Standards & Testing Agency

Key stage 2 English writing teacher assessment moderation: self-led training resources

Training Exercise 3: Exploring evidence systematically (greater depth standard)

Response document

This exercise should be completed after key stage 2 (KS2) exercises 1 and 2. It builds on the processes begun in those exercises.

This document accompanies **KS2 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 pieces B, C, D and E, from the work of Pupil B.

Activity 1

Read Piece E (a blog) to become familiar with its focus and to experience it as a reader.

Now refer to the pupil can statements for 'working at greater depth'.

- What information does this piece gives you towards evidencing that the pupil is working at the greater depth standard?
- Are there any statements which you feel are strongly evidenced? (Which ones?)
- Are any statements lacking evidence? (Which ones?)

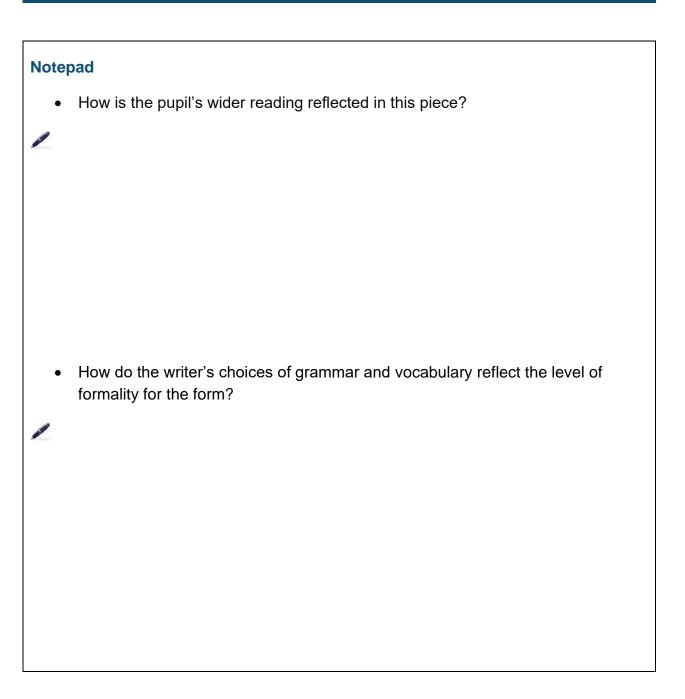Record what you notice by annotating the text or using the Notepad.

Notepad

- What information does this piece give you towards evidencing that the pupil is working at the greater depth standard?

- Are there any statements which you feel are strongly evidenced? (Which ones?)

- Are any statements lacking evidence? (Which ones?)

Activity 2

Read Piece D (a fable) and consider the following questions, drawing on statements at the greater depth standard.

- How is the pupil's wider reading reflected in this piece?

- How do the writer's choices of grammar and vocabulary reflect the level of formality for the form?

Record what you notice by **annotating the text** or using the **Notepad**.

Notepad

- How is the pupil's wider reading reflected in this piece?

- How do the writer's choices of grammar and vocabulary reflect the level of formality for the form?

Activity 3a

Read Piece B and Piece C and decide what evidence these add to your growing picture of the pupil's overall achievement.

After this initial reading and reflection, consider the following questions, drawing on the statements at the greater depth standard:

- How do the choices (including those over vocabulary, grammar, form and formality) reflect the writer's purpose, audience and context?
- When writing in more formal contexts, how does the pupil avoid the language they might otherwise use in speech?

Record your responses by **annotating the text** or using the **Notepad**.

Notepad

- How do the choices (including those over vocabulary, grammar, form and formality) reflect the writer's purpose, audience and context?

Piece B

Piece C

- When writing in more formal contexts, how does the pupil avoid the language they might otherwise use in speech?

Piece B

Activity 3b

Based on your consideration of Pieces B and C, (and your earlier insights from pieces E and D) answer the **True or False** statements.

Read each statement and circle **True** or **False**.

1. The pupil has provided evidence to demonstrate that they are consistently meeting all of the pupil can statements for greater depth

    True / False

2. Further evidence is needed to secure the standard

    True / False