



## **Y2 Moderation Preparation**

Date: 06.06.18

### **Agenda:**

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|-------------|--|
| 09:00-09:15 | Discussion on moderation training                    |
| 09:15-10:15 | Individual teacher discussions for specific children |
| 10:15-10:45 | Teacher response 'scripts' & next steps              |

### **Questions for teachers:**

1. Provide an overview for this child – what is their attitude to learning like?
2. How did you arrive at your judgement?
3. What are this child's weaknesses? (Strengths?)
4. How well do you actually know this child? Have you taught them all year? (Professional dialogue?)
5. How can you be sure that this piece of evidence 'independent'? (WBs & journals)
6. Talk me through the evidence in more detail
7. How do you know that strand \_\_\_\_\_ is secure? (What other opportunities have they been given? What have you observed them being able to do on MWBs, etc?)
8. Why is there not more evidence of \_\_\_\_\_ ?
9. If I asked this child to complete a task for strand \_\_\_\_\_, what would I see?
10. Would you not say that this child is actually [WTS]?
11. Convince me of your final TA...

Child 1: \_\_\_\_\_

Teacher:

Child 2: \_\_\_\_\_

Teacher:

Child 3: \_\_\_\_\_

Teacher:

Teacher 'scripts': question responses

1. **Provide an overview for this child – what is their attitude to learning like?**
  - Levels of focus & engagement: contributions to class discussions (eg/ “shows excellent mental agility and good arithmetic skills on carpet when solving *In Focus* tasks”)
  - Presentation: fine motor skills? (eg/ “although pictorial representations are not always clear, I’ve always found that her conceptual understanding is secure”)
  - SEN? (eg/ S&L, SEAL: “really shines in small group work”)
2. **How did you arrive at your judgement?**
  - “We have daily professional discussions, as teachers, around what success looks like and our Pink/Green system is consistent across the year group”
  - “Groupings are fluid and fully adjusted according to both formative and summative assessment”
  - “Conversations with TAs every lesson about how their focus group were successful”
  - NQT is supported by senior, experienced practitioners on a regular basis
3. **What are this child’s weaknesses?**
  - Steer conversations towards strengths
  - Keep up practise daily
  - Maths Workshop activities
  - Interventions for gap filling
4. **How well do you actually know this child? Have you taught them all year?**
  - This child has benefitted from by being taught by whole year group team
  - Fluid groupings underpinned by daily conversations around how children are getting on
  - Professional dialogue ensures that we discuss attainment & progress of whole cohort, not just our own children
5. **How can you be sure that this piece of evidence ‘independent’? (WBs & journals)**
  - All work is completed independently unless otherwise marked
  - Children have the opportunity to discuss their thinking, but a healthy ethos of independence has been created throughout the year group
6. **Talk me through the evidence in more detail**
  - Refer to tracking sheet, rather than leafing through pages
  - Ensure additional supporting evidence (xT passports, photocopy of test answer)
7. **How do you know that strand \_\_\_\_\_ is secure?**
  - “Recently I heard them say...”
  - “You can see this one piece of recorded evidence, but I am confident because I have also seen...”
  - What other opportunities have they been given?
  - What have you observed them being able to do on MWBs, etc?
8. **Why is there not more evidence of \_\_\_\_\_ ?**
  - “I am confident with the recorded evidence here before you and from what I’ve seen them doing in class.”
  - Test scores
9. **If I asked this child to complete a task for strand \_\_\_\_\_ , what would I see?**
  - “Secure understanding; for example, they might use the practical resource of...”
10. **Would you not say that this child is actually [WTS]?**
  - “I am confident in our final judgement, due to the due diligence we have completed internally and externally”
  - We’ve discussed it at length in the following forums: year group meetings, SLT, Math Lead, book scrutiny, WAT moderation event, B’mouth moderation events, MNP work group



11. Convince me of your final TA...