



Table activity 2 handout - managing the systematic review of evidence and the professional discussion in key stage 1

<p>A. Moderators review each 'pupil can' statement against each piece of evidence presented individually, typically using a tick sheet provided by their local authority to record the evidence. They justify their judgements to the teacher, who is present throughout.</p>	<p>B. Moderators review each 'pupil can' statement against a collection of work, focusing on the evidence base as a whole, and typically using a tick sheet provided by their local authority to record the evidence.</p> <p>For each 'pupil can' statement there is a discussion between the teacher and moderator(s) with the teacher leading the discussion drawing on their knowledge of the pupil's work.</p>
<p>C. The systematic review of evidence takes place without any discussion. The professional discussion then takes place afterwards.</p>	<p>D. The systematic review of evidence takes place after the professional discussion with the teacher.</p>
<p>E. The systematic review of evidence takes place concurrently with the professional discussion, which focuses on the collection as a whole. The teacher is present throughout.</p>	<p>F. The professional discussion takes place between the moderator(s) and the teacher. They work closely together, with the moderator(s) prompting the teacher to explain the reasons for their judgements and to articulate their understanding of the standards, drawing on the evidence in a pupil's work to explain how it meets the standard awarded.</p>
<p>G. The professional discussion is limited to the final feedback to the teacher and the headteacher.</p>	<p>H. Moderator(s) spend time alone reviewing the evidence in the sample, and then meet with the teacher to discuss any gaps they have identified in the evidence against the teacher assessment frameworks.</p>