



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

Training exercise 9: Pupils working at or below the pre-key stage standards (PKS)

Response document

This document accompanies KS1 Training Exercise 9. 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 Pupil A, pieces A and B and Pupil B pieces A and B.

Activity 1: Exploring the assessment of pupils working below the standards for the end of KS1

Activity 1a: Reflecting on prior knowledge

Reflect on your own knowledge of the assessment of children working at PKS, and on the levels of understanding of this aspect of assessment that you encounter during moderation visits to schools.

- if you are unable to validate a teacher judgement of working towards the expected standard (WTS), how confident are you at following and explaining the arrangements for assessing children working below the national standards?
- how able are you to articulate the distinction between WTS and pre-key stage Standard 4 (PK4) in writing?
- how much experience do you have in evidencing the statements for writing for PK4, or below?



You may like to record your thoughts on the notepad.



Notepad

- i feel confident that...
- i would like to develop my knowledge and understanding of...

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 1b: Examining and reflecting on the pre-key stage statements

Read through the pre-KS1 framework below and consider the questions in the notepad below:



Notepad

- is there anything that strikes you on reading the pre-KS1 standards?
- which of the standards – if any – might you encounter during a moderation visit?
- how does PK4 differ from WTS? How might this appear in pupils' writing?

Activity 2: Identifying work at or below the standards of national curriculum assessment

During Activity 2, you will be asked to consider scripts from 2 pupils against statements for WTS and then, if required, PKS. For the purposes of training, this exercise focuses on two pieces of work per pupil only; it is not based on a full collection. You will need the pre-KS1 teacher assessment framework to hand, as well as the statements for WTS.

Activity 2a: Exploring pupil scripts

Please approach the following review activity as you would during a moderation visit.

Review the scripts for pupils 'A' and 'B' first using the KS1 teacher assessment framework statements for WTS. If helpful, annotate the scripts to highlight evidence towards the standard (note again that these are not whole collections).

Consider the questions below.

- which statements at WTS receive confirmation in this piece?
- are there any statements or parts of statements which have no evidence?
- if the pieces fall below WTS at this stage, what would your approach be?

Record your response by using the notepad.



Notepad

Pupil A - Piece A

-

Pupil A - Piece B

-

Pupil A: your thoughts based on initial review of two scripts

- which statements at WTS are evidenced in these pieces?
- are there any statements or parts of statements which have no evidence?
- in a moderation visit, what would your next step be?

Activity 2b: Reflection of initial review of Pupil A

The commentary has been written to illustrate the process of analysing individual pieces of writing to support decision-making within a moderation visit. It is not based on a full collection of pupil work.

The pieces will be judged initially against the teacher assessment framework for WTS.


Now read and reflect on the commentary for Pupil A.

Notes and reflections: Pupil A




Activity 2c: Reviewing evidence against the pre-key stage 1 standards

Using pieces A and B from Pupil A, complete the table as much as possible, noting evidence from the writing samples provided.

	Pre key stage standard 1 - PK4	Evidence in pieces A and B
Composition:	The pupil can make up their own sentences and say them aloud, after discussion with the teacher.	
	The pupil can write down one of the sentences they have rehearsed.	
Transcription	The pupil can form most lower-case letters correctly	
	The pupil can identify or write the 40+ graphemes in PK4 of English language comprehension and reading on hearing the corresponding phonemes	
	The pupil can spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (for example, frog, hand, see, chop, storm, splash)	
	The pupil can spell a few common exception words (for example, I, the, he, said, of).	

Now review Pupil B, using the same approach as Pupil A. Note your comments by using the notepad.

 Notepad Pupil B - Piece A <ul style="list-style-type: none">•
Pupil B - Piece B <ul style="list-style-type: none">•
<p>Pupil B: your thoughts based on initial review of two scripts</p> <ul style="list-style-type: none">• which statements at WTS are evidenced in these pieces?• are there any statements or parts of statements which have no evidence?• in a moderation visit, what would your next step be?

Activity 2d: Reflection of initial review of Pupil B

The commentary has been written to illustrate the process of analysing individual pieces of writing to support decision making within a moderation visit.

It is not based on a full collection of pupil work.

The pieces will be judged initially against the teacher assessment framework for WTS.

Now read and reflect on the commentary for Pupil B.

Notes and reflections: Pupil B



From a detailed review of two scripts, the samples provide clear evidence that Pupil B is WTS. Further pieces (not included in this sample) affirm this judgement and the pupil has been moderated as such.

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:

