

Key Stage 2 Local Authority moderation of writing: script for response to questions relating to STA guidance

On 31st October 2016 the revised guidance on the 2017 external moderation of teacher assessment in writing at [KS1](#) and [KS2](#) was published. NAHT received a significant increase in the number of calls from members with concerns about moderation in 2016 and we negotiated hard on behalf of members to achieve key changes.

There are increased references throughout the guidance to the expectation for “professional discussion” to take place and importance placed on teachers’ “professional judgement”. It is also made clear that moderation is a collaborative process between the moderator and the school.

In addition, mandatory national Local Authority (LA) key stage 2 moderator training was introduced in 2017 due to the concerns from members over inconsistent approaches to moderation of writing and the interpretation of “pupil can” statements in the KS2 interim teacher assessment framework across LAs. The Standards and Testing Agency (STA) also produced a [video](#) providing some clarity on the teacher assessment of key stage 2 writing and addressing some misconceptions around moderation.

However, there may still be some challenging discussions with LA moderators and below you will find some suggested responses to particular issues or questions which may arise. We hope that the “script” will support you to take control of the LA moderation process.

Prior to the moderation visit:

LA contact you to inform you of a moderation visit.

“National standardisation training for all LA moderators has taken place this year. All moderators who have been approved to moderate the teacher assessment of English writing have been issued with a confirmation letter from STA. Please can you confirm that the moderator attending my school is in receipt of such a letter and will show it to me when they arrive for the moderation visit?”

LA cannot confirm your allocated moderator has the STA confirmation letter.

“All moderators who have been approved to moderate the teacher assessment of English writing have been issued with a confirmation letter from STA. As this moderator has not been approved by the STA, they should not be leading moderation in my school. Please arrange a different moderator who has successfully completed the national training.”

LA informs you that more than one LA moderator will be attending.

“The guidance is clear that there is an expectation that there will only be one LA moderator per visit. Where more than one moderator is planned to attend,, the school must be made aware of this in advance. For what reason do you feel that an additional moderator is necessary?”

The guidance states that additional moderators might be expected to take part if the school has a large cohort, the LA moderator is being quality assured or another LA moderator is there for their own training purposes. The LA should be able to explicitly

state the reason for the additional moderator, who they are and what their role would be.

LA contact you to inform you of a moderation visit with inadequate notice.

“The guidance document clearly states that schools will receive at least 48 hours notice of an external moderation visit. Unfortunately you are not giving this notice and I would suggest that the visit takes place on x date in order that this requirement is met.”

LA make a request for data to be provided in advance of the visit.

“The guidance document clearly states that there is no requirement for schools to provide pupil data in advance of an external moderation visit.”

LA make a request for particular evidence/documents to be available for the moderation visit.

“The guidance document is clear that evidence of our pupils’ performance should come from our normal classroom practice and this is the evidence which will be provided for your visit. It is for us to decide what our evidence looks like and how it is presented, not for LAs to dictate.”

During the moderation visit:

Where are the tick lists demonstrating that these pupils have met the "I can" statements of this standard?

“The guidance document is clear that there is no requirement to produce such tick sheets for LA moderation and we have chosen not to use this method to evidence our pupils work.”

Where is the evidence for pupil x who is working within the interim pre-key stage standards?

“The guidance states that the sample of pupils must include all standards awarded within the interim TA framework but that this does not include pupils working within the interim pre-key stage standards, therefore there is no evidence for pupil x.”

This pupil is not demonstrating this “I can” statement consistently. She/he has made errors in some of the work presented so cannot be said to have met this standard.

“The guidance explicitly states that “consistently” does not mean that the pupil must demonstrate an “I can” statement 100% of the time and that pupils will improve over the course of the year. They may make mistakes in something their teacher knows they are secure in. The teacher has exercised their professional judgement in making this decision and will be happy to discuss this.”

Where is the evidence from across the curriculum?

“The guidance states that evidence of pupils’ work should be in the form of day-to day work from across the curriculum, however English and literacy work alone can produce the depth of evidence required. We believe that the necessary evidence is shown through this English and literacy work so there is no expectation to produce evidence from other curriculum areas.”

This work does not demonstrate the “pupil can” statement for spelling independently as it has been edited as a result of teacher feedback.

“The STA clarified in a video following national training for moderators that if “sp” has been put in the margin to indicate there is a misspelt word in that line, which has then prompted the child to correct the spelling of that word, this would not be considered evidence that the child could independently meet the “pupil can” statement. However, the video goes on to state that more generic comments to “check your spelling” at the end of a paragraph or block of text or at the end of a piece of work, are acceptable. This is the approach taken by the teacher and so this can be accepted as independent spelling.”

This is not independent writing as it has been supported by learning objectives and/or success criteria.

“The STA clarified in a video following national training for moderators that success criteria have a key part to play in teaching and learning. In order for a piece of work to be considered independent, it would be informed by clear learning objectives and success criteria. These should encourage pupils to focus on the criteria against which the work will be assessed, but should not be over-detailed and not over-aid pupils in that they directly shape the writing, for example, telling children what to include or where to include it. The learning objectives and/or success criteria used here are not over-detailed, nor do they over-aid pupils, therefore this writing is independent.”

This pupil has not met the standard as they have ...

...not demonstrated the use of semi-colons and colons to mark the boundary between independent clauses.

“The STA clarified in a video following national training for moderators that at the expected standard, pupils don't need to demonstrate the use of semi-colons and colons to mark the boundary between independent clauses, although they may do so. It is acceptable for pupils to use a colon to introduce a list, and to use semi-colons within lists.”

...not demonstrated the different uses of dashes.

“The STA clarified in a video following national training for moderators that dashes can be used to mark the boundary between independent clauses or to mark parenthesis. A pair of dashes or a single dash can be used to mark a parenthetical afterthought. Any of these uses can provide evidence for dashes at the expected standard.”

...not demonstrated all three forms of punctuation to indicate parenthesis.

“The STA clarified in a video following national training for moderators that commas, dashes and brackets can all indicate parenthesis. They made clear that it is not necessary for pupils to demonstrate all three forms of punctuation to indicate parenthesis across a collection of writing to meet the expected standard.”

...not used bullet points.

“The STA clarified in a video following national training for moderators that if bullet points are used, the way they are punctuated must be consistent. However, it was made clear that bullet points do not need to be evidenced for a pupil to be judged as working at any of the three standards.”

...not demonstrated the use of ellipsis dots.

“The STA clarified in a video following national training for moderators that pupils do not need to demonstrate the use of ellipsis dots as part of the full range of punctuation taught at key stage 2.”

Have you used the exemplification materials to inform the standard of teacher assessment?

“As a school we are confident in our judgements and the guidance document is clear that there is no need to use the exemplification materials if this is the case - the exemplification materials are there to help teachers make their judgements where they need additional guidance. As a school we are confident in our judgements using our existing processes for teacher assessment and internal moderation.”

If we compare this work to the exemplification materials...

“The guidance is clear that there is no need to use the exemplification materials - the exemplification materials are there to help teachers make their judgements where they need additional guidance. As a school we are confident in our judgements using our existing processes for teacher assessment and internal moderation.”

If we compare this work to "Leigh" in the exemplification materials...

“Leigh does not represent the expected standard. The guidance is clear that there is no need to use the exemplification materials at all. However, the exemplification materials contain 2 examples of pupils who are ‘working at the expected standard’. Leigh is close to being awarded ‘working at greater depth’ and if any comparison is to be made then Morgan is the pupil with sufficient evidence for a TA judgement of ‘working at the expected standard’.”

Where is the evidence that this pupil has met the "I can" statements of the preceding standard(s)?

“The guidance document is clear that there is no requirement to produce specific evidence for this. The teacher must be confident the pupil meets the statements in the preceding standards and the pupil’s work for the standard they have been awarded also evidences these.”

Where is the evidence that this pupil has met the "I can" statement for handwriting?

“The guidance has made it clear that to be awarded ‘working towards’ or ‘working at expected’ standards, pupils do not need to evidence the statements related to handwriting. It is only to be awarded "working at greater depth" that these statements must be evidenced.”

This evidence is not sufficient to demonstrate this pupil has met the standard you suggest. (When the school TA judgements have been fully accepted by the LA external moderator)

“We believe that this pupil will be able to consistently demonstrate the relevant knowledge or skills after this visit, but before the deadline for TA submission of Thursday 29 June 2017. We would ask that the LA agree to accept additional evidence for this pupil in order to validate the proposed standard. As the school TA judgements have been accepted in full by the LA external moderator, this evidence can be internally moderated by the school without the need for a LA review. The LA record of visit needs to include these agreed next steps.”

This evidence is not sufficient to demonstrate this pupil has met the standard you suggest. (When the school TA judgements have not been fully accepted by the LA external moderator)

"We believe that this pupil will be able to consistently demonstrate the relevant knowledge or skills after this visit, but before the deadline for TA submission of Thursday 29 June 2017. We would ask that the LA agree to accept additional evidence for this pupil in order to validate the proposed standard. As the school TA judgements have not been fully accepted by the LA external moderator, this evidence must be reviewed by the LA before final submission of the TA data, so can we therefore make arrangements for this to happen? The LA record of visit needs to include these agreed next steps."