



Pre Key Stage Standards Moderation Sheet

School: Castle Hill School	DOB:	NCYR:
Pupil:	Date of Assessment:	

<p>Teaching objectives/focus of work</p> <p>To give three key word answers using objects or symbols to support</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)</p> <p>Achievement: x has an extensive vocabulary. She answers questions and contributes to discussions appropriately. She can be very quiet and thoughtful in the sessions, but then surprises us with her answers and some of the words she knows, eg when describing a picture she told us there was a 'tower block'.</p> <p>Observation: x can combine three key words to describe a scene, eg when asked what was happening in a picture she said 'look at his face, sad' 'go back home in the car'. When I asked who was wearing a seatbelt she pointed and said 'wearing one as well.' She uses a variety of verbs, adjectives, prepositions and tenses meaningfully, eg 'look at the window', 'stayed in bed' 'going home' but was unable to indicate who was 'not' doing something. x could find three written words from a choice of eight, sequence them and read back the sentence, eg 'grandad is sad.'</p>	<p>Location: Whole classroom. Distraction free environment. Specific support group. 1:1.</p> <p>Level of support: NS- No support VS-Verbal support SP-Signed prompt SU-Symbols used GS-Gesture support HOH-Hand on hand.</p> <p>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. Wordbank e.g. key words/symbols. Equipment/apparatus e.g. counting cubes etc. ICT e.g. Clicker, switch device. Other (specify).</p>
<p>Level of pupil involvement:</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Passive -----Engaged</p>	
<p>This work contributes to PKS <u> 3 </u> because It evidences the following from the level descriptor:</p> <p>She is responding to questions that require simple recall Recount a short sequence of events</p>	<p>Exemptions Physical Cognitive Emotional</p> <p>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.</p>
<p>Exemptions:</p>	
<p>It is NOT PKS 4 above because:</p> <p>Cannot read common exception words</p>	

It is **NOT** PKS 2 below because:

She is doing more than just joining in with predictable phrases

Moderated at:

Evidence: (Please attach evidence to this page)

