



Standards  
& Testing  
Agency

# Key stage 2 English writing teacher assessment moderation

Self-led training resources: Exercise 5

2022

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## Introduction

This set of activities is designed for completion by local authority (LA) moderators and moderation managers. It addresses knowledge and skills needed to support the moderation of key stage 2 (KS2) writing, as part of LA moderation visits.

The activities are designed for self-led learning, and for completion independently as part of moderators' training. They can also be used within group and trainer led moderation sessions. Discussion with colleagues is central to the moderation process and opportunities to do this when using these materials will support effective training.

## Training Exercise 5: Exploring evidence systematically: working towards the expected standard (WTS) at the end of KS2

- exploring evidence relating to the 'pupil can' statements for WTS

This exercise should take approximately 40-60 minutes to complete.

In addition to this exercise, you will need the following document, on screen or in hard copy:

- [Teacher assessment frameworks at the end of KS2 \(English writing\)](#).

You may also wish to have the following materials available:

- [KS2 teacher assessment guidance](#)
- [Primary National Curriculum for English Appendix 1](#) and [Appendix 2](#)
- [Teacher assessment exemplification materials: English writing - working towards the expected standard, Dani](#).

You can work through the activities and record your responses on a hard copy of this exercise document.

If working on screen, you can use the accompanying response document.

This is editable and allows you to type and save your responses to some activities.

The pen symbol indicates that you should make notes in the spaces provided. 

The pupil work examples used in this training are not full collections. Pupil scripts have been selected to demonstrate specific learning points.

## Overview

This exercise consists of two sets of activities focusing on writing by pupils WTS.

After completing this exercise, you will have:

- systematically reviewed pupil writing against the WTS framework statements
- identified statements for which confirmatory or additional evidence is needed
- examined a second piece of pupil work for further evidence using a 'lines of enquiry' approach
- reflected on the importance of the professional discussion in validating teacher assessment.

## Your role

Your role as a moderator is to work alongside the teacher to build a picture of what a pupil can do from the evidence presented, benchmarked against your standardised knowledge of the framework. This is to validate, or challenge, the teacher's original assessment judgement. Moderation by LA moderators supports the broader aim of quality assuring standards at a national level.

## Working towards the expected standard

Training Exercise 4 focuses on distinguishing between work that meets (EXS) for the end of KS2, and work more typical of pupils working towards that standard. This exercise looks for examples of evidence which might validate a teacher-assessed judgement of a pupil as WTS.

Pupil work which does not meet the EXS should not be automatically awarded WTS. If the pupil work presented at moderation does not provide evidence that the pupil has met all the statements in EXS, it should be systematically examined against the 'pupil can' statements for the WTS.

If there is sufficient evidence across a collection of work that the pupil is consistently and independently meeting all of the statements in the WTS, then it may be judged as meeting that standard.

Pupils whose writing does not meet all the statements in WTS at the end of KS2, should be reassessed using the teacher assessment framework for pupils working below the standard of national curriculum assessments:

- [Pre-KS2: pupils working below the national curriculum assessment standard - Teacher Assessment Framework](#) – for pupils who are working below the standard of national curriculum assessments and are engaged in subject specific study, or who have not completed the relevant programme of study.

The pre-key stage framework and [the engagement model](#) are explored in Training Exercises 8 and 9.

## Activity 1: Exploring the evidence

In this activity, you will be exploring evidence relating to the 'pupil can' statements for WTS: determining what evidence a piece of narrative provides of that standard, and what further evidence might be needed.

Reminder: for the purpose of training, this exercise examines two pieces of work only. To validate a judgement at moderation, moderators need to be assured that a pupil is consistently meeting all of the statements in the standard when judged across a whole collection of the pupil's writing. A moderator's knowledge of a pupil's attainment builds as pieces of writing are presented and read. Each piece adds to the overall picture.

### Activity 1a: Identifying evidence to support WTS

Read the piece of work by Pupil A on the next page.

- what are your initial thoughts about this piece?

Now work systematically through each of the framework statements for WTS and record what you notice by annotating the text or using the notepad.

- what information does this piece give you towards evidencing that the pupil is WTS?
- how does this information compare to your first assessment of this piece?

Pupil A – building atmosphere and creating suspense in narrative

Context: the pupil has written a short narrative based on 'Room 13', a Gothic horror children's novel by Robert Swindells, and is focussing on building atmosphere and creating suspense.

	WALT: write an <del>over</del> innovated story that builds suspense
	Room 69
In Black- R pool word edits	Rain splashed down everywhere and waves <sup>were</sup> coming on Jack's face. The pier <del>was</del> <sup>was</sup> breaking into small <u>pieces</u> , clouds <sup>were</sup> hiding from the dark. <u>few</u> <sup>w</sup> wonderful weather was no more. <u>While</u> Jack was walking, it <u>got</u> very dark. he tried to stop but his feet <sup>was</sup> <u>is</u> keep go forcing him to walk. He <u>was</u> alone and afraid, <u>he</u> <sup>gambly</sup> <del>saw</del> his <del>wasn't</del> there wasn't there to him help him, He <sup>saw</sup> a huge tall old house in the distance. He <u>look</u> back but there he was lost.
W	Jack was walking <del>to the</del> until he saw a strange gate. <u>Strange</u> patterns, without a warning the gate <u>was</u> opening, Jack <u>walked</u> <del>to</del> <u>through</u> the gate. In front of him <sup>was</sup> <u>was</u> stairs that <u>lead</u> him to a door. The door <del>has</del> been <del>burned</del> , without a warning, the door <u>creaked</u> open, Jack <u>enters</u> the house. There was wallpaper peeling of the walls, decayed paintings that were <u>ripped</u> open. when Jack was walking he saw a dark room, he <u>walk</u> towards it, There were <u>dark</u> spiral stairs in front of him.





## Notepad

What information does this piece give you towards evidencing that the pupil is WTS?

Can the pupil:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (For example, headings, subheadings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3/year 4 spelling list, and some words from the year 5/year 6 spelling list
- write legibly?

## Key points

Before reading the reflections on this piece on page 13, move on to Activity 1b which asks you to consider what additional evidence you might need to establish this pupil is WTS.

You will probably already have identified the need for further evidence for some statements, and the reasons for this may be twofold. Some statements will not be applicable or relevant to this piece of pupil work or will simply not have been demonstrated by the pupil, so these gaps will need to be evidenced in other pieces. Or you will have decided that the evidence for certain 'pupil can' statements is insufficient in this piece and that you'd like to see additional evidence in other pieces before you can be confident that they have been met.

The non-statutory [KS2 exemplification materials](#) note that:

The frequency of evidence for 'pupil can' statements may vary across individual pieces within a collection of a pupil's writing, depending on the nature of the statement and the writing. For example, some evidence for the statement 'use verb tenses consistently and correctly throughout their writing' would be expected in almost all writing, whereas this would not always be the case for 'integrate dialogue in narratives to convey character and advance the action'.

[Equivalent examples from WTS might perhaps be the expectation that pupils 'use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly' in almost all their writing, whereas a single piece evidencing the effective and appropriate use 'in non-narrative writing [of] simple devices to structure the writing and support the reader (For example, headings, subheadings, bullet points)' might be sufficient.]

The [KS2 assessment guidance](#) (8.5) also states that:

The pupil's work must show that they consistently demonstrate attainment in line with the wording of the 'pupil can' statements within the standard they have met, taking account of any qualifiers. This does not mean that the pupil must demonstrate the 'pupil can' statement all the time. Pupils are likely to have improved over the course of the year and may make occasional mistakes with something that the teacher knows they are secure in.

It is important to note here that, while the guidance allows for 'occasional mistakes with something the teacher knows they are secure in', moderators will still need to see written evidence which supports the teacher's view and to discuss that evidence with them.

## Activity 1b: Identifying confirmatory and additional evidence

With this guidance in mind, now review your notes on the piece.

- highlight the judgements you need to confirm by looking for further evidence in additional pieces of writing
- highlight the statements for which there is no evidence in this piece of writing
- summarise your next steps in the speech bubble below.

Then read the reflections on the next page, noting the suggestions in blue which relate to additional evidence.



### Notes

- I want to confirm my judgements for the following statements by looking for further evidence in additional pieces of writing:
  
  
  
  
  
  
  
  
  
  
- I also need to find evidence for the following framework statements:

## Key points

### Evidence of WTS. Can the pupil:

- write for a range of purposes?

Building atmosphere and creating suspense in narrative

This narrative piece is written appropriately in the third person, mostly in the past tense. In describing a situation that is uncomfortable and frightening for this character, the writer demonstrates an understanding of the purpose and form of suspense writing. Specific descriptive choices support the increasingly tense atmosphere... clouds were hiding from the dark... wonderful weather was no more... The description of Jack's loneliness... he was alone and afraid. His family wasn't there to help him... makes the reader feel concerned for him and leads us to wonder what might happen next. The suspense builds when the character reaches a house, only to find it is not a place of shelter and comfort, but spooky. The description of the house and the boy's journey through it are intended to frighten the reader and are very much in keeping with the Gothic horror genre. As may be typical of writers at WTS, however, the pupil's control over the language is not yet sufficient to make all their attempts at suspense successful... The door has been burned, without a warning, the door creaked open.

The pupil can adapt their writing for this purpose, but additional evidence would be needed across the collection of their ability to write for a range of purposes.

- use paragraphs to organise ideas?

The pupil has used two paragraphs, each with distinct content. The first paragraph introduces the character and his situation, and a new paragraph moves the story on and describes Jack's arrival at a house. There is a lack of variety in the sentence structures used. Single clause sentences dominate and repetitive clause structures, predominantly subject led, affect cohesion and effectiveness – he was alone and afraid... His family.. He saw a huge tall house.... He look back... – and again indicate that this writer is probably WTS. Some lapses in tenses also impede cohesion. Using accurate verb tenses is not a specific requirement of WTS. However, pupils working in the preceding standard – pre-key stage standard 6 – are required to 'use present and past tense mostly correctly and consistently'.

The pupil can use paragraphs, but this judgement would need to be confirmed by evidence that they can use them across longer pieces of writing and in a different genre.

- in narratives, describe settings and characters?

In both paragraphs, the writer has made good attempts to carefully describe the setting in some detail... Rain splashed down everywhere and waves were coming on Jack face... clouds were hiding from the dark... a strange gate with strange patterns... wallpaper peeling of the walls... There are also simple attempts to describe the character (external and internal). Jack's actions in the first paragraph inform us of his emotional state... he tried to stop but his feet were keeping forcing him to walk... and we are also told that he was... alone and afraid... and... lost. These descriptions are only

occasionally supported by interesting vocabulary ...decayed...spiral... which confirms that this writer is not writing at the expected level.

The pupil can describe settings and characters.

- in non-narrative writing, use simple devices to structure the writing and support the reader (For example, headings, subheadings, bullet points)?

This statement does not apply to narrative writing, so evidence of this 'pupil can' statement would need to be found in further pieces.

- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly?

'Mostly correctly' allows for occasional errors in the punctuation listed. In this piece, sentences are mostly demarcated with capital letters and full stops. Apostrophes are used for contractions, but not, in one instance, for possession (key stage 1)... Jack face... After editing, commas are used to separate a subordinate clause... While Jack was walking, it got very dark... However, commas are not used to separate a list of adjectives... a huge tall old house... and a comma is also used incorrectly instead of 'and'... There was wallpaper peeling of the walls, decayed paintings that were ripped. Question marks are not included in the piece.

Specific evidence of the correct use of apostrophes and commas, and the use of question marks, would need to be found in other pieces. As the pupil should be regularly using the punctuation listed in this statement where appropriate, to secure this statement its use should be evident across the collection.

- spell correctly most words from the year 3/year 4 spelling list, and some words from the year 5/year 6 spelling list?

The spelling is generally accurate, with evidence of one word from the y3/4 list...strange..., but there is confusion over the homophones through/threw (y3/4) and of/off (key stage 1). No year 5/6 words are used in this piece.

There is not enough evidence in this piece to support this 'pupil can' statement.

- write legibly?

The writing is joined and legible and is clearly the pupil's day to day – rather than 'best' – handwriting. To secure WTS, pupil handwriting must only be legible.

This piece provides evidence that the pupil's day to day handwriting is legible (WTS) and joined (EXS). A pupil's standard of handwriting at the time of moderation should also be evident throughout their writing.



On first reading this piece, you may well have decided that it did not meet EXS. However, it is not perhaps until the piece is examined against all the statements for the WTS that it becomes apparent that it also lacks sufficient evidence for WTS and more evidence is needed. At moderation, moderators will look for evidence to support a judgement across a number of pieces of pupil work.

## Activity 2: Following a 'lines of enquiry' approach

This next activity employs the 'lines of enquiry' approach described in Training Exercise 1. This useful strategy supports the focussed examination of a second piece of pupil work, targeting the statements for which additional evidence is needed and supporting the systematic review of evidence.

### Activity 2a: Formulating lines of enquiry

Convert the findings from Activity 1b into questions, or lines of enquiry, which will guide your examination of a second piece of writing by this pupil (a biography).

<p>1. Which judgements do you want to confirm by looking for further evidence in additional pieces of writing?</p> <p>2. Which 'pupil can' statements do you still need to evidence?</p>	<p>What questions or lines of enquiry does this raise for you to follow up?</p>
<p>1.</p> <p>The pupil can adapt their writing for purpose, but additional evidence would be needed across the collection of their ability to write for a range of purposes.</p> <p>The pupil can use paragraphs, but this judgement would need to be confirmed by evidence that they can use them across longer pieces of writing and in a different genre.</p> <p>Specific evidence of the correct use of apostrophes and commas, and the use of question marks, would need to be found in other pieces, as well as sustained appropriate use of the WTS punctuation.</p>	
<p>2.</p> <p>In non-narrative writing, use simple devices to structure the writing and support the reader (For example, headings, subheadings, bullet points).</p> <p>Spell correctly most words from the year 3/year 4 spelling list, and some words from the year 5/year 6 spelling list.</p>	
 Other	

## Key points

Here are examples of questions you might ask when you go on to read the biography by Pupil A.

<ol style="list-style-type: none"> <li>1. Which judgements do you want to confirm by looking for further evidence in additional pieces of writing?</li> <li>2. Which 'pupil can' statements do you still need to evidence?</li> </ol>	<p>What questions or lines of enquiry does this raise for you to follow up?</p>
<p>1.</p> <p>The pupil can adapt their writing for purpose, but additional evidence would be needed across the collection of their ability to write for a range of purposes.</p> <p>The pupil can use paragraphs, but this judgement would need to be confirmed by evidence that they can use them across longer pieces of writing and in a different genre.</p> <p>Specific evidence of the correct use of apostrophes and commas, and the use of question marks, would need to be found in other pieces, as well as sustained appropriate use of the WTS punctuation.</p>	<p>Has the pupil adapted their writing for this new purpose?</p> <p>Is the pupil able to use paragraphs to organise ideas?</p> <p>Is there evidence of the mostly correct use of WTS punctuation?</p>
<p>2.</p> <p>In non-narrative writing, use simple devices to structure the writing and support the reader (For example, headings, subheadings, bullet points).</p> <p>Spell correctly most words from the year 3/year 4 spelling list, and some words from the year 5/year 6 spelling list.</p>	<p>Do they use simple devices to support reader understanding?</p> <p>Does their ability in spelling match that described in the statement?</p>

### Activity 2b: Following lines of enquiry

Now read Pupil A's biography of Rosa Parks



You may like to record your answers to the questions formulated in Activity 2a on the table below.

## Pupil A – biography

Context: the pupil wrote a biography of Rosa Parks inspired by 'History Heroes' cards and by reading 'Hidden Figures' by Margot Lee Shetterly and Laura Freeman.

Rosa Louise McCauley Parks, who was an inspirational person in the civil rights, she was active in the 1950s up to her death. She played a role in the ~~Bus boycott~~ <sup>Montgomery</sup> ~~Boycott~~ <sup>Montgomery</sup> Bus Boycott which "became, the ~~for~~ model for human rights protesters. She dedicated her life towards <sup>up to</sup> racism and the end of prejudice. Her <sup>her</sup> work earned her the title, "No, the only tired I was, was the tired of going in."

Rosa Louise McCauley was born in Tuskegee, a town in the southern state of Alabama, on February 4th, 1913. Unfortunately whilst she was in 11th grade, she had to drop out, as she needed to care for her dying grandmother. In 1932, she married Raymond Parks, who encouraged her to join (NAACP) and he inspired her. Her husband and her sadly had no children

On <sup>5th</sup> December 1, 1955, Rosa Parks refused to give her bus seat to a white man, because of this she began her journey. Due to the bus segregation, Rosa went to jail. Her husband contributed ED Nixon and he distraughted 3500 leiglets about the upcoming strike. On December the first <sup>5th</sup> 1955 Nixon posted bail for Rosa Parks after she was arrested.



Rosa's <sup>achievement</sup> main achievement was the bus boycott segregation <sup>which</sup> started 5th December 1955 and ended in 20th December 1956. 4,000 black bus riders and other black peoples supported her. She wanted to be known for someone who wanted to stop segregation on public transportation. It was reported on 1956 13th November that the court ruled that bus segregation was unconstitutional.

Park's was remembered for leading nonviolent protesters, and being a role model for achieving freedom. "The only way. Each person



Questions or lines of enquiry	Evidence in the Rosa Parks biography
Has the pupil adapted their writing to this new purpose?	
Is the pupil able to use paragraphs to organise ideas?	
Is there evidence of the mostly correct use of WTS punctuation?	
Do they use simple devices to structure the writing and support reader understanding of this biography?	
Does their ability in spelling match that described in the statement?	
What additional questions are raised by this piece?	

## Key points

Consider the following reflections alongside your own notes.

Questions or Lines of enquiry	Evidence in the Rosa Parks biography
<p>Has the pupil adapted their writing to this new purpose?</p>	<p>This pupil can adapt their writing to this new task, appropriately using the third person and writing in the past tense to describe some relevant detail and using some good vocabulary (inspirational, dedicated, segregation, prejudice, achievement, unconstit[ut]ional). They demonstrate more control over language than in the previous piece and a developing ability to communicate their research to the reader using a greater variety of sentence types which are often appropriately formal. The writing includes fronted adverbials to signal the time periods of Rosa's life, and multi-clause sentences, including relative clauses, to provide detail. A range of conjunctions (whilst... because) are used to explain events. However, tenses are muddled and there are mistakes with prepositions, a misused relative clause... Rosa Louise McCauley Parks, who was an inspirational person in the civil rights movement, she was active in the 1950's up to her death... and misused punctuation which impede the pupil's efforts to sustain formality and support reader understanding. Thus, this piece provides additional evidence that the pupil is working towards, rather than at, EXS in this aspect of their writing. As the WTS statement requires evidence of writing for a range of purposes, other pieces would also need to be examined before this statement could be judged to have been met.</p>
<p>Is the pupil able to use paragraphs to organise ideas?</p>	<p>This piece demonstrates that the pupil is able to sustain the use of paragraphs across a longer piece of writing. The organisation of the information into paragraphs is logical; beginning with an introduction to Rosa Parks, followed by paragraphs describing her early life, her protest and the impact of her actions, and a short concluding paragraph. This is evidence that the writer has met the statement describing paragraphs in the WTS framework. To have better achieved cohesion and met EXS, this writer would have needed to further expand the information in each paragraph, and made stronger links between, for example, the paragraphs about the bus boycott and Rosa's arrest to aid reader understanding of the context of her protest, her actions on the bus, and their impact. The writer's errors with syntax and omissions within sentences also impact cohesion... On December 5<sup>th</sup>, 1955, Rosa Parks refused to give her bus seat to a white man, because of this she began her journey. Due to the bus segregation, Rosa went to jail. Her husband contributed ED Nixon and he distributed 3,500 leaflets about the upcoming strike. On December 5<sup>th</sup>, 1955 Ed Nixon posted bail for Rosa Parks after she was arrested.</p>

<p>Is there evidence of the mostly correct use of WTS punctuation?</p>	<p>Sentences are mostly correctly demarcated. An apostrophe is used to show singular possession... Rosa's..., although one is also used incorrectly in a contraction (earn't). There are some missing capital letters for proper nouns... civil rights, montgomery Bus Boycott...The pupil has not needed to use commas in a list or question marks, and so additional evidence would be needed. Moderators should also expect to see the WTS punctuation used mostly correctly in all pieces in a collection where appropriate.</p>
<p>Do they use simple devices to support reader understanding of this biography?</p>	<p>The pupil does not use structural devices in this piece, so further evidence would be needed of this statement in other work. Headings might have been appropriately used in this task to improve cohesion.</p>
<p>Does their ability in spelling match that described in the statement?</p>	<p>The spelling in this piece is accurate overall, including most of the subject specific vocabulary, and February from the year 3/4 word list and the words prejudice, remember(ed) and achieving (achieve) from the year 5/6 word list. The writer confuses the homophone witch/which. This piece suggests this writer is achieving at least WTS for spelling, but this would need to be evidenced across the collection. If there was insufficient evidence of the year 3/4 and year 5/6 words across the collection, the <a href="#">guidance</a> advises that additional evidence could be provided from spelling test results.</p>

By following the lines of enquiry strategy, moderators and teachers can focus their efforts on the statements that still need evidencing and make the moderation process efficient and manageable. Using this approach to examine this second piece provides some confirmatory and additional evidence to support a judgement of WTS for this pupil. However, it also clear that further evidence will still be needed for some 'pupil can' statements, and that the line of enquiry approach could be usefully continued when examining further pieces in the pupil collection in relation to:

- additional evidence: structural devices in non-fiction writing
- confirmatory evidence: writing for a range of purposes (with consistent use of present and past tenses), and mostly correct use of WTS spelling and punctuation.

You may also have been struck by the contrast in attainment between this pupil's two pieces, and this may have raised some questions about this pupil's learning journey. These questions are the focus of the final activity in this exercise.

## Activity 2c: Formulating questions for the professional discussion

The writing in this second piece evidences quite significant progress in this pupil's writing development, and this contrast between the first and second pieces would perhaps need to be raised during your professional discussion with their teacher.

Activity 2c focuses on the questions you might ask the teacher about the pupil during that discussion.

### Activity 2c: Formulating questions for the professional discussion

- what questions might you ask the teacher about this writer and the writing contexts during your professional discussion?



You can record your questions in the speech bubble below.



Questions to support the professional discussion

## The professional discussion

The questions raised by the second piece of writing by this pupil highlight the importance of the professional discussion between moderator and teacher.

The pupil's vocabulary and control over language in this second piece, including their use of more varied and complex sentences structures, is significantly more developed than in the earlier piece. At the same time, there is a noticeable contrast between the sentence construction in the earlier part of the biography, ... Rosa Louise McCauley was born in Tuskegee, a town in the southern state of Alabama, on February 4<sup>th</sup>, 1913. Unfortunatly whilst she was in 11<sup>th</sup> grade, she had to drop out, as she needed to care for her dying grandmother..., and the writer's less successful attempts at sentence construction in the latter parts... She wanted to be known for someone who wanted to stop segregation on public transportation... Some of the pupil's attempts to edit and improve their work have the opposite effect... She dedicated her life towards up to racism and the end of prejudice... Parks was remembered for leading nonviolent protesters, and being a role model for achieving freedom. Together these factors might lead to questions about independence.

In this imagined scenario, the teacher's good knowledge of their pupil and the writing contexts, elicited through professional discussion, were critical for interpreting this evidence and using it to support the standard ultimately awarded.

The teacher was able to show that the first piece was written early in the year, and the second in May, explaining the significant progress evidenced. They were able to share the research materials used and demonstrate that the pupil was sometimes successfully summarising these materials in their own words. The information the teacher was able to share about the writing behaviour of their pupil also explained the drop in quality across the second piece: this was a writer who often got off to a strong start but lost concentration easily. They were also able to outline their own approach to the discrete teaching of spelling and of vocabulary, and the impact of these lessons on this pupil's writing over the course of the academic year.

Through conducting collaborative discussions of this kind with teachers, moderators gain crucial contextual information which, combined with their own standardised knowledge of the framework, contributes critically to the fair and consistent assessment of pupil writing at the end of KS2.

In this imaginary scenario, after discussing the entire collection, the moderator and teacher were able to agree that there was sufficient evidence to award the pupil WTS. Had this not been the case, the work would have had to be re-examined against the [Pre-KS2: pupils working below the national curriculum assessment standard - Teacher Assessment Framework](#). This framework is the subject of Training Exercises 8 and 9.

## Summary

In Exercise 5, you have:

- examined examples of evidence that might be presented to support the statements describing the WTS
- reflected on confirmatory and additional evidence
- engaged with a 'lines of enquiry' approach
- considered the importance of the professional discussion.

