

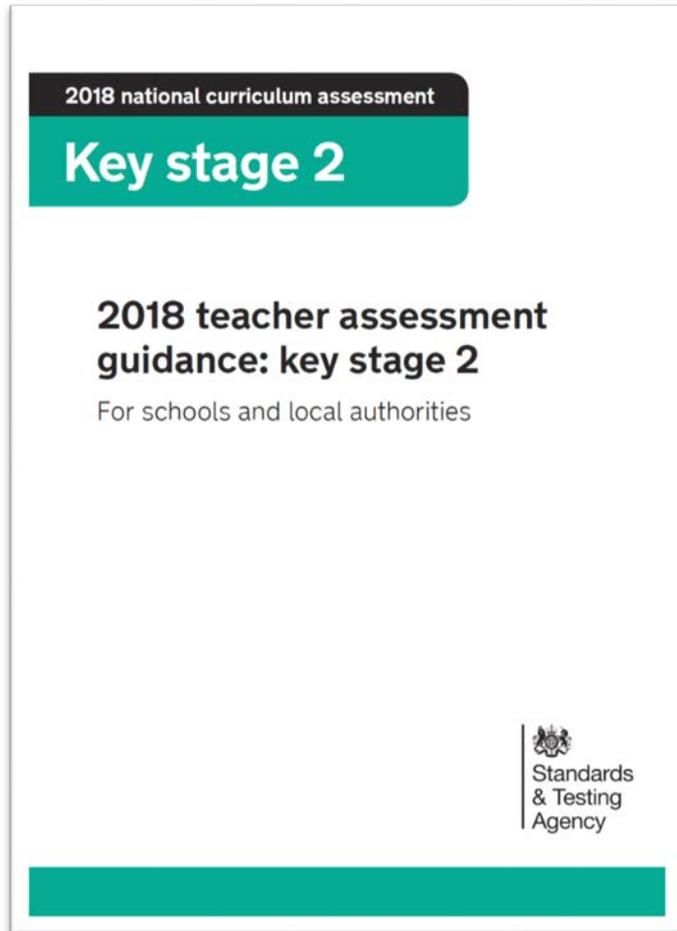
KS2 teacher assessment moderation training

Spring 2018



Standards
& Testing
Agency

STA guidance: KS2 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:

- Ebrahim: KS2 expected standard (discretion should apply)
- Lila: KS2 expected standard (discretion should not apply)

Discuss both scenarios.

You should consider:

- Why Ebrahim’s teacher has ‘good reason’ for applying discretion in terms of his particular weakness.
- Why Lila is not deemed to have a ‘particular weakness’.



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



Working at the expected standard – purpose and audience

2018 ‘pupil can’ statement

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).

2018 update

Previously, the stem sentence of the standard, relating to purpose and audience, applied to each ‘pupil can’ statement. The explicit reference to awareness of the reader emphasises the importance of the writer’s intended audience.



Working at the expected standard - narrative

2018 'pupil can' statements

The pupil can, in narratives, describe settings, characters and atmosphere.

2018 update

Description of settings, characters and atmosphere can be depicted in various ways, e.g. through the use of descriptive noun phrases, or through characters' thoughts, actions, reactions and relationships with others.



Working at the expected standard - narrative

Morgan (EXS)

'Ana's mother stroked her on the back.'

Morgan shares seemingly small details from the scene to help the reader to picture what is happening and to share information about the characters and their relationship without telling the reader explicitly. This technique is used later in the story too:

('...allowed her clear tears fall freely down her cheeks').



Working at the expected standard - narrative

Morgan (EXS)

'...is this me? Has she climbed into my mind?'

Rhetorical questions as Macbeth questions whether he can go through with the murder give information about his character and serve to create tension at this pivotal moment.



Working at the expected standard - narrative

Leigh (EXS)

'Determined to escape'

A fronted subordinate clause foregrounds Lauren's determination and resourcefulness...

'Should I risk my life...?'

Modal verb expresses Jack's doubt and uncertainty.

'Everything was still apart from Jack...'

The atmospheric stillness contrasts with Jack's mother's agitation and excitement...



Working at the expected standard - dialogue

2018 'pupil can' statements

The pupil can integrate dialogue in narratives to convey character and advance the action.

2018 update

The wording of this statement retains the expectation from the previous framework, but relates only to dialogue.



Working at the expected standard – vocabulary and grammatical structures

2018 ‘pupil can’ statement

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).

2018 update

Pupils should apply their knowledge of vocabulary and grammatical structures to writing for different contexts, which may include those that are formal or informal.



Working at the expected standard - cohesion

2018 'pupil can' statement

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.

2018 update

The reference to adverbials is included only as an example. The emphasis is on building cohesion to support overall coherence.



Working at the expected standard - tenses

2018 'pupil can' statement

The pupil can use verb tenses consistently and correctly throughout their writing.

2018 update

Pupils should be able to maintain tense consistency, correctly shifting between past and present forms, as appropriate.



Working at the expected standard - punctuation

2018 'pupil can' statement

The pupil can use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).

2018 update

Specific punctuation marks are now included only as examples. Pupils should demonstrate mostly correct use of the range of the punctuation taught at KS2, but this does not mean that every punctuation mark needs to be evident across their writing.



Working at the expected standard – spelling

2018 ‘pupil can’ statement

The pupil can spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

2018 update

Pupils are required to evidence mostly correct spelling of words on the year 5 / year 6 statutory word list: evidence may come from a range of sources, such as pupils’ independent writing, spelling tests or exercises. There is no requirement for pupils to evidence all of the words on the word list within their independent writing, but where they are used, most should be spelt correctly.

Pupils should evidence use of a dictionary to help them spell more ambitious vocabulary.



Working at the expected standard - handwriting

2018 'pupil can' statement The pupil can maintain legibility in joined handwriting when writing at speed.

2018 update The requirement is now for joined handwriting at the 'expected standard'. Evidence for joined handwriting can come from handwriting books or exercises, but this would not be sufficient on its own.



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 the STA exemplification to support training and external moderation visits.
- Moderators should not expect teachers to provide specific evidence similar to the published examples.



Activities

Activity 1: Applying the 'expected standard' to a collection of work

Activity 2: Reviewing the commentary



Revised ‘pupil can’ statements for ‘working at greater depth within the expected standard’



Working at greater depth within the expected standard – purpose and audience

2018 ‘pupil can’ statement The pupil can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).

2018 update Previously, the stem sentence of the standard, relating to purpose and audience, applied to each ‘pupil can’ statement. Pupils’ knowledge of language, gained from reading a range of texts, should be drawn on independently to enhance their writing.



Working at greater depth within the expected standard – speech and writing

2018 ‘pupil can’ statement The pupil can distinguish between the language of speech and writing and choose the appropriate register.

2018 update Pupils working at ‘greater depth’ should be able to consistently distinguish between speech (e.g. playground language, informal conversation...), and written language (e.g. that used for stories, reports, persuasion...).

‘Register’ refers to pupils selecting vocabulary and grammatical structures appropriate to the context of the writing, for example, indicators of formality in a letter of complaint; concision within a stage direction; contracted forms in casual dialogue.



Working at greater depth within the expected standard – levels of formality

2018 ‘pupil can’ statement The pupil can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.

2018 update There is no requirement for pupils to manage shifts between levels of formality within a single piece of writing. However, pupils working at ‘greater depth’ must demonstrate the ability to manipulate grammar and vocabulary according to the context of the writing. The emphasis on ‘assured and conscious control’ refers to the fact that choices made in their writing are deliberate and considered.



Working at greater depth within the expected standard - punctuation

2018 'pupil can' statement

The pupil can use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

2018 update

The statement does not refer to specific punctuation marks, or to how they should be used. Pupils working at 'greater depth' should demonstrate their understanding of the range of punctuation taught at key stage 2, using it correctly and precisely to enhance meaning and avoid ambiguity.



Activities

Activity 3: Unpicking the statements for ‘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 KS2 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 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

