

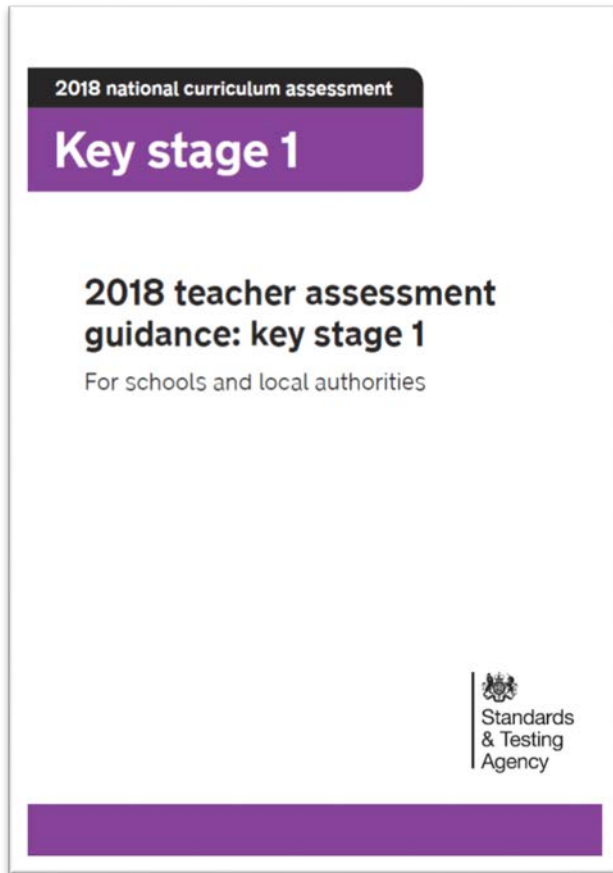
# KS1 teacher assessment moderation training

Spring 2018



Standards  
& Testing  
Agency

# STA guidance: KS1 TA Guidance



Guidance expanded this year to cover all aspects of teacher assessment.

- A more flexible approach to assessment of English writing
  - ‘Particular weakness’
  - ‘Good reason’
  - Independent writing
- Assessing pupils with disabilities
- Giving schools notice of a visit



# A more flexible approach

- A pupil's writing should meet all the 'pupil can' statements within the standard they are judged to be working at.
- Teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's overall attainment.
- A teacher's professional judgement about whether the pupil has met the standard overall takes precedence, but teachers must be able to justify their decisions during moderation.



# ‘Particular weakness’

- Teachers can use their discretion.
- A particular weakness can relate to a part or the whole of a statement(s).
- A particular weakness may well relate to a specific learning difficulty, but it is not limited to this. The same overall standard must be applied equally to all pupils.



# ‘Good reason’

- When a teacher deems that a pupil meets a standard despite a particular weakness, they must have **good reason** to judge that this is the most accurate standard to describe the pupil’s overall attainment.
- Teachers must be confident that the weakness is an exception in terms of the pupil’s overall attainment.
- Moderators should scrutinise whether there was **good reason** to reach this judgement.



# Independent writing

- Teachers must base their judgements on writing which has been produced independently.
- A piece of writing may provide evidence of a pupil demonstrating some 'pupil can' statements independently, but not others. This does not mean that the entire piece is not independent.
- Schools must identify independent work, and clarify the degree of support a pupil has received.



# Assessing pupils with disabilities

- All schools are required to make **reasonable adjustments** for pupils with disabilities.
- If a pupil has a disability that **physically prevents them from demonstrating a ‘pupil can’ statement altogether**, even with reasonable adjustments in place, these statements can be excluded from the teacher assessment judgement.
- Teachers should use their professional discretion.



# Worth noting

- Local agreements
- Variation of moderated schools
- Giving schools notice of the visit
- Number of moderators per visit
- Professional discussion
- Borderline cases
- Sample size





# Worth noting (continued)

- Re-moderation
- Record of visit
- Pupils outside of the moderation sample
- Appeals
- Different models



# ‘Good reason’

**Please read the following scenarios from the relevant document within your training pack:**

- Esther: KS1 expected standard (discretion should apply)
- Lucas: KS1 expected standard (discretion should not apply)

Discuss both scenarios.

You should consider

- Why Esther’s teacher has ‘good reason’ for applying discretion in terms of her particular weakness.
- Why Lucas is not be deemed to have a ‘particular weakness’.



# Revised ‘pupil can’ statements for ‘working at the expected standard’



# Working at the expected standard

Some of the statements in the revised teacher assessment framework for writing remain unchanged.

The pupil can, after discussion with the teacher:

- use present and past tense mostly correctly and consistently
- spell many common exception words\*
  - Pupils should be assessed based on words used in their writing.
  - Pupils would not necessarily have to use the specific examples of common exception words listed in Appendix 1 as these are non-statutory.
  - Spelling tests and other class work can contribute to evidence.



# Working at the expected standard

The pupil can, after discussion with the teacher:

- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.



# Working at the expected standard

The pupil can, after discussion with the teacher:

- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters
  - Pupils' independent handwriting should demonstrate consistency in letter formation and word spacing, not just happening occasionally
  - Handwriting books and exercises can provide evidence of pupils' independent application of handwriting, however they cannot form the only evidence. Evidence should be mainly drawn from pupils using and applying their knowledge in their own independent writing.



# Working at the expected standard

The pupil can, after discussion with the teacher:

- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
  
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
  - The examples listed do not dictate the evidence required, but show only how the statement might be met.



# Working at the expected standard

The pupil can, after discussion with the teacher:

- write about real events, recording these simply and clearly.
  - No specific statement about writing about real events in the previous interim framework.
  - A pupil must have written about a real event to achieve the ‘expected standard’.





# Working at the expected standard

The pupil can, after discussion with the teacher write simple, coherent narratives about personal experiences and those of others (real or fictional).

- ‘Narrative’ is an account of connected events, real or imagined
- Coherence is supported by the use of:
  - the appropriate tense
  - co-ordinating and subordinating conjunctions



# Exemplification

- Exemplification materials have been updated to reflect changes to the statutory teacher assessment frameworks.
- Published exemplification is a suite of non-statutory materials that may be used by schools to support their understanding of the frameworks.
- Local Authorities may find it useful to refer to these to support external moderation visits.
- Moderators should not expect teachers to provide specific evidence similar to the published examples.



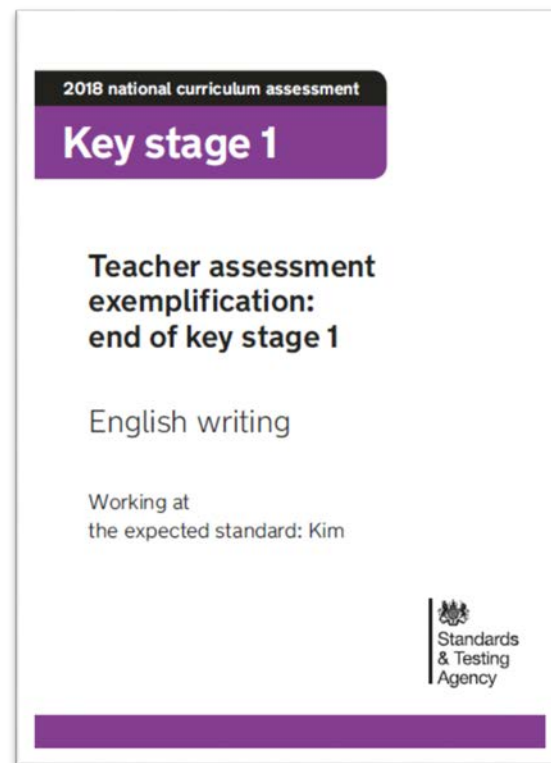
# Exemplification

- Three collections published for use in 2018:
  - Jamie: KS1 - working towards the expected standard
  - Kim: KS1 - working at the expected standard
  - Ali: KS1 - working at greater depth within the expected standard
- Evidence check boxes have been retained in order to show how each collection meets the standard. There is no requirement for schools or moderators to use the same approach.



# Working at the expected standard - Kim

- A collection of work from a year 2 pupil, Kim, that meets the requirements for 'pupil can' statements within the statutory teacher assessment framework for 'working at the expected standard'



# Working at the expected standard

Look at Piece A.

From the annotation boxes, the words and phrases relating to coherent writing are:

“clear”

“well-sequenced”

“in the right order”

“The pupil uses the imperative verbs so that the reader knows what to do.”

A molley tast machine

You plug in the machine. Then ~~you~~ you switch it on. The ~~te~~ molley tasc computer will go bleep, buzz, bleep and then you press a ~~bot~~ buton on the key bord. The Machine will ~~do the~~ Any A ~~aney~~ anything you want. Before you do anything make sure you have pluged everything in properly. ~~Then~~ Switch on the tv box so you can wach every thing that is haperning inside the machine!



# Working at the expected standard

Look at Piece B.

From the annotation boxes, the words and phrases relating to coherent writing are:

“Effective details”

“...contribute to the picture being painted.”

“The past tense (including the past progressive) is used correctly and consistently throughout the description.”

There were lots of spiders in the attic.  
Some thing was flaping its wings behind a l  
enormas boxs. I wonder what is in that box  
thought Eleiott. He crept closer to open the  
box but suddenly a ~~pigeon~~ pigeon came out  
from behind the box. Go away! said Elleit  
quietly. The ~~pigeon~~ pigeon fl went out the  
window. fFew siaaid Eloit that was close.



# Activities

Activity 1: Kim's collection

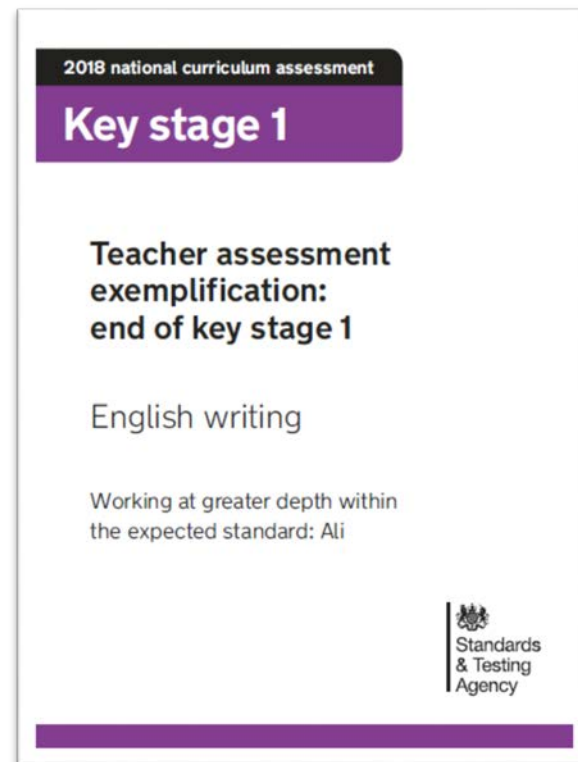
Activity 2: Applying the 'expected standard' to a collection of work

Activity 3: Reviewing the commentary



# Working at greater depth within the expected standard

- Ali's collection of writing is used to exemplify writing at 'working at greater depth within the expected standard'.





# Working at greater depth within the expected standard

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.



# Working at greater depth within the expected standard

Examples of evidence for this statement:

- Vocabulary drawn from traditional tales (Piece A)

Up...up...up. It got colder and colder and colder.

Poppy got really cold. Finally she arrived up to the top of the massive beanstalk.

The simple, repeated vocabulary drawn from traditional tales is used to very good effect.  
[C]



# Working at greater depth within the expected standard

- Purpose and organisation (Piece B):

## Looking at the Outer walls.

Next we arrived and we saw the keep and it was soooo tall! The other walls were protecting the inside of the castle so attackers won't attack. I felt very eager because I couldn't wait to see what we were going to do.

## Up the spiral.

After that we entered (on the pretend, wooden drawbridge) and the first activity was going up the spiral! When we were climbing, we had to hold our clipboard on our left hand and hold on to a long rope on our right hand! I felt surprised because it was a long way up to the top of the keep!

This recount of a school visit fulfils its purpose effectively. It combines an account of the day's events with the pupil's commentary on exploring the castle and a personal response to what was seen.

Material is well organised in sections. Subheadings, a feature of non-narrative texts, guide the reader around the castle, reflecting the writer's enthusiastic exploration of the site (*At the outer walls, Up the spiral, Down the spiral, At the top of the keep*).



# Working at greater depth within the expected standard

- Grammar (Piece E)

The pupil uses the present tense correctly and consistently to describe the cat's character and behaviour, i.e. this is the continuing state of the cat. The past tense is used consistently in answering the question: *How did I feel about the book?* [seen earlier in the text]

Tuffy is a stripy, mischievous cat who always kills animals and brings them into the house.<sup>6</sup> He has killed a ~~cull~~ cute poor bird and a tiny miserable mouse thingy. When the owners tell him to do something he disobeys them, or he sometimes ~~is~~ ignores the owners.<sup>7</sup>

} This ambitious sentence shows the pupil controlling grammar exceptionally well. It contains subordination (when) and co-ordination (or), providing additional information and detail about Tuffy's habitual behaviour, and different responses to his owners' commands.



# Working at greater depth within the expected standard

- Drawing on their reading to inform vocabulary and grammar (Piece F):

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

"Mmm," he thought, "This is what I call an outstanding sandwich." A boy came near the sandpit to take a big, humungous bite. There was a girl nearby on a s re dark, red slide when, oh no, the girl bumped into the boy and his delicious scrumptios sandwich fell in the sandpit!! "Oh we can't eat it now," muttered the girl, "It's disgusting." The boy felt sad and so did that black and white badger.

It draws on aspects of the grammar and vocabulary of the original, including using repetition effectively and building up the description of the increasingly 'disgusting' sandwich. New vocabulary shows the pupil having drawn on the original as a launch pad for ideas.



# Working at greater depth within the expected standard

The pupil can, after discussion with the teacher:

- make simple additions, revisions and proofreading corrections to their own writing

Who is my favourite character?

That is an easy question because it is very simple that it is Tuffy! I ~~like~~ adore Tuffy because every second that Tuffy speaks it makes me think that if I was an author when I grow up, I would be an author just like that.

The revision adds emphasis.  
[C]



# Working at greater depth within the expected standard

The pupil can, after discussion with the teacher:

- use the punctuation taught at key stage 1 mostly correctly
- spell most common exception words
- add suffixes to spell most words correctly in their writing, (e.g. – ment, -ness, -ful, -less, -ly)
- use the diagonal and horizontal strokes needed to join some letters



# Activity

Activity 4: Applying the ‘working at greater depth within the expected standard’





# Timeline for 2018 moderator standardisation – exercise 1

Activities	Dates
Completion period for standardisation exercise 1 for moderation managers/lead moderators	Monday 8 January to Friday 12 January 2018
Outcomes and commentaries for exercise 1 sent to LA strategic leads	By Friday 19 January 2018



# Timeline for 2018 moderator standardisation – exercise 2

Activities	Date
Standardisation exercise 2 for pool moderators (and any moderation managers/ lead moderators who did not successfully complete exercise 1)	Monday 5 February to Friday 9 February 2018
Answers and commentaries for exercise 2 sent to moderation managers	Friday 16 February 2018



# Timeline for 2018 moderator standardisation – exercise 3

Activities	Date
Standardisation exercise 3 for pool moderators who did not successfully complete exercise 2	Monday 5 March to Friday 9 March 2018
Answers and commentaries for standardisation exercise 3 sent to moderation managers	Friday 16 March 2018



# Timeline for 2018 moderator standardisation – approval letters

Activities	Dates
STA issue approval letters to successful moderators	Friday 23 March 2018

- STA will distribute ALL KS1 approval letters to successful moderators by Friday 23 March 2018 via email.
- All emails will be sent directly to individual moderators: the moderation manager will not be copied in.



# Timeline for 2018 moderator standardisation – approval letters

Activities	Dates
STA issue approval letters to successful moderators	Friday 23 March 2018

- Moderators who do not successfully complete a standardisation exercise will not be emailed a letter of approval.
- STA will send ‘moderator approval letters’ in email format: letters should be printed or saved for future use. No PDF attachments will be sent.
- Emails will be sent from [unmonitored@education.gov.uk](mailto:unmonitored@education.gov.uk) so it may be necessary to add this address to your trusted senders and check your junk box.



# Help and support

For general enquiries about national curriculum teacher assessment, including moderator standardisation, or the teacher assessment frameworks, please contact us at:

- National curriculum assessments helpline: 0300 303 3013
- Email: [assessments@education.gov.uk](mailto:assessments@education.gov.uk)

