



Standards
& Testing
Agency

Key stage 2 English writing teacher assessment moderation

Self-led training resources: Exercise 6

2022

Contents

Introduction	3
Training exercise 6: Distinguish working towards the expected standard from working at the expected standard with close reference to two related framework statements	4
Overview	5
Your role	6
Activity 1: Review writing to judge if the pupil can: write for a range of purposes (WTS) and use paragraphs to organise ideas (WTS); then consider the related framework statements for the expected standard	7
Activity 1a: Assessing Pupil A against WTS statements	7
Activity 1b: Assessing Pupil A against EXS statements	10
Summary: Pupil A	14
Activity 2: Look at writing to confirm that the pupil can: write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (EXS) and use a range of devices to build cohesion within and across paragraphs (EXS)	15
Activity 2a: Pupil B – writing for purpose at the expected standard	15
Activity 2b: Pupil B – building cohesion at the expected standard	20
Summary: Pupil B	22
Activity 3: Summarising the distinction between evidence for WTS and EXS in balanced argument writing	23
Summary	25

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 6: Distinguish working towards the expected standard (WTS) from working at the expected standard (EXS) with close reference to two related framework statements

- exploring the distinction between WTS and EXS, focusing on two related statements:
 - ‘write for a range of purposes’ and ‘use paragraphs to organise ideas’ (WTS) as distinct from:
 - ‘write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader’ and ‘use a range of devices to build cohesion within and across paragraphs’
- analysing these ‘pupil can’ statements to support assessment
- considering progression from WTS and EXS with reference to these ‘pupil can’ statements

This exercise should take approximately 60 minutes to complete.

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

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

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 these training exercises are not full collections. Pupil scripts have been selected to demonstrate specific learning points.

Overview

This training exercise explores how related framework statements can be useful in supporting moderation judgements. There will be occasions when the standard originally awarded by a teacher will not be validated at moderation due, for example, to insufficient supporting evidence. An examination of related statements can help you articulate distinctions between two standards and the evidence that could be presented for each, and thus support you in challenging a judgement and reaching agreement.

For the purposes of training, the exercise consists of three sets of activities and focuses on work by two pupils – Pupil A and Pupil B – from different schools. In both cases the teacher presented the writing as meeting EXS. However, Pupil A's writing was moderated as WTS. The activities in this training exercise explore how the revised judgement might have been reached by focussing on related framework statements to draw out distinctions between WTS and EXS. While in a moderation visit moderators and teachers look for evidence for all the statements in a standard, for the purposes of this exercise these activities will focus on the statements relating to the pupils' awareness of audience and purpose, and their ability to organise their writing.

Activity one considers Pupil A's writing with reference to the framework statements: the pupil can 'write for a range of purposes' (WTS) and 'use paragraphs to organise ideas' (WTS). These statements are then considered alongside the related framework statements for EXS to demonstrate in what ways the pupil's writing does not yet meet those EXS framework statements.

Activity two considers Pupil B's writing by looking closely at the framework statements: the pupil can 'write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader' (EXS) and 'use a range of devices to build cohesion within and across paragraphs' (EXS). Then it considers evidence of those statements in Pupil B's work.

Activity three reviews the distinctions between the evidence relating to the WTS and EXS statements which have been selected for this training.

After completing this exercise, you will have:

- a detailed knowledge of the framework statements which focus on pupils' awareness of audience and purpose, and their ability in relation to organisation and cohesion
- greater confidence in distinguishing between pupils' writing at related statements.

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 that the teacher presents, benchmarked against your standardised knowledge of the framework. This is to validate, or challenge, a teacher's assessment judgement. Moderation by LA moderators supports the broader aim of quality assuring standards at a national level.

Activity 1: Review writing to judge if the pupil can: write for a range of purposes (WTS) and use paragraphs to organise ideas (WTS); then consider the related framework statements for the expected standard

Reminder: To validate a judgement, moderators need to be assured that a pupil is consistently meeting all 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. However, for training purposes this activity focuses on one piece per pupil – a balanced argument.

Activity 1a: Assessing Pupil A against WTS statements

Pupil A's writing was initially assessed as EXS and then moderated as WTS.

Begin by reading Pupil A's 'balanced argument' piece.

Then read the piece focusing on the following framework statements:

The pupil can:

- write for a range of purposes (WTS) and
- use paragraphs to organise ideas (WTS)

Think about Pupil A's awareness of the purpose of a balanced argument.

Consider whether the language choices are appropriate for a balanced argument, and if the pupil can use paragraphs to link and develop both sides of the argument clearly.



Record your initial thoughts by annotating the text or using the notepad.

Pupil A – balanced argument

Context: pupils were reading 'The Boy Who Swam with Piranhas' by David Almond. They were asked to consider what the main character should do when faced with a difficult decision, and to write in response to the question Should Stanley Potts leave or stay?

Should Stanley Potts leave
or stay?

I will tell you what happened in Stanley Potts life. Stanley Potts is a 11 year old boy who lives with his uncle and auntie because his father died in a car accident and his mother died of a broken heart. Stanleys uncle (who's name is Uncle Earney) is running a company that cans fish. Oh no, he does not have a warehouse. He has his home! Yep you heard me. So Stan wakes up every morning to work because he does not go to school. Stan has to sleep under a cupboard. Stanley got ELO for his Birthday and he went to the fair. He ran out of money so he worked at a duck stand to help all the dying fish! Stan took them home. Next morning Uncle Earney canned them. And that's what has happened!

There are many positives for Stanley leaving the house. Firstly, Stanley could go to school therefore he could socialise with other children and make some friends! Secondly, he can wake up peacefully to the fresh air unlike at home he has to wake up at 6am, always smelling fish every second of his life, and no loud machine noises! At last he might actually get a room of his own not just a bed (that makes your toes stick out) in a cupboard.

On the other hand of the situation, Stanley will never get to see his Aunt Annie again which is his only non-crazy family member left. As well as that Stan is used to all the machines and loud noises. So he won't feel at home because he won't be in his normal environment.

In my opinion I think Stan should leave because it is a unhealthy place to be. But who knows what Stan will do? Will he be better on his own? I'm Sarina Muscell here with the story of The Boy Who Swam with Piranhas by David Almond! Next on news round is ricky with climate change! See you then!

Activity 1b: Assessing Pupil A against EXS statements

Now read the same piece of writing to consider the related statements for EXS.

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader

and

- use a range of devices to build cohesion within and across paragraphs
- how effective is Pupil A's balanced argument? Do the language choices show good awareness of the reader as well as of the purpose of the piece?
- does Pupil A use a range of cohesive devices, for example. conjunctions, adverbials, pronouns, synonyms, within and across paragraphs?
- are there any aspects of their writing which detract from overall cohesion?



Record your thoughts by annotating the text or by adding to the notepad.

Key points

The framework statements make the distinction that a pupil who is working towards the standard can:

‘write for a range of purposes’ and ‘use paragraphs to organise ideas’

And a pupil who is working at EXS can:

‘write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader’ and ‘use a range of devices to build cohesion within and across paragraphs’

Here are some key points to note about Piece A. Read these and also bear in mind your own notes.

The pupil can:

write for a range of purposes and use paragraphs to organise ideas (WTS):

- during a moderation visit, moderators and teachers assess a pupil’s ability to adapt their writing to suit different purposes by reviewing and discussing a number of pieces of work. In this single piece, there is evidence that the pupil is aware of the purpose – to present both sides of an argument – and is also able to include some appropriate features of balanced argument writing.
- the pupil’s awareness of the purpose is most evident in the middle section of the piece. The second paragraph has a clear opening sentence to present one side of the argument, followed by appropriate use of the adverbs Firstly and Secondly to develop ideas. Modal verbs – could and might – are sometimes used successfully to suggest the potential positive outcomes of Stanley choosing to leave home.
- the third paragraph is introduced with a phrase typical of argument writing ...On the other hand... and sets out the counter argument, indicating an understanding of the need to present both sides fairly.
- in the opening sentence of the final paragraph, the pupil demonstrates an understanding that writers of this form may choose to weigh up the evidence on both sides of the argument they’ve presented, and then choose a side.
- however, the balanced argument form is not sustained throughout this piece, and, importantly, is almost entirely absent from the opening. Indeed, if the task heading, ‘Can I write a balanced argument?’ were to be removed, the reader would not know that a balanced argument is the purpose when reading the first paragraph.
- the pupil is enthusiastic about the story and begins with... I will tell you what happened in Stanley Potts life. They then recount the story so far, highlighting points of dramatic interest with exclamations which are not suitable for the style of writing required.

- the pupil has struggled to present the story events in a way that introduces Stanley's dilemma – or the 'argument' – and has instead written in the perhaps more familiar, narrative form. The final few sentences are presented as a news broadcast. This lack of security of form underlines the importance of seeking additional evidence for individual statements across a collection of work before judging that a statement has been met

write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (EXS):

- to achieve EXS, this pupil would also need to demonstrate an awareness of the audience for their piece, and the ability to select language appropriate to that reader.
- the language choices, particularly in the first paragraph, show awareness of the reader, but are not in the objective style appropriate for a balanced argument, for example, ...He has his home! Yep you heard me.
- the use of the first person does not clearly support the purpose; if the pupil had been clear from the outset that the piece is a news report, the first person would support the purpose more appropriately.
- the pupil selects informal spoken language at the end of the piece, with... Next on news round is Ricky with climate change! See you then!
- the reason for these choices only becomes clear in the last three sentences of the piece, when the reader belatedly learns that it is a televised news report. This evidence indicates that the writer is not yet able to write in a way that consistently supports the reader's understanding, despite demonstrating some awareness of a reader.

use a range of devices to build cohesion (for example. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs (EXS):

- the pupil can use paragraphs to organise ideas (WTS).
- the pupil has used devices across paragraphs to guide the reader, for example. beginning a paragraph with an appropriate and clear opening statement, There are many positives....
- in the second paragraph points are linked using adverbs to aid cohesion. However, the other paragraphs lack cohesion; for example, in the first paragraph the pupil writes, Stanley's uncle (who's name is Uncle Earney) is running a company that cans fish. Oh no. He does not have a warehouse... The reader needs to know the story to make a clear connection between these three sentences; an adverb such as 'unfortunately' or a conjunction such as 'however' would aid cohesion, and help the pupil make links and develop a clearer explanation.
- cohesion is also lost at times through omissions; for example, in the second paragraph the pupil writes, Secondly, he can wake up peacefully to the fresh air

unlike at home he has to wake up at 6am, always smelling fish every second of his life, and no loud machine noises! The missing adverb 'where' after 'home' and the lack of a verb before the noun phrase 'loud machine noises' interrupts cohesion.

- a further example, particularly in the first paragraph, is the pupil's tendency to overuse the name Stanley, rather than use pronouns or synonyms to link sentences.

Summary: Pupil A

- in this piece Pupil A has successfully demonstrated that they can write for this purpose (WTS). The piece does not, however, evidence that they are secure in selecting language that shows good awareness of the reader of a balanced argument (EXS). More consistent evidence is therefore required to demonstrate the framework statement 'write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader'.
- pupil A has demonstrated that they can use paragraphs to organise ideas (WTS). The pupil uses some devices to build cohesion within and across paragraphs (EXS), but this is not secure. Cohesion within the first paragraph breaks down and the writing lacks effective and consistent use of conjunctions, adverbials and pronouns to aid clarity.

Activity 2: Look at writing to confirm that the pupil can: write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (EXS) and use a range of devices to build cohesion within and across paragraphs (EXS)

Activity 2a: Pupil B – writing for purpose at the EXS

The next piece of writing you are going to assess is also a 'balanced argument' piece, written by a different pupil. We are reviewing two writers in this training exercise to notice the distinctions between WTS (Pupil A) and EXS (Pupil B) to explore what aspects of writing at EXS might look like and how they might differ from WTS. The teacher presented Pupil B's writing collection as meeting EXS and the moderator confirmed the judgement.

Now read Pupil B's 'balanced argument' piece.

Then read the piece again focusing on the following expected statement.

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- consider how Pupil B has shown a clear awareness of the purpose and audience of a balanced argument, and good awareness of the reader.
- think about how Pupil B meets EXS in ways that Pupil A is still working towards.



Record your initial thoughts by annotating the text or using the notepad.

Pupil B – balanced argument

Context: the class studied the novel 'Kensuke's Kingdom' by Michael Morpurgo and wrote a balanced argument about whether it is a good idea to sail around the world with your family.

Do you think that sailing around the world is a good idea? There are many arguments against and for. Some believe that it is a good idea, whereas others suggest that it could be too dangerous. Are you ready for a once in a lifetime experience

It could be argued that travelling around the world is a high-quality idea. Before going out to sea, you would have to do six months training. Although it is very difficult to master it will help you know what to do when you're in danger. Since you would be out at sea you could discover new language and cultures. You could get jobs easier if you learn more languages.

In addition it wouldn't cost that much and it would cost much more for a plane. If you stay at home you might be sitting down staring at a screen all day. It has been proven that it can be bad for your health whereas if you go on a boat you can admire new animals and look at beautiful nature.

On the contrary, people may believe that it is a dangerous idea to travel around the world. There are many risks and dangers about sailing around the world: falling overboard, aggressive rocking and not knowing laws. Due to windy rains, it can cause hyperthermia. Whilst docking your boat it can, however, cost quite a bit of money. Even if you have completed your training, it will be hard to be an expert at sailing a boat.

Even though you can see the stunning scenery and discover new sea creatures, many people fear the animals that are in the ocean. Some people haven't had the opportunity to swim so they may not know how to protect themselves. Some things can cost quite a bit of money such as renting a hotel, data a caravan and your boat.

In conclusion, there are many strong arguments for sailing around the world. It does help for people to learn new languages and discover new cultures. Then again, there are many dangers in the ocean. On balance, I personally think sailing around the world is a harmful idea because there are many consequences and risks. I also suggest that it is important to master new sea creatures and try to acquire the knowledge of sailing a boat. Overall I think it is a detrimental idea.



Notepad

What evidence does this piece give you towards confirming that the pupil is working at EXS?

Can the pupil:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader?

Key points

Here are some points to note about Piece B in relation to the following 'pupil can' statement:

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.

- the pupil can sustain a balanced argument, showing awareness of purpose and audience throughout the piece.
- the piece begins by addressing the reader directly, Do you think... and clearly presents both sides of the argument for consideration
- direct address to the reader through the use of the second person 'you' is maintained throughout.
- the pupil uses modal verb forms consistently to suggest possibility, ...it could be too dangerous... it would cost much more for a plane.
- variation in pronouns and verb choices supports the purpose, Some believe... others suggest... It has been proven... you can admire...
- expanded noun phrases support the purpose ...once in a lifetime experience... ...new languages and cultures... stunning scenery... new sea creatures...aggressive rocking.
- specific evidence is used to support the argument and counter argument such as... falling overboard...hyperthermia... docking your boat [] can, however, cost quite a bit of money.
- a few more ambitious vocabulary choices are selected for formality; aquire the knowledge... detrimental idea.
- standard English is appropriately selected and maintained, with minor lapses, you could get jobs easier.

Activity 2b: Pupil B – building cohesion at EXS

Now read Pupil B's 'balanced argument' piece again, this time focusing on EXS framework statement, the pupil can:

- use a range of devices to build cohesion within and across paragraphs

Look closely at the pupil's use of language and consider in what ways the language choices support cohesion.

Think about how Pupil B meets EXS in ways that Pupil A is still working towards.



Record your initial thoughts by annotating the text or using the notepad.



Notepad

What evidence does this piece give you towards confirming that the pupil is EXS?

Can the pupil:

- use a range of devices to build cohesion within and across paragraphs?

Key points

Here are some further points to note about Piece B. Read these and also bear in mind your own notes.

The pupil can:

use a range of devices to build cohesion within and across paragraphs

- the pupil uses conjunctions to open paragraphs across the piece and develop the balanced argument... In addition, On the contrary... Even though... In conclusion.
- subordinating conjunctions are sometimes used successfully within paragraphs to balance opposing views... Although it is very difficult to master... whereas if you go on a boat... Since you would be out at sea... whilst docking your boat... Even if you have completed your training... If you stay at home.
- tense is controlled throughout the piece, including tense changes where required.
- expression is clear and cohesive, with minor lapses, Due to windy rains, it can cause hyperthermia.

Summary: Pupil B

- in this piece, Pupil B has successfully demonstrated that they can write effectively for this purposes and audience, selecting language that shows good awareness of the reader (EXS). At moderation, evidence of their ability to write for other purposes and audiences would also be required.
- pupil B can also use a range of devices to build cohesion within and across paragraphs (EXS). However, as cohesion is not consistently sustained throughout the piece, further evidence of this statement would be required from other pieces of writing.

Activity 3: Summarising the distinction between evidence for WTS and EXS in balanced argument writing

This training has focused on two pieces of writing by two pupils and two 'pupil can' statements for each of the two standards: WTS and EXS. A moderator and teacher working together in school would look at a much wider range of evidence before validating a teacher assessed standard. However, it is possible to begin to develop a distinction between pupils' abilities to write effectively for purpose and audience, and organise ideas effectively, based on initial evidence of the kind presented here.

This final activity asks you to reflect on the pupil work in this exercise and to summarise how evidence of the 'pupil can' statements around purpose and organisation might be differently evidenced in balanced argument writing at the two levels.

Activity 3: Summarising the distinction between evidence for WTS and EXS in balanced argument writing

Reflecting on the balanced arguments by Pupils A and B, summarise the types of evidence that might be more typical of a pupil WTS in relation to writing for purpose and organising writing, and the evidence that might be more often seen in work by pupils working at EXS.



Record your thoughts in the speech bubbles below.

What might balanced argument writing look like at WTS?

What might balanced argument writing look like at EXS?

Key points

Here are some summary points to note about making distinctions between Pupil A (WTS) and Pupil B (EXS). Read these and also consider your own notes.

Pupil A begins with a recount and then introduces the language of a news report at the end of their piece, demonstrating an unclear sense of purpose and audience for the piece as a whole. In contrast, Pupil B presents a secure awareness of the purpose of a balanced argument throughout the piece.

Pupil A demonstrates some awareness of the reader in their balanced argument, but this is not secure. Pupil B's writing, on the other hand, shows good awareness of the reader throughout the piece, by making consistently appropriate language choices to support the reader's understanding and guide them through both sides of the argument.

Pupil A uses paragraphs to organise ideas and uses some devices to link the paragraphs across the text. Cohesion within paragraphs is less secure, with a limited range of cohesive devices used and grammatical errors that result in a loss of cohesion. In some places cohesion breaks down within paragraphs. Pupil B, on the other hand, uses a range of devices within and across paragraphs, aiding cohesion throughout the piece, with some lapses. Further evidence of Pupil B's ability to build – and sustain – cohesion would be needed from other pieces of work.

Next steps – exemplification materials

For further examples of how balanced argument writing might differ across the two levels, you may want to read and compare the pieces by [Dani](#) (WTS), Piece E, and [Morgan](#) (EXS), Piece E, and read the commentaries which accompany them.

Summary

In this training exercise you have:

- explored the distinction between WTS and EXS, focusing on two related statements in balanced argument writing:
 - 'write for a range of purposes' and 'use paragraphs to organise ideas' (WTS) as distinct from:
 - 'write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader' and 'use a range of devices to build cohesion within and across paragraphs' (EXS)
- analysed these 'pupil can' statements to support assessment
- considered the progression from WTS and EXS in balanced argument writing with reference to these 'pupil can' statements

