



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

Table discussion 1 handout – professional discussion scenarios

This handout contains training scenarios, each describing a professional discussion.

In pairs, discuss each of the scenarios in turn as if you were quality assuring the external moderation visit. Consider what you would feed back to your moderation team as effective practice. What would you suggest could be improved?

Scenario	Notes
<p>A.</p> <p>The moderator takes time alone, prior to the professional discussion, to review each 'pupil can' statement against each piece of writing presented, typically using a tick sheet to record the evidence. They then meet with the teacher to discuss any gaps they have identified in the evidence against the teacher assessment (TA) frameworks and seek additional evidence where necessary. The moderator agrees with most of the teacher's judgements but changes the school's one 'working at greater depth' judgement to 'working at the expected standard', which the teacher accepts.</p>	
<p>B.</p> <p>The moderators take time alone, prior to the professional discussion, to review each 'pupil can' statement against the collections of writing from the sample pupils, focusing on the evidence base for each pupil as a whole. They then meet with the teachers for a brief professional</p>	

<p>discussion, which is broadly generic and somewhat subjective in nature (That piece was great, clearly greater depth... She's a brilliant writer – a really nice writer – her writing voice is very strong... the punctuation's all over the place), before validating the teachers' judgements.</p>	
<p>C.</p> <p>The professional discussion takes place between the 2 moderators, with the teachers listening and observing. The teachers attempt to make occasional contributions (notably when there seems to be a query about a judgement), but these are limited and are not encouraged by the moderators. The lead moderator explains why the teachers' judgements can or cannot be validated before providing formal feedback to the headteacher at the end of the visit.</p>	
<p>D.</p> <p>The moderator and teacher sit together throughout the visit and the moderator attempts to prompt a professional discussion. However, the teacher seems disengaged and unfamiliar with the TA framework. The moderator offers their own assessment of the work and makes supportive suggestions about teaching, learning and resources. The headteacher joins the visit, searching for the evidence and discussing aspects of the writing at a somewhat generic level. Although clearly uncomfortable with the school's judgements, the moderator seems reluctant to explain why they cannot be validated, offering instead the opportunity for another moderator to make a second visit, giving the school time to obtain additional evidence.</p>	

