Introduction

This guide has been written for all schools assessing learners' work at P scale level regardless of National Curriculum year groups. It will help relevant class teachers, SENCOs, Assessment Co-ordinators and Headteachers to:

♦ meet the statutory requirement to report on P Scales
♦ obtain most benefit from the P Scale moderation process through effective planning for participation
♦ improve the quality of cross-phase assessment moderation


All schools can book a place on one of the Inter-school Training and Agreement Trialling sessions (Appendix 2). Booking can be done online via http://cpdonline.kenttrustweb.org.uk/cpd/

The appendices to this guidance cover Guidance to Assessment Moderation Proforma (examples of effective evidence and annotations) and dates and venues for Inter-School and County tiers of moderation.

Overview of Process: Three Tiers

The moderation process is organised in three tiers:

1. School moderation
2. Inter-school training and agreement trialling
3. County moderation

In order to maximise best use of the process, schools need to ensure that there is a consistency in the involvement of relevant staff. Moderation meetings are more effective when representatives are able to contribute knowledgeably about the specific learners and the process within the school.
School Moderation

This applies to all schools who have learners in Y2 - Y13 who are assessed within the P Scale. Moderation can be planned into the school’s existing agreement trialling and CPD processes but could also be managed through:

- transition arrangements from one class to the next
- designated assessment weeks
- specific agreement trialling sessions.

The School Moderation can take place throughout the year. Examples should be assembled by the end of December 2010 ready for the Inter-school Training and Agreement Trialling session in January 2011.

GUIDANCE for School Moderation
Scrutiny of evidence and high quality annotations at this stage facilitate greater certainty of levels within school. This provides better preparation for the next tiers of moderation. The moderation process is focused on levelling the work rather than the learner. Annotations need to make the context very clear and indicate equally clearly why the work is evidence of one level and not another (refer to appendix 1 a-d). A range of sources of evidence can be considered including photographs.

Inter-School Training and Agreement Trialling

This applies to all infant, junior, primary, special, high and wide-ability schools - even if there are no learners currently assessed within the P Scale.

- all schools can attend - schools without their own evidence will work with other schools’ evidence provided
- examples will be available
- schools to bring annotated levelled work that has been moderated at school level

The sessions take place in January 2011 (see appendix 2).

County Moderation

This applies only to schools who have P scale levelled work at the conclusion of the inter-school moderation. Schools will bring annotated levelled work moderated at school and Inter-school level to the county moderation along with the Record of Moderation.

The sessions take place in March 2011 (see appendix 2).
Follow up

The process will be quality assured through verbal feedback at the moderation meetings. On a few occasions there have been concerns around schools having:

♦ insufficient evidence
♦ significant numbers of level alterations
♦ non-attendance at inter-school and county moderation

If schools need support for improvement from a school demonstrating good practice, the School Improvement Partner will help to broker this support.

Where schools can use this information

The school’s involvement in and use of the moderation process may provide very useful evidence for the SEF.

Evidence of:

♦ progress
♦ appropriately targeted interventions
♦ secure assessments

Will support judgements within the following sections of Part A:

♦ A2: Outcomes: how well are pupils doing, taking account of any variation?
  (especially A2.1: Pupils’ attainment, A2.2: The quality of pupils’ learning and their progress and A2.3: The quality of learning for pupils with learning difficulties and/or disabilities and their progress)
♦ A3: How effective is the provision? (especially A3.2: The use of assessment to support learning)
♦ A4: How effective are leadership and management? (especially A4.6: The effectiveness with which the school promotes equal opportunity and tackles discrimination)

Evidence from the moderation process may also inform the School Improvement Partner’s note of visit.

Guidance to Assessment Moderation Proforma

This is about assessing a piece of work or an activity, not the whole child. It may not include all aspects from a P level. The annotation with each piece of work should cover the following:

Context / Activity

Learning Intention - description of activity or work presented for assessment
Level of Support

- Individual 1:1
- Small group e.g. 1:4
- Whole class
- Independent
- Teacher or child initiated

Type of Support

- Support prompt: physical / gestural / verbal / visual / other [specify]
- Modelling e.g. demonstration
- Scaffold e.g. writing frame
- Wordbank e.g. key words / symbols
- Equipment / apparatus e.g. counting cubes
- Use of ICT e.g. Clicker, Roamers, Switch device
- Other [specify]

Evidence

The following guidance applies mostly to levels P1 – P3

- Level/extent of prompt: verbal, physical, gestural, visual
- Duration of response: fleeting / sustained concentration
- Frequency of response: infrequent / inconsistent / learnt
- Supported by: familiar / unfamiliar person

The following guidance applies mostly to levels P4 and above

- Level of prompt: verbal, physical, gestural, visual
- Duration: initial / intermittent / continual
- Reason for prompt: attention to task / concentration / comprehension / positive
- Method of response: writing / signs / symbols / scribe / other means [specify]

Additional sources of annotated evidence

Writing, photographs, drawings, scribed conversation, Teacher/TA observation notes

Performance Criteria

- Highlight the strands which exemplify the evidence provided
- Schools might want to use this for all levels of assessment i.e. P Levels – NC levels
Subject/Area of Study: Writing for Assessment Purposes

Context/Activity

<table>
<thead>
<tr>
<th>Comment:</th>
<th>Learning Intention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils were asked to choose a picture from a bank of pictures on Notebook linked to their current topic on Water. They were told to write about the picture. It was explained to them that this time they needed to write on their own without support as the teacher needed to see how well they could write independently. They were asked to write their name, say what they wanted to write, then write it. No further help was given other than verbal prompts in the form of; “What else can you write about the picture?...Now write it...”</td>
<td></td>
</tr>
</tbody>
</table>

Evidence - (see guidance notes)

<table>
<thead>
<tr>
<th>Comment:</th>
<th>Tool used</th>
</tr>
</thead>
<tbody>
<tr>
<td>This pupil was asked to write under the picture he had chosen on the Interactive Whiteboard which acted as a powerful motivator for him. First he wrote his name independently. He wrote willingly. He needed a verbal prompt, “What’s happening in the picture?” He has a marked stammer so needed time to think and respond. He was asked to write his words on the Interactive Whiteboard as he wrote he spoke each word. He was then asked to say and write another sentence. Again he spoke each word as he wrote. He needed these verbal prompts to keep him focused on the task. Without these prompts he would simply stop. He was then asked to read back his writing (to ensure that he understood that the printed words carried meaning) which he did correctly word by word. He wrote from left to right and left spaces between the words sometimes by using his finger as a marker. Most letters were correctly formed but the teacher noted at the time that the following letters were not (a, h, s, r)</td>
<td></td>
</tr>
</tbody>
</table>

Performance Criteria - (see guidance notes)

<table>
<thead>
<tr>
<th>Performance Criteria:</th>
<th>P6</th>
<th>P7</th>
<th>P8</th>
</tr>
</thead>
<tbody>
<tr>
<td>P6 Pupils produce or write their name in letters or symbols. They copy letter forms, for example, labels and/or captions for pictures or for displays.</td>
<td>Guidance: In the P-scales, teachers should ignore criteria that exclusively apply to handwriting when assessing those physically unable to handwrite at that time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P7 Pupils group letters and leave spaces between them as though they are writing separate words. They are aware of the sequence of letters, symbols and words, for example, selecting and linking symbols together, writing their names and one or two other simple words correctly from memory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P8 Pupils show awareness that writing can have a range of purposes, for example, in relation to letters, lists or stories. They show understanding of how text is arranged on the page, for example, by writing or producing letter sequences going to left to right. They write or use their preferred mode of communication to set down their names with appropriate use of upper- and lower-case letters or appropriate symbols</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initial Assessment of P-level or NC level  | P7 | date agreed: 6th March 2008 |
Whole School Assessment | P7 | date agreed: 6th March 2008 |
Inter School/Cluster Assessment | date agreed: | |
County Assessment | date agreed: | |
Jonathan has a marked stammer. He chose this picture and responded to my question; "What's happening in this picture?" He was asked to write his sentence which he did very willingly but slowly, speaking each word as he wrote it. He was then asked to write one more sentence. He read back his writing exactly word for word. He wrote from left to right and left spaces between words using his finger sometimes. Most letters were correctly formed, not all (h, a, s, r were not)
Assessment Moderation Proforma

ENGLISH: WRITING: VERSION P4

Subject/Area of Study: Literacy

Context/Activity:
The learning intention was to write a poem. The class had been looking at, talking about and reading poems linked to their topic on Flight. They had also looked at pictures of different creatures, including different types of birds in previous lessons. A small group of pupils were using the interactive whiteboard to select a picture and to then write a poem about their chosen bird. This pupil was asked to write his poem about the ostrich onto the interactive whiteboard.

Evidence –
Andrew picked up the pen and made marks. He initially made uneven pressure. When asked what he was writing, he said, “ostrich” and formed an ‘o’ shape followed by various marks. Some of the other children commented on this. He said several times that it said “ostrich”. When asked to write his name, Andrew held the pen and moved it in a manner like scrawling a signature, although he did not press hard enough to produce this on the screen, hence the disconnected marks.

Performance Criteria – (see guidance notes)
P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, prompting another person to join in with an interactive sequence. They can remember learned responses over increasing periods of time and may anticipate known events, for example, pre-empting sounds or actions in familiar poems. They may respond to options and choices with actions or gestures, for example, by nodding or shaking their heads. They actively explore objects and events for more extended periods, for example, turning the pages in a book shared with another person. They apply potential solutions systematically to problems, for example, bringing an object to an adult in order to request a new activity.

P4 Pupils show they understand that marks and symbols convey meaning, for example, placing photographs or symbols on a timetable or in a sequence. They make marks or symbols in their preferred mode of communication.

Guidance: Any sort of mark including scribble writing alongside a picture is appropriate.
P5 Pupils produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events, for example, contributing to records of their own achievements or to books about themselves, their families and interests. They trace, overwrite or copy shapes and straight line patterns.

Guidance: ‘Produce’ and ‘contributing’ are to be interpreted broadly, for example, keyboarding and handwriting are both appropriate.

Initial Assessment of P-Level or NC Level
- P4 date agreed: November 2007
- Whole School Assessment
- P4 date agreed: 21st November 2007
- Inter School/Cluster Assessment
- County Assessment date agreed:

Comment:
- Learning intention
- Level of support
- Activity
- Method of recording
- Additional evidence to inform assessment

Appendix 1b
Andrew made these marks when asked to write his name and did so in a continuous squiggle motion as though signing a signature.

Andrew made the marks when asked to write a poem about the ostrich. He initially formed an almost complete O shape and then added the other marks. His pressure was uneven and at times he tried to continue marks that had not come out properly. When writing his name, it was exactly as though he was quickly scrawling a signature in a wavy line.
Subject/Area of Study

Context/Activity
The learning outcome for this activity was to demonstrate understanding of ordinal numbers. The pupil worked away from the rest of the class in a 1:1 situation. The teaching assistant explained that she would like him to help her order the toys. The pupil was asked to line up the toys, one behind the other, which he did without any prompts. He was then asked to place the class teddy in certain positions along the line and relate the ordinal position.

Evidence - (see guidance notes)
The toys were placed in a line as directed. When the pupil was asked to put teddy in first position he did so by placing teddy on top of the first toy. When asked 'which position is teddy in?' he replied 'First'. Without prompting he repeated this for second and third position (photos 1 & 2). A different range of toys was introduced and were lined up in the opposite direction. The pupil was able to position teddy correctly when asked to put him in first, second and third (photo 3).

Performance Criteria - (see guidance notes)
P7 Pupils join in rote counting to 10, for example, saying or signing number names to 10 in counting activities. They can count at least 5 objects reliably, for example, candles on a cake, bricks in a tower. They recognise numerals from one to five and to understand that each represents a constant number or amount, for example, putting correct number of objects (1-5) into containers marked with the numeral; collecting the correct number of items up to five. Pupils demonstrate an understanding of 'less', for example, indicating which bottle has less water in it. In practical situations they respond to 'add one' to a number of objects, for example, responding to requests such as add one pencil to the pencils in the pot, add one sweet to the dish.

P8 Pupils join in with rote counting to beyond 10, for example, they say or sign number names in counting activities. They continue to rote count onwards from a given small number, for example, continuing the count onwards in a game using dice and moving counters up to 10; continuing to say, sign or indicate the count aloud when adult begins counting the first two numbers. Pupils recognise differences in quantity, for example, in comparing given sets of objects and saying which has more or less, which is the bigger group or smaller group. They recognise numerals from one to nine and relate them to sets of objects, for example, ; labelling sets of objects with correct numerals. In practical situations they respond to ‘add one’ to or ‘take one away’ from a number of objects, for example, adding one more to three objects in a box and say, sign or indicate how many are now in the box; at a cake sale saying, signing or indicating how many cakes are left when one is sold. They use ordinal numbers (first, second, third) when describing the position of objects, people or events, for example, indicating who is first in a queue or line; who is first, second and third in a race or competition. Pupils estimate a small number (up to 10) and check by counting, for example, suggesting numbers that can be checked by counting, guessing then counting the number of pupils in a group; adults in the room; cups needed at break time.

1C Pupils read most numbers up to 10 in familiar contexts. They make attempts to record numbers up to 10. They count from one to ten objects, for example, counting chairs around a table, cups on a tray, people on a bus. In practical situations they use the vocabulary involved in adding and subtracting and demonstrate an understanding of addition as the combining of two or more groups of objects, for example, using everyday objects, the pupil finds how many there are in two groups by combining and counting them.

Initial Assessment of P-level or NC level | P8 | date agreed: October 2008
Whole School Assessment | P8 | date agreed: November 2008
Inter School/Cluster Assessment | P8 | date agreed: January 2009
County Assessment | P8 | date agreed: March 2009
The pupil was able to respond both in action and verbally concerning ordinal positions from first to third.

The pupil was able to do this first with one set of toys and then another demonstrating a consistent knowledge and use of ordinal numbers (first, second and third) in relation to the position of objects.
### Assessment Moderation

**SCIENCE: VERSION P3(i)**

#### Subject/Area of Study: Science

<table>
<thead>
<tr>
<th>Context/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>● The group were making play dough</td>
</tr>
<tr>
<td>● Small group activity with individual support</td>
</tr>
<tr>
<td>● Teacher directed</td>
</tr>
<tr>
<td>● Prompt - by invitation</td>
</tr>
</tbody>
</table>

#### Evidence - (see guidance notes)

<table>
<thead>
<tr>
<th>Duration - sustained 12 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency or response - infrequent</td>
</tr>
<tr>
<td>Skills not transferred</td>
</tr>
<tr>
<td>Supported by familiar person</td>
</tr>
<tr>
<td>Photographic evidence</td>
</tr>
</tbody>
</table>

#### Performance Criteria - (see guidance notes)

**P2(ii)** Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, showing a consistent dislike for certain flavours or textures. They recognise familiar people, events and objects, for example, moving towards particular features of familiar environments. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, rejecting food items after recent experience of bitter flavours. They co-operate with shared exploration and supported participation, for example, examining materials handed to them.

**P3(i)** Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, reaching out towards a sound making object. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, pressing hard objects into soft textures. They observe the results of their own actions with interest, for example, scrunching up paper and examining the product. They remember learned responses over more extended periods, for example, reaching out to touch a live animal with caution and sensitivity.

**P3(ii)** Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, switching on a favourite piece of equipment in the light and sound room. They can remember learned responses over increasing periods of time and may anticipate known events, for example, balls falling and bouncing on the floor. They may respond to options and choices with actions or gestures, for example, touching one substance rather than another. They actively explore objects and events for more extended periods, for example, feeling the textures of different parts of a plant. They apply potential solutions systematically to problems, for example, tipping a container in order to pour out its contents.

<table>
<thead>
<tr>
<th>Initial Assessment of P-level or NC level</th>
<th>P3(i)</th>
<th>date agreed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole School Assessment</td>
<td>P3(i)</td>
<td>date agreed:</td>
</tr>
<tr>
<td>Inter School/Cluster Assessment</td>
<td>P3(i)</td>
<td>date agreed:</td>
</tr>
<tr>
<td>County Assessment</td>
<td></td>
<td>date agreed:</td>
</tr>
</tbody>
</table>
Here he sat at the table and allowed an adult to put some play dough in front of him. The adult showed the pupil how to press the potato masher into the dough. He imitated the actions and prodded the dough on three occasions with his index finger. He stayed with this activity for 12 minutes before pulling at his apron and vocalising to indicate he had finished.

The pupil is tactile defensive and does not like to touch certain textures or to get his hands messy. He has always moved away from the play dough activities, often vocalising his displeasure.
## Dates and Venues

### Inter-School session dates in January 2011:

<table>
<thead>
<tr>
<th>Date</th>
<th>Times</th>
<th>Venue</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>14/01/2011</td>
<td>0900-1200</td>
<td>Hilton Hotel, Maidstone</td>
<td>Maidstone &amp; Malling</td>
</tr>
<tr>
<td>19/01/2011</td>
<td>0900-1200</td>
<td>Acacia Hall, High Street, Dartford</td>
<td>North West Kent</td>
</tr>
<tr>
<td>20/01/2011</td>
<td>0900-1200</td>
<td>St Augustine’s College</td>
<td>Thanet, Dover, Deal &amp; Sandwich</td>
</tr>
<tr>
<td>21/01/2011</td>
<td>0900-1200</td>
<td>Hadlow Manor Hotel</td>
<td>West Kent</td>
</tr>
<tr>
<td>28/01/2011</td>
<td>0900-1200</td>
<td>Kent Invicta Chamber of Commerce</td>
<td>Ashford &amp; Shepway</td>
</tr>
<tr>
<td>02/02/2011</td>
<td>0900-1200</td>
<td>Howfield Manor</td>
<td>Canterbury &amp; Swale</td>
</tr>
</tbody>
</table>

### County Moderation session dates in March 2011:

<table>
<thead>
<tr>
<th>Date</th>
<th>Times</th>
<th>Venue</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>14/03/2011</td>
<td>0900-1200</td>
<td>Hilton Hotel, Maidstone</td>
<td>Maidstone &amp; Malling</td>
</tr>
<tr>
<td>15/03/2011</td>
<td>0900-1200</td>
<td>Acacia Hall, High Street, Dartford</td>
<td>North West Kent</td>
</tr>
<tr>
<td>16/03/2011</td>
<td>0900-1200</td>
<td>St Augustine’s College</td>
<td>Thanet, Dover, Deal &amp; Sandwich</td>
</tr>
<tr>
<td>17/03/2011</td>
<td>0900-1200</td>
<td>The Hop Farm, Tonbridge</td>
<td>West Kent</td>
</tr>
<tr>
<td>21/03/2011</td>
<td>0900-1200</td>
<td>Kent Invicta Chamber of Commerce</td>
<td>Ashford &amp; Shepway</td>
</tr>
<tr>
<td>22/03/2011</td>
<td>0900-1200</td>
<td>Howfield Manor</td>
<td>Canterbury &amp; Swale</td>
</tr>
</tbody>
</table>
Booking

Please go to CPD Online to book your place
http://cpdonline.kenttrustweb.org.uk/cpd

This leaflet is available in alternative formats and can be explained in a range of languages. Please call 01622 284422 for details.