

Case Study – Northants LEA

Moderation of learning outcomes and achievements.

This case study gives an insight into the moderation procedures developed by one school. The examples given here are sample of moderation record sheets for levels P4 and P8 in Maths, developed by Fairfield's School in Northampton.

Fairfield's School identifies learning outcomes when planning and levels these against the P levels in each subject. Pupils are assessed once a year, in the half term before the Summer. The school uses teacher assessments, supported by EQUALS PACE materials, with the aim of 80% = best fit achievements.

The samples provided here demonstrate how the school has linked P level descriptors to pupil '*I can ...*' statements or individual targets.

To moderate pupil evidence, school staff get together to discuss what each child should do at a particular level. Evidence in a variety of forms (including photos) are given by the teacher to illustrate or support attainment. Once an agreement has been reached between staff, evidence of pupil attainment is been matched to the most appropriate P level descriptor for each strand (here for Maths).

The school are currently addressing some broader issues of using the P scales. They have identified general difficulties with attainment of pupils moving between P8 to NC level 1. Music and PE have also been proving problematic and the subject co-ordinators are exploring other ways of showing progress. For example, they use their own baseline gross motor skills profile and conductive education (the school employs Conductive Education conductors) along with the P scales to demonstrate progress (often lateral progress) in Mobility and motor skills.

The school are involved in moderation across the LEA (Northants) for Writing between levels P4 – NC level 2.

The following examples give a snapshot of how pupil attainment is matched to P level descriptors – here for each strand of maths. P levels 4 and 8 are illustrated here.



Maths

Moderation of Learning Outcomes and Achievements

P8	
<p><u>Using and Applying:</u> P8 Pupils recognise, describe and recreate simple repeating patterns and sequences. They begin to use their developing mathematical understanding of counting to solve simple problems they may encounter in play, games or other work. They begin to make simple estimates, <i>such as how many cubes will fit in a box.</i></p> <p><u>Number:</u> P8 Pupils join in with rote counting to beyond ten. They continue the rote count onwards from a given small number. They begin to count up to ten objects. They compare two given numbers of objects saying which is more and which is less. They begin to recognise numerals from 1 to 9 and relate them to sets of objects. In practical situations they add one to or take one away from a number of objects. They begin to use ordinal numbers (first, second or third) when describing the position of objects, people or events. Pupils estimate a small number and check by counting.</p> <p><u>Shape, space and measure:</u> P8 Pupils compare, directly, two lengths or heights where the difference is marked and can indicate 'the long one' or 'the tall one'. They show awareness of time, through some familiarity with names of the days of the week and significant times in their day, <i>such as meal times, bed times.</i> They begin to use mathematical vocabulary <i>such as straight, circle, larger</i> to describe the shape and size of solids and flat shapes. They describe shapes in simple models, pictures and patterns.</p>	
<u>Using and Applying</u>	
<p><u>Number</u> I can add one to or take one away from a number, using concrete objects, and indicate the result.</p>	<p>Christopher has been working with 4, 6, 8 and 10 objects, partitioning them into groups to find out how many different combinations make the total i.e. $2+2+4$, $3+1+4$ and so on. He has just been introduced to taking away. He is still using concrete objects but is just beginning to realise that he can do the same job with a number line.</p>
<p><u>Shape, space and measure (time)</u> I can show awareness of time through some familiarity with days of the week and significant times in my day, such as mealtimes, home times, and bedtimes. I can record minutes with help, and understand simple concepts of the passage of time in minutes i.e. cooking activities. I can recognise numbers to 12. I can understand the concept that the hours are</p>	<p>Jacob can recite the days of the week, and recognises the significance of Friday (the day before the weekend) and Saturday and Sunday. He can sort timekeepers from a selection of objects. He enjoyed playing 'What's the time Mr Wolf'. He can order pictures of daily events appropriately, when given a choice of two each time. We concentrated on telling time to 'o'clock'. Jacob could tell what 'o'clock' it was by</p>



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P4	
<p><u>Using and Applying:</u> P4 Pupils are aware of cause and effect in familiar mathematical activities, <i>for example, hitting a mathematical shape on the concept keyboard to make it appear on the screen.</i> Pupils show awareness of changes in shape, position or quantity. They anticipate, follow and join in familiar mathematical activities when given a contextual cue.</p> <p><u>Number:</u> P4 Pupils show an interest in number activities and counting</p> <p><u>Shape, space and measure:</u> P4 Pupils begin to search for objects that have gone out of sight, hearing or touch, demonstrating the beginning of object permanence. They demonstrate interest in position and the relationship between objects, <i>for example, joining in with stacking cups or building towers.</i></p>	
<u>Using and Applying</u>	
<u>Number</u>	
<p><u>Shape, space and measure</u> I can search for objects that have gone out of sight.</p>	<p>Jake picks up or searches for lost items of a piece of work he is doing, and looks in familiar places for wanted objects and activities.</p>
<p><u>Shape, space and measure (time)</u> I can understand what happens next in simple repeated activities.</p>	<p>Adam made a book about his week. He consistently found named symbols for school and home, and for named activities he takes part in. He ordered pictures to make instructions to make milkshakes and followed them, showing some knowledge of the sequence of events.</p>
Notes:	