

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

Training Exercise 9: Identifying and assessing work within and work below the standards of national curriculum assessment

Response document

This document accompanies KS2 Training Exercise 9. You can use it on screen to type and save your responses to particular activities in that exercise.

Activity 1a: Examining pupil work against working towards the expected standard (WTS) and pre key stage frameworks

Read Piece A by Pupil A against the framework statements for WTS.

- which WTS 'pupil can' statements are evidenced in this piece?
- are there any statements or parts of statements for which there is insufficient evidence, or are there gaps in the evidence?
- does any evidence suggest that you might need to check the PKS framework to confirm that the PK6 statements have been met by this pupil in Piece A?



You may like to record what you notice by annotating the text or making notes on the notepad.



Notepad

- which statements at WTS are evidenced in this piece?
- are there any statements or parts of statements for which there is insufficient or no evidence?
- does any evidence suggest teacher and moderator might need to check the PKS framework to confirm that the PK6 statements have been met by this pupil?

Activity 1b: Accumulating new and further evidence


Now read Piece B by Pupil A.

- is there now enough evidence to confirm the pupil has attained PK6?
- does the piece also present any of the required further evidence for WTS?
- does Piece B provide any evidence to support the WTS 'pupil can' statements not yet evidenced in Piece A?



You may like to record what you notice by annotating the text or making notes on the table below.

Is there now enough evidence to confirm the pupil has attained PK6?

subordination	
question marks	
correct spelling of many common exception words	

What further evidence is there of the following WTS statements?

writing for purpose	
using paragraphs (without subheadings)	
consistent use of capital letters and full stops	
spelling year 3/year 4 words	
legible handwriting	

Is there evidence in Piece B for those WTS statements not demonstrated at all in Piece A?

question marks, commas for lists and apostrophes for contraction	
spelling of some year 5/year 6 words	

descriptions of settings and characters in narrative writing	
--	--

Activity 1c: Identifying outstanding gaps in evidence

Read Piece C by Pupil A.

- what further evidence does this piece provide to validate the teacher's judgement of WTS?
- are the gaps in the evidence for spelling and punctuation filled?



You may like to record what you notice by annotating the text or making notes on the notepad below.



Notepad

- what evidence does this piece provide to validate the teacher's judgement of WTS?

- is the evidence for punctuation and spelling sufficient to meet the 'pupil can' statements for WTS?

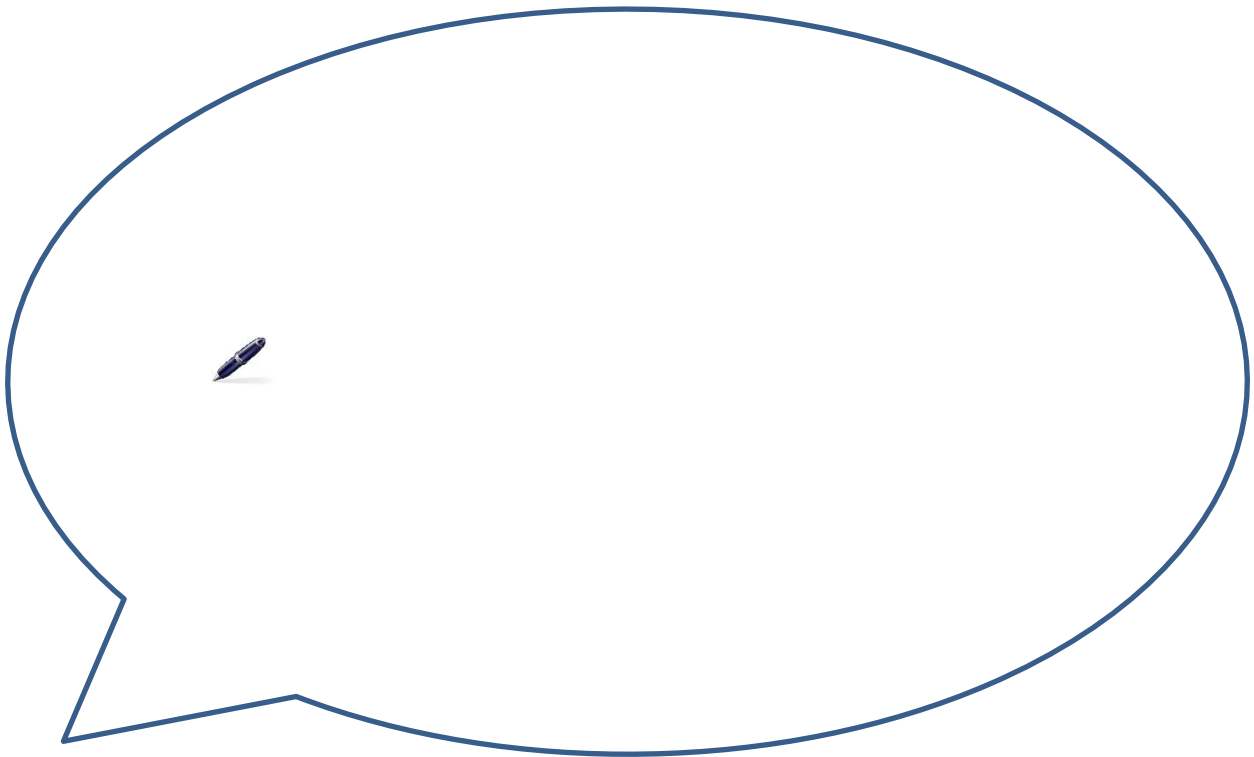
Activity 2a: Selecting a starting point

Read Piece A by Pupil B against the statements for PK5 and PK6 presented in the table below.

- which of the standards better describes this piece?



Summarise your reasoning in the speech bubble.



Activity 2b: Accumulating evidence to build a picture

Now read the other pieces in Pupil B's work set – Pieces B-E.

Is there any evidence to support the following punctuation and handwriting statements for PK6?

- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Is there any evidence of the pupil working above the PKS standards in:

- writing for a range of purposes (WTS)
- describing settings and characters in narratives (WTS)?



You may like to summarise your thoughts in the table below.

Is there any further evidence in Pupil B's collection to support these statements?

PK6 (EXS)	Piece B Diary	Piece C Setting	Piece D Poem	Piece E Legend
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.				
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.				
WTS at KS2	Piece B Diary	Piece C Setting	Piece D Poem	Piece E Legend
Write for a range of purposes.				
In narratives, describe settings and characters.				
Other observations.				

