



Key stage 1 (KS1) English writing teacher assessment (TA) moderation: self-led training resources

Training exercise 7: Exploring evidence systematically (expected standard)

Response document


This document accompanies KS1 Training exercise 7. 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 pieces A – E.

Activity 1: Looking at a piece of pupil work to begin the process of deciding which statements it meets

Activity 1a: Considering purpose (recount)

The writing you are about to see comes from a collection which has been moderated at working at the expected standard (EXS). Moderators noted that the collection provides some evidence for the greater depth standard (GDS).

Piece A is a recount. Before reading the piece, record your initial thoughts about the purpose of a recount and features of writing that support the writer to achieve that purpose: 

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Activity 1b: Finding evidence for working at the expected standard

Now read Piece A closely.

- identify and make notes about the evidence that supports the teacher judgement that the pupil is working at EXS. Consider how secure the evidence is in this piece.



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Which 'pupil can' statements for EXS are met in this piece of writing?

Activity 2: Gathering further evidence through systematic review

Activity 2a: Brief reflection on retells as sources of evidence

Activity 2b: Gathering further evidence

Now read Piece B. Annotate features of the writing that support the judgement that the pupil is working at EXS, paying particular attention to aspects that were identified as needing greater exploration in Activity 1b.



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Piece B



Reflection point: Are there any issues you have uncovered so far in this training? Any points that require clarification, or questions that have been raised? Record them here:

Activity 3: Examining pupil writing for evidence of greater depth standard

Activity 3a: Considering evidence for working at greater depth standard

Match the samples of text on the next page to the statements from the GDS. The samples may show more than one element of GDS. The purpose of this short activity is to 'tune in' to the GDS statements and begin to link written evidence to statements. When considering collections of writing during a moderation visit you will, of course, consider pieces as a whole, rather than short sentences within.

One hot day in the dark green jungle I heard cheeky, brown and silly monkeys swinging from vine to vine and branch to branch. [Piece D]

Hedgehogs are nocturnal which means they sleep during the day in their nests. At night they explore and hunt for food. They can also climb, swim and sprint surprisingly fast at 6 mph. [Piece C]

I saw King Louie's monkeys swinging about and having lots of jungle fun. [Piece D]

When I went round the corner I heard a lady shouting "help!" and "London's burning!" [Piece E]

Make simple additions, revisions and proofreading corrections to their writing.

Use the punctuation taught at KS1 mostly correctly.

Write effectively and coherently for different purposes, drawing on their reading to inform the

vocabulary and grammar of their writing.

After three days I came bakck to the paper shop. My master thoyught I was dead.
[Piece E]

Add suffixes to spell most words correctly in their writing (for example, -ment, -ness, -ful, -less, -ly)

Hedgehogs have powerful paws and claws for digging. A hedgehog has five toes on it's front paws with short nails. [Piece C]

Activity 3b: Gathering further evidence

Having completed Activity 3a, you can tell that there are elements of the writing that indicate the pupil has the transcriptional skills to achieve GDS, but we do not yet know whether this is demonstrated consistently across the collection.

In this final exercise, we will review another sample of work with a focus on making that judgement between EXS and working at GDS.

Referring to the KS1 TA framework for writing, record notes on the non-chronological report, setting description and diary entry below, picking out any instances where the pupil shows evidence of working at GDS. Also note where evidence for GDS is lacking.



Use the notepad below.



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Piece C (report)

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Piece D (setting description)

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Piece E (diary entry)

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