



Key stage 2 (KS2) English writing teacher assessment moderation: national training 2019/20

Facilitator script and timings

Table activity 1: distinguishing between ‘working towards the expected standard’ and ‘working at the expected standard’

Each delegate will need a copy of the following materials:

- Key stage 2 (KS2) English writing teacher assessment (TA) framework
- KS2 English writing national training – pupil scripts
- KS2 English writing national training – pupil commentaries

Facilitator script:

The overarching focus of today is to strengthen national understanding of the differences between each of the 3 national standards for English writing and to revisit our understanding of specific ‘pupil can’ statements. This has been informed using feedback from last year’s training and the recent moderation cycle.

Throughout the training today, we are going to explore examples and collections of pupils’ work. Pupil scripts have been selected to demonstrate specific learning points. Some pupil scripts are taken from the 2018/19 standardisation exercises and some are from national exemplification materials.

Exemplification exists to assist teachers when they are using the statutory TA frameworks to make judgements. Exemplification materials illustrate only how the ‘pupil can’ statements in the frameworks might be met. Local authority moderators may find it useful to refer to exemplification materials to support external moderation visits.

The scripts used in this activity will help delegates to distinguish between pupils ‘working towards the expected standard’ and those ‘working at the expected standard’.

Key learning point 1: writing effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader

Distribute KS2 English writing TA framework.

Facilitator script:

The national curriculum states:

'Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar'.

With this in mind, for the first exercise this morning, we are going to start our discussion with a focus on the first 'pupil can' statement for 'working at the expected standard':

'The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)'.

It is important to remember that the examples in brackets are just that – examples. These do not dictate the evidence required but show only how that statement might be met. Moderators and teachers should refer to the national curriculum to clarify the statements.

In pairs, discuss how a pupil could demonstrate that they can write 'effectively for a range of purposes and audiences' as opposed to simply writing 'for a range of purposes' as is required at 'working towards the expected standard'.

Allow 2-3 minutes for this discussion.

Take brief feedback from the whole group, ensuring that all delegates have an opportunity to contribute. Allow no more than 5 minutes for this discussion.

Make the point that each of the statements acts in their own right and are equally important. However, they also work together to support the overall effectiveness of the writing.

Distribute KS2 English writing national training – pupil scripts.

Refer delegates to KS2 training exercise 1: Pupil A – working at the expected standard.

This collection contains 6 pieces of writing which, across the collection as a whole, provide sufficient evidence for a teacher assessment judgement of 'working at the expected standard'. They are taken from the national exemplification materials (Morgan), so you may have seen them before.

Take a few moments to quickly read through the collection.

Allow delegates up to 5 minutes to read through the collection.

Now, in pairs, discuss piece B and piece C and identify evidence for how the pupil demonstrates the ability to 'write effectively for a range of audiences and purposes, selecting language that shows good awareness of the reader'.

Take brief feedback from 2 or 3 delegates. Allow no more than 5 minutes for this discussion.

Responses may include:

Piece B:

- a personal account written in the first person, appropriate for a familiar audience

- chronological sequencing to help the reader imagine events as experienced by the writer
- use of an informal, conversational tone appropriate for a recount and confirming the familiarity between the author and the reader
- personal comments reveal the writer's emotions, reactions and observations
- specific details paint a clear picture of the pupil's experience for the reader
- the writer's enthusiasm adds authenticity – although phrases sometimes lack precision

Piece C:

- the conventions of a letter are used appropriately – correct greeting and closing
- the personal perspective, adds warmth and supports a genuine 'thank you'
- parts of the letter are formal in tone, indicating that the reader and recipient are acquainted but not familiar
- minor edits have been made to try to maintain an appropriate level of formality
- less formal vocabulary and structures are used as the writer becomes involved in the writing and loses some control over the level of formality required for this letter

Distribute KS2 English writing national training: pupil commentaries.

Refer delegates to KS2 training exercise 1: Pupil A commentary. Remind delegates that this commentary includes some of the annotations from the exemplification materials. Other comments have been produced purely for training purposes and are not to be viewed as additions to the existing exemplification.

Give delegates 2 – 3 minutes to read the commentary for the first 'pupil can' statement. Remind delegates only pieces B and C are referenced.

Key learning point 2: selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately

Facilitator script:

Now let's look at another 'pupil can' statement within 'working at the expected standard':

'The pupil can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)'

Piece D from Pupil A is a retelling of part of 'Macbeth' as a narrative. Discuss in pairs the key requirements for a retelling of 'Macbeth' and therefore what you might expect from the language and grammatical choices.

Draw the discussion to a close and take feedback from each pair.

Responses may include:

- an indication of the historical setting and events

- a clear sequencing of events authentic to the original
- a sense of the drama, suspense and tension
- characterisation which reflects the original text

Now read piece D and discuss in pairs how this meets the ‘pupil can’ statement.

Draw the discussion to a close and take feedback from each pair.

Responses may include:

- some vocabulary choices and grammatical structures show an understanding of the tone appropriate to the historical setting, including attempts at using archaic language – reverting back to using more contemporary language on occasion
- adverbs and expanded noun phrases are used to specify and add detail concisely, showing an awareness of the reader by helping to build up a dramatic picture
- noun phrases and other carefully chosen words create a mysterious atmosphere and a medieval setting
- the passive form is used to build up suspense about the way the witches have disappeared
- the repetition of specific grammatical structures using co-ordination incorporating precise noun choices emphasises the contrast between Macbeth’s and Macduff’s motives

Refer delegates to KS2 training exercise 1: Pupil A commentary. Give delegates 2 minutes to read the relevant ‘pupil can’ statement in the commentary. Remind delegates that only piece D is referenced.

Key learning point 3: using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

Let’s look at the ‘pupil can’ statement that supports cohesion at ‘working at the expected standard’:

‘The pupil can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs’.

Pupils who are not yet meeting this statement, may be meeting ‘pupil can’ statements for ‘working towards the expected standard’:

The pupil can:

- *use paragraphs to organise ideas*
- *in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)*

Pupils’ ability to successfully use a range of cohesive devices within their writing will support the effectiveness of that writing.

Take a moment to agree what is meant by ‘cohesion’ and how effective writing achieves cohesion.

Allow 2-3 mins for this discussion.

Take feedback from the whole group, ensuring that all delegates have the opportunity to contribute.

The national curriculum states that pupils should be taught to:

- *choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition*
- *draft and write by using a wide range of devices to build cohesion within and across paragraphs*

Cohesive devices suggested within the national curriculum appendices include using the repetition of a word or phrase, synonyms (which may include noun phrases) and pronouns, layout devices to help structure text, making grammatical connections, for example through the use of adverbials, making tense choices and using ellipsis.

Pupils do not have to use all of these in order to create cohesive texts. The focus for assessment is the impact of the writer’s choices upon the reader in attempting to create cohesive texts – rather than upon the range of devices used.

Let us return to Pupil A. We will look at pieces E (balanced argument) and F (science investigation), to review how the writing is supported by a range of cohesive devices. In pairs, take a moment to review one of the pieces each and then share your findings.

Take feedback from the whole group, ensuring that all delegates have an opportunity to contribute.

Responses may include:

Piece E:

- repetition of ‘graffiti’ keeps the subject uppermost in the reader’s mind
- synonyms are used to avoid repetition
- careful vocabulary choices distinguish between positive and negative aspects of graffiti
- comparative terms position opposing views
- adverbs are used to connect or contrast points

Piece F:

- adverbials are used to sequence actions chronologically
- headings organise information into sections
- contrasting outcomes are indicated with conjunctions
- pronouns are used to avoid repetition

- repetition is used to ensure the reader understands who is conducting the actions described

It may also be pointed out that the pupil could sometimes have used other cohesive devices to strengthen the overall effectiveness of a piece. For example, in piece F, timeframes are not always clear because the pupil interrupts the simple past tense narration with modal verbs (*Then we would connect... after that we would listen*) and pronouns are not always skilfully used (*chemicals in the potato - they act*).

Refer delegates to KS2 training exercise 1: Pupil A commentary. Give delegates 2 minutes to read the relevant 'pupil can' statement in the commentary. Remind delegates that only pieces E and F are referenced.

Learning point 4: distinguishing between 'working towards the expected standard' and 'working at the expected standard'

Refer delegates to KS2 training exercise 2: Pupil B – working towards the expected standard.

Facilitator script:

KS2 training exercise 2 contains pieces of writing for a pupil who although assessed as 'working towards the expected standard', may well be starting to show some aspects of 'working at the expected standard', but not consistently. The pieces are from the 2018/19 standardisation exercise 3 so you may have seen them before. Building on what we have done in the session so far, read through the collection and then consider why this pupil is not yet demonstrating sufficient evidence for 'working at the expected standard' for the 'pupil can' statements we have covered during this session:

- *write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)*
- *select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)*
- *use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs*

Remind delegates that for the purpose of this exercise we are only focusing on 3 of the 'pupil can' statements. However, when assessing pupils' writing, all of the statements must be considered and evidenced.

Allocate pairs one of the statements to focus on.

Allow delegates up to 10 minutes to discuss the evidence for their particular 'pupil can' statement.

Take feedback and expand the discussion using the summary 'why is the collection not awarded the higher standard?' from the commentary. Confine the discussion to the 'pupil can' statements considered during this session.

Refer delegates to KS2 training exercise 2: Pupil B – commentary. Make the point that the commentary provides an analysis that covers all of the 'pupil can' statements for 'working towards the expected standard' as well as an explanation for why is the collection not awarded the higher standard'.

Allow delegates a few minutes to read through the commentary.

Responses may include:

- there is recognition of the purpose of writing – however this is not always sustained
- despite an emerging range of vocabulary, there is some lack of awareness of the reader and choices do not always support the subject matter
- noun phrases, although often expanded through the use of relative clauses or preposition phrases, tend to be repetitive in structure, focusing on basic actions rather than enhancing description
- despite the profusion of relative clauses in some pieces, other forms of subordination are limited
- grammatical structures are predominantly subject led and often repetitive, resulting in a lack of cohesion
- in the letter, incorrect syntax renders the writing ungrammatical, impacting on overall coherence

Summary

Facilitator script:

This last hour should have strengthened your understanding of these 3 'pupil can' statements at 'working at the expected standard':

- *write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)*
- *select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)*
- *use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs*

We have considered how writing, which is effective for the audience and purpose, also draws upon content expressed within the other 'pupil can' statements.

In table activity 2 we will be reviewing distinctions between writing 'at the expected standard' and writing that is judged to be 'working at greater depth within the expected standard' and will draw upon the content of this session, as well as looking at the 'pupil can' statements for greater depth.