/>Physical<br/>Cognitive<br/>Emotional</p>   |
| <p>It is NOT level p3i below because:<br/>'Pupils begin to communicate intentionally'</p>  | <p><b>Task completed :</b><br/>At the end of a unit of work.<br/>At the start of a unit of work.<br/><b>Set in isolation without revision of topic.</b></p>   |

Moderated at:



## Moderation Sheet

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| Initial assessment by:<br>Castle Hill School staff | Level awarded:<br>P3ii | Date:<br>- |
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| Moderated by:<br>Kerry Peters- Hillside School<br>Jo Forryan-Hillside School<br>Leanne Billing- Cowlersley<br>Primary School<br>Rizwan Rifiq- North<br>Huddersfield Trust<br>Margaret Roylance – North<br>Huddersfield Trust<br>Lisa Burke- Longley School | Date moderated:<br>- | Agreed level:<br>P3ii |
|--|----------------------|-----------------------|