

## Moderation Sheet

School: Castle Hill School	DOB:	NC YR: Y14
Pupil: A	Date of Assessment: -	

<p>Teaching objectives/focus of work To follow a routine. T follow simple instruction</p>	<p>Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.</p>
<p>Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate) A follows a set routine. He collects a box with items needed and walks to the hall. On entering the hall A helps to put out the activities and symbols cards in order. A then completes the routine in a set order prompted by symbol card and one word instruction. A follows a set routine and will repeat the activities without prompting. Routines include: Putting balls into a hoop Standing up from a chair /walking round /sitting Keeping a balloon in the air Walking along a skipping rope Rolling a ball to a partner.</p>	<p><b>Location:</b> Whole classroom. <b>Distraction free environment.</b> Specific support group. 1:1.</p> <p><b>Level of support:</b> NS- No support <b>VS-Verbal support</b> SP-Signed prompt <b>SU-Symbols used</b> GS-Gesture support HOH-Hand on hand.</p> <p><b>Type of support</b> <b>Support prompts:</b> Physical/general/verbal/visual/other. <b>Duration of prompt:</b> Initial/intermittent/continual. <b>Reason for prompt:</b> Attention to task / concentration /comprehension modelling e.g. demonstration scaffolding e.g. writing frame.</p> <p><b>Wordbank</b> e.g. key words/symbols. <b>Equipment/apparatus</b> e.g. counting cubes etc. <b>ICT</b> e.g. Clicker, switch device. Other (specify).</p>
<p>Level of pupil involvement:</p> <p style="text-align: center;">1      2      3      <b>4</b>      5</p> <p>Passive -----Engaged</p>	<p><b>Exemptions</b> Physical. Cognitive. Emotional.</p> <p><b>Task completed :</b> At the end of a unit of work. At the start of a unit of work. Set in isolation without revision of topic. <b>On-going.</b></p>
<p>This work contributes to level p 3ii because It evidences the following from the level descriptor: "They can remember learned responses over increasing periods of time".</p>	<p><b>Exemptions</b> Physical. Cognitive. Emotional.</p>
<p>Exemptions:</p>	<p><b>Exemptions</b> Physical. Cognitive. Emotional.</p>
<p>It is NOT level p4 above because: There is not enough evidence about understanding 50 words. The student was also following an on-going routine Not verbal instructions.</p>	<p><b>Task completed :</b> At the end of a unit of work. At the start of a unit of work. Set in isolation without revision of topic. <b>On-going.</b></p>
<p>It is NOT level p 3i below because: He is using emerging communication by leading the routine.</p>	<p><b>Task completed :</b> At the end of a unit of work. At the start of a unit of work. Set in isolation without revision of topic. <b>On-going.</b></p>

Moderated at:



## Moderation Sheet

Initial assessment by: Castle Hill School staff	Level awarded: P3ii	Date: -
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Moderated by: Rebecca Hurd- Cowersley Primary. Helen Day-Almondbury Junior Bart Cunningham- Almondbury Junior Julie Jowett- Moldgreen Primary. Heather Bruce- Moldgreen Primary. Sarah Coley- Lydgate Steve Perren – Castle Hill School	Date moderated: -	Agreed level: P3ii
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