



Pre Key Stage Standards Moderation Sheet

School: Castle Hill	DOB:	NCYR: 9
Pupil: A	Date of Assessment: Autumn 2019	

<p>Teaching objectives/focus of work It was a writing activity using words and symbols to find out what A had done in the holidays, to assess whether she could reliably select family names and whether she could use the 'Not on this page' symbol appropriately.</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>A was able to indicate who she went shopping with by looking at the names of her family (Mum, Momina and Gulam). When I asked her to find a named member of her family, she looked at mum and dad immediately and used the 'Not on this page' for Gulam, but needed help when the names started with the same letter. She needed an initial letter prompt to distinguish between bag and hat, bus and car. She looked at the 'Yes and No' strip to confirm her choices but sometimes this is a quick glance and staff need to be very alert! I showed her the board with her friends names on and asked her to find someone beginning with ...She found Jxxx but needed help with Txxxx She looked at her own name straight away. I did the same with the alphabet board. She was able to indicate that Jxxxx started with J , Hxxxx started with H. When I asked who was away, she looked at all the options, clearly looked at the 'Not on this page' and when I turned it over, looked immediately at the M to indicate Mxxx was absent.</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>1 2 3 4 5</p> <p>Passive -----Engaged</p>	
<p>This work contributes to PKS ___1___ because It evidences the following from the level descriptor:</p> <p>They can say (by eye pointing) an appropriate word to complete a sentence</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.</p>
<p>Exemptions: Due to physical disabilities affecting the limbs transcription for PKS 1 is discounted.</p>	

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

They are not saying a clause to complete a sentence

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

The pupil is working at subject specific levels

Set in isolation without revision of topic.

Moderated at:

Evidence: (Please attach evidence to this page)



