



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

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

### Response document

This document accompanies KS2 Training Exercise 6. You can use it on screen to type and save your responses to particular activities in that exercise.

#### 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.



## 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.



## Activity 2a: Pupil B – writing for purpose at the expected standard

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.



## 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?

## Activity 2b: Pupil B – building cohesion at the expected standard

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 working at EXS?

Can the pupil:

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



### 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?