



Key stage 2 (KS2) English writing teacher assessment moderation: self-led training resources

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

Response document

This document accompanies KS2 Training Exercise 5. You can use it on screen to type and save your responses to particular activities in that exercise.

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?



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?

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:

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	

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.

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?	

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