Key stage 1 English writing teacher assessment moderation: self-led training resources

Training Exercise 3: Writing effectively and drawing on reading (expected and greater depth standards)

Response document

This document accompanies key stage 1 (KS1) Training Exercise 3. You can use it on screen to type and save your responses to particular activities in that exercise.

To complete annotation activities, you will need to print out piece A for Pupil C; and pieces A, B and C from the work of Pupil D.

Activity 1a: Work scrutiny – meeting the expected standard

Pupil C – working at the expected standard

We need to be able to identify what the pupil is **securely** demonstrating at the expected standard. We might also need to begin determining how far the learner is meeting the greater depth standard. (In this exercise, we focus on one piece of writing by Pupil C. Additional pieces of writing would need to be considered for an overall judgement.)

- Which aspects of **coherence** has the pupil demonstrated and how do these being to support clarity?
- To what extent is the pupil meeting the **purpose** of the task and starting to demonstrate an awareness of the reader, drawing upon their **reading** and **vocabulary**?

Annotate the script or **make notes**.

Piece A – persuasive writing

Context: a persuasive leaflet for an event of their choice.

Activity 1b: Falling short of the greater depth standard

Pupil C – Piece A: persuasive writing

In what ways does the pupil's response not yet show adequate evidence of effectiveness and of drawing on reading, so as to securely achieve the greater depth standard?

Annotate the script or **make notes**.

Piece A – persuasive writing

Context: a persuasive leaflet for an event of their choice.

Activity 1c: Collating and considering evidence

Now read and reflect on the commentary for Pupil C. You may wish to annotate or make notes as you do this.

Notes and reflections on commentary for Pupil C

Activity 2a: Scrutiny of writing assessed as working at expected standard

Now consider the three pieces from Pupil D whose work was moderated and assessed to be at the expected standard. Reflecting on your notes and considerations about Pupil C, answer the following questions.

- Which aspects of **coherence** has Pupil D demonstrated and how do they begin to support clarity?
- To what extent is Pupil D meeting the **purpose** of the task and starting to demonstrate an awareness of the reader, drawing upon their **reading** and **vocabulary**?

Notes
Pupil D – Piece A: a set of instructions
Pupil D – Piece B: a recount
Pupil D – Piece C: an extract from a story

Activity 2b: Comparing writing at the greater depth and expected standards

Now compare Pupil D's writing to the extract below (taken from Pupil A, training Exercise 1, who has been assessed as working at greater depth based on multiple pieces of work).

Consider the ways in which Pupil D's response **does not yet meet** the greater depth standard securely, in terms of writing effectively and drawing on reading.

Annotate the script or **make notes**.

Notes

Comparison of Pupil A (greater depth) and pupil D (expected)

Activity 2c: collating and considering evidence

Now read and reflect on the commentary for Pupil D.

Notes and reflections on commentary for Pupil D