



## Key stage 1 (KS1) English writing teacher assessment moderation: national training 2019/20

### Table discussion 1 handout – examples of effective practice observed during the 2019 external moderation cycle

This handout contains examples of effective practice observed during the 2019 moderation cycle. It is important to remember that there is no set way of carrying out the professional discussion, provided that a moderator's approach meets the purposes outlined in the teacher assessment guidance.

<p>A.</p> <p>The professional discussion with the teacher was central to the moderation meeting. The moderators used skilful questioning to enable the teacher to fully explain her understanding of the standards set out in the teacher assessment frameworks. They also took time to ascertain why the teacher had not awarded the standard above, further exploring her understanding of the teacher assessment framework. The lead moderator ensured that the 2 new local authority moderators working with her adopted the same consistent approach.</p>	<p>B.</p> <p>The teacher was released for the whole of the visit. She was given every opportunity to talk through her judgements and demonstrate her understanding of the standards and the frameworks and did so with confidence. The moderator managed the discussion very effectively and ensured that it was focused on the evidence presented and the 'pupil can' statements. The teacher and moderator both contributed to very effective professional discussions, which enabled the moderator to validate all the teacher's judgements.</p>
<p>C.</p> <p>Moderators began the discussion of each pupil with an open question, which provided ample opportunities for the teacher to talk through his judgements. They reviewed evidence alongside the teacher, but this was guided by the teacher, which allowed him to demonstrate his understanding of the</p>	<p>D.</p> <p>The moderators conducted a high-quality professional discussion with the teachers. This discussion was led by the teacher, who took ownership of the evidence. Moderators skilfully supported the teachers to talk through their judgements in a systematic way and to articulate their understanding of the</p>

<p>framework. The moderators actively managed the discussion around the statements in the framework, without affecting the teacher's ability to demonstrate his understanding of the framework. When needed, moderators prompted the teacher with key questions to help him to demonstrate his understanding of the framework.</p>	<p>standards as set out in the teacher assessment frameworks. Moderators also supported the teachers to identify any gaps in evidence against the frameworks, and to consider if there was additional evidence elsewhere in the materials that had been brought to the moderation session.</p>
<p>E.</p> <p>The professional discussion and review of evidence took place simultaneously, with the teacher and moderator working together throughout. This resembled a close joint scrutiny of the work, with a focus on the impact on the reader but framed by the 'pupil can' statements.</p>	<p>F.</p> <p>The professional discussion between the moderator and teacher was central to the process. Despite the teacher being unable to articulate her understanding of some framework statements, the moderator encouraged her, using question prompts, to explain the reasons for her judgements. When the teacher struggled to identify evidence for the greater depth standard statements, the moderator used the exemplification materials to support her understanding of the requirements.</p>