Key Stage 1 and 2

Southampton and Portsmouth

LA Moderation Arrangements

2017

Guidance for Southampton schools

This booklet contains information and guidance on assessment for the end of Key Stage 1 and Key Stage 2 in 2017. It does not replace the Standards and Testing Agency’s (STA’s) Key Stage 1 or Key Stage 2 Assessment and Reporting Arrangements for the 2015/16 (ARA), but concentrates on issues specific to the moderation process in Southampton and Portsmouth schools.

Readers of this document should be familiar with, and have access to the Key Stage 1 and Key Stage 2 ARA 2017 and the Key Stage 1 and 2 Moderation Requirements . These can only be accessed online at:

<https://www.gov.uk/government/publications/2017-key-stage-1-assessment-and-reporting-arrangements-ara>

<https://www.gov.uk/government/publications/2017-key-stage-2-assessment-and-reporting-arrangements-ara>

<https://www.gov.uk/government/publications/teacher-assessment-moderation-requirements-for-key-stage-1>

<https://www.gov.uk/government/publications/teacher-assessment-moderation-requirements-for-key-stage-2>

Target Audience

The booklet is relevant to all involved in the end of Key Stage 1 and 2 assessments:

* Headteachers
* Key Stage 1 and 2 Leaders
* Assessment Co-ordinators
* KS1 and 2 subject leaders
* Year 5 teachers
* Years 1 and Year 3 teachers
* Year 6 teachers
* LA moderators
* KS3 leaders
* Year 7 teachers
* Administrative staff involved with inputting and submitting data

The booklet or relevant sections from it may be photocopied for distribution as required within schools.

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Southampton and Portsmouth Moderation Handbook 2016-17

Within the context of STA statutory requirements and associated guidance, the Southampton and Portsmouth Moderation Handbook 2016-17 provides specific information for local authority (LA) external moderation visits to confirm whether a school’s teacher assessment (TA) is consistent with standards in the interim frameworks and national exemplification. TA must be robust and credible as it forms part of schools’ published accountability data.

Visits will be undertaken to at least 25% of schools for each key stage. In Key Stage 1, the LA is required to moderate the teacher assessments for reading, writing and mathematics and to moderate writing at Key Stage 2. Moderation is a process which includes professional dialogue as central part of the moderation of teacher assessments alongside the evidence from ongoing work across the curriculum.

Moderators may visit a school on their own or in pairs. This will be dependent on the size of the school and the experience of the moderators. All newly recruited moderators will shadow a moderator on at least one school visit. It may also be necessary to increase the number of moderators for schools which are three or more forms of entry. For example the moderation manager might decide to deploy 3 or 4 moderators to a five form entry. The reason for additional moderators will be explained in the letter which informs schools that they are being moderated. Letters will be emailed to schools being moderated on the 19 May 2017.

Moderators will decide on which pupils are being sampled for moderation on the morning of the visit. The LA moderators will then work with teachers; this is an opportunity for teachers to share their understanding of the national standards as well as communicate how these have been applied consistently across the sample. Moderators will work with the school to manage the process in line with Year 2 and Year 6 teachers’ availability. Teachers often find being released for the duration of the visit a strong professional development opportunity. However, this is not statutory.

At the end of Key Stage 2, at least 15% of the cohort or a minimum of 5 pupils where there is a single class will be selected for moderation. At the end of Key Stage 1, at least 10% of pupils for each subject will be chosen. The pupils chosen will be different for each subject. For one form entry schools, the minimum sample size is 3 for reading, writing and mathematics. Moderators *may* also wish to observe the teacher hearing a child read in Key Stage 1 (ipad). However, this is only for individual pupils.which require further exploration. Schools should not create portfolios of work or prepare ‘showpiece’ examples for a moderation visit. The LA external moderator must review evidence produced during day-to-day teaching in Year 2 and Year 6 to obtain a strong sense of pupils’ attainment and to validate the accuracy of teacher assessment judgements.

Moderators must also be satisfied as to the independent status of the evidence in reading (KS1), writing (KS1 and 2) and mathematics (KS1). The school must ensure that the evidence clearly identifies the amount of support a pupil has received. STA have produced further guidance on ‘independence’ in writing. This is in line with LA guidance historically.

In summary, reading, writing and mathematics would not be independent if the work was modelled or heavily scaffolded, copied or paraphrased or where the teacher has directed the pupil to change specific words or punctuation. The general principle is if the child has the opportunity to make choices then the learning is likely to be independent. For example asking a pupil to make correct 0.4 = 25%, this would not be deemed independent as the pupil is being directed to this error.

LA External Moderators Recruitment

All LA moderators have been through a recruitment process; the process is supported by headteachers. In 2016-17, moderators are to be recruited for both key stages. As in previous years, our recruitment process includes:

* Headteacher statement of support with reference to the person specification;
* Completion of a standardisation task;
* Presentation of evidence for pupils across attainment bands/subjects;
* A formal interview with a panel which includes the Moderation Manager.

As part of the recruitment and training process, all new Key Stage 1 and Key Stage 2 LA moderators must attend an induction twilight. The LA moderator professional development days which takes place annually is mandatory for all new and current moderators.

Role

Moderators provide external, independent, objective scrutiny of teacher assessment.

Moderators are not asked to visit schools with which they have a potential or perceived conflict of interest. In Southampton and Portsmouth, all moderators will be mentored and will be quality assured to ensure consistency in judgements.

To minimise bias, moderators will support or challenge teachers’ judgements based upon the evidence presented for each pupil, to ensure they are based on sound evidence, i.e. not influenced by external factors such as behaviour, gender, ethnicity and special educational needs

Quality Assurance of Moderation visits

Both Southampton and Portsmouth local authorities will routinely quality assure a number of moderation visits each year to ensure consistency and standards of moderation across the authorities. Schools will be notified in advance if their school has been selected for a quality assurance visit. The Moderation Manager will deploy either Alison Philpott or Sarah Hilditch to quality assure the process. The Moderation Manager will also undertake quality assurance of moderators. The visit will be conducted as normal. The focus will be on the effectiveness of the process i.e. ensuring the LA statutory duties are fully met. The quality assurance will also support the professional development of moderator’s practise by offering oral and written feedback on strengths and aspects for development.

Training for Moderators

Training for KS1 and KS2 moderators is led by the Strategic Lead for Assessment. It includes:

* a thorough briefing on national and local systems for moderation;
* dissemination of key messages from Standards and Testing Agency (STA) briefings;
* dissemination of key messages from inter LA meetings;
* agreement trialling sessions;
* familiarisation with materials;
* code of practice/role of the moderator discussion;
* role modelling of moderation meetings;
* shadow sessions;
* quality assurance of moderation;
* debriefing for new moderators throughout their first year of moderation;
* participation in training for KS1 and KS2 practitioners.

Code of Practice for Moderators

The process of moderation should:

* provide teachers and head teachers with clear feedback about the accuracy of judgements
* be non-threatening, supportive and professional
* build trust and mutual professional respect
* be rigorous
* build teachers’ confidence in their role as assessors and their knowledge of the national curriculum
* request additional evidence during moderation where appropriate – for example where there is disagreement about a particular judgement
* Identify where further support and/or continuing professional development is needed.
* identify and promote good practice

The moderator will be:

• Polite

• Sensitive and reassuring

• Clear when communicating outcomes

• Professional at all times

An effective moderator:

* Ensures the school is clear with regards the process;
* Sign in at the school and reports to the head teacher on arrival;
* Ensures a professional manner at all stages;
* Is well prepared and has a systematic approach to the process;
* Provides clear succinct information and instructions;
* Draws all adults into the initial discussion;
* Actively listens to all involved in initial discussion;
* Conduct the visit in a timely manner;
* Makes explicit reference to national exemplification materials;
* Makes explicit reference to Interim Teacher Assessment Frameworks;
* Addresses any judgements not evidenced during the visit;
* Provides supportive/relevant guidance when required;
* Records observations/outcomes/feedback to schools with clear wording
* Ensuring that the report is agreed and understood by all involved;
* Written reports are completed to a high standard and signed by the headteacher before concluding the visit.

Feedback is given to headteacher and all teachers. This will include:

* Validation of judgements;
* Nature and range of evidence;
* Reasons for any differences in moderated judgements;
* Identify which pupils the LA will accept additional evidence for, where appropriate.

If there are judgements that are not validated at the completion of the moderation visit the following may be applied:

1. The school could decide not to appeal and accept the difference in judgement;
2. The school could appeal the judgement following the appeals process outlined below. Only the evidence presented at the time of moderation may be put forward for appeal;
3. The school may wish to provide additional evidence if the LA has identified this as appropriate;
4. The school may be referred to the STA maladministration team by the moderation manager if judgements were not agreed due to a systematic lack of evidence.

The moderator(s) will share the appeals process with the school at the end of each visit.

Southampton and Portsmouth Appeals Process

In instances when the LA external moderator's judgement of an overall teacher assessment differs from that of the school, the Southampton and Portsmouth appeals process will apply:

KS1 and KS2 Appeals Process

Appeals:

Schools wishing to appeal against any judgements will be visited by Moderation Manager or her representative. Schools must inform the Moderation Manager within 3 working days of their moderation visit if they intend to appeal. Schools must only submit the evidence presented at moderation.

Appeals protocol:

The following conditions will be met as part of the appeals process:

*Where schools have presented samples for reconsideration:*

Any member of the Moderation Team present at the original moderation meeting will not moderate any work for that school. When a school wishes to appeal a judgement, there will be a second visit. This visit will be led by the Moderation Manager or her representative. The level agreed during the second visit will be the final judgement for that pupil by the LA. Each school will receive relevant written feedback where there is a difference between the school assessed level and the level decided during the appeals visit.

*When a number of changes are made to the TA by the moderators:*

Moderators will contact the Moderation Manager on the day of the moderation visit where there are a number of judgments not validated. The Moderation Manager (or her representative) will undertake a second moderation visit. At the second visit, evidence for pupils moderated will be reviewed. The Moderation Manager may request to moderate teacher assessments not previously included in the sample. If there continues to be concern with regards to the validity of the school’s evidence or judgements, the school may be required to take additional actions to ensure judgements are accurate and robust. This could include expanding the sample to the whole cohort. If the Moderation Manager has continuing concern over the systematic lack of evidence, the school will be referred to STA’s maladministration team.

*Where a school continues to be dissatisfied with the outcome:*

Local Authority colleagues leading Key Stage 1 and Key Stage 2 assessment in Hampshire, Isle of Wight, West Sussex, East Sussex, Brighton and Hove and Portsmouth will be requested to externally validate the teacher assessment. This will take place in June 2017 (date to be confirmed). This judgement is final.

Quality Assurance

The Moderation Manager may decide to take the supporting evidence for a child to the Inter LA Meeting. This is a standardisation meeting which includes representatives from the LAs listed above. The purpose of the meeting is to moderate each LA’s decisions and to ensure consistent standards.

Where judgements submitted to CDT differ from those agreed during moderation:

Post moderation checks are carried out within the LA to ensure the attainment agreed are those submitted. If any discrepancies are highlighted, the school will be contacted to discuss the changes. The LA is required to investigate any concerns that arise and refer to STA, if appropriate.

Data submission

Data submission dates for 2016 are:

* Key Stage 1 and Key Stage 2 – 29 June 2017

These dates are for the submission of TA data nationally. Schools must follow the arrangements set out in the 2017 ARA and schools’ moderation essential requirements for statutory moderation.

It is essential that there is an understanding of the nature of Key Stage 1 and 2 data by all those responsible for data collection and submission. There must be:

* Clear recording by the class teacher;
* Accurate transcription of data from class records to electronic record;
* Checking of entered data against that originally provided by the class teacher;
* Accurate and updated recording of children’s information which accompanies data, for example postcode and unique pupil number (UPN);
* Final checking and sign-off by the head teacher prior to final submission;

No changes can be made to TA data after the national submission dates without authorisation from STA or the LA. Headteachers and managers have responsibility within their school for the accuracy of their Key Stage 1 and 2 outcomes. They should be actively involved in the ensuring robust, quality assurance processes are applied within the school prior to submission.

Where judgements are amended after the dates outlined above, the school will be contacted to discuss the reason for the changes and be may referred directly to the STA maladministration team. The headteacher and the Chair of Governors will be informed by letter if this occurs.

Additional Evidence

If the school TA judgements were accepted in full by the LA external moderators, any pupils that the school and the LA external moderators agree demonstrate the potential to meet the next standard (before the data submission deadline) can have evidence internally moderated by the school without the need for a LA review.

However, if the school TA judgements were not fully accepted by the LA external moderators, any pupils that the school and the LA external moderators agree demonstrate the potential to meet the next standard (before the data submission deadline) must have evidence reviewed by the LA before final submission of the TA data. Schools will be required to present this evidence on the Additional Evidence days (27 or 28 June 2017)

Preparing for moderation

The best way for schools to prepare for a moderation visit is to have robust assessment processes, based on teachers’ strong understanding of national standards. The moderation visit should not require any addition to a teacher’s workload.

Selecting schools for a moderation visit

The LA must ensure that it moderates at least 25% of its schools reporting end of Key Stage 1 and Key Stage 2 outcomes. Schools may receive more than one visit in every four years due to the following considerations:

* New teaching staff;
* New senior leadership team, including new headteacher;
* Ofsted concern;
* Unusual patterns of attainment;
* Date and / or outcome of last external moderation visit;
* Concern relating to the 2015 to 2016 assessment cycle, including maladministration.

Schools can only be notified of selection for moderation on Friday, 19 May, 2017.

Schools are strongly encouraged to attend the ‘Year 2 and Year 6 standardisation and moderation’ sessions planned for March and May 2017 (Portsmouth moderation dates to be announced shortly). The sessions will give Year 2 and Year 6 teachers the opportunity to standardise and moderate TA judgements with colleagues from other schools. This may be supported by LA moderators. This session will be particularly helpful to secure ‘borderline’ judgements especially where the qualifiers apply e.g. most or some.

The Moderation Visit (Key Stage 1)

It is anticipated that visits may extend to the full day, particularly for two or more forms of entry.

* From the year group pupil list provided by the school (in classes), moderators will select a minimum sample of 10 per cent across the cohort or in the case of a single class, a minimum of three children for reading, writing and mathematics. The sample will cover the full range of attainment in all classes
* Moderators will select different children for reading, writing and mathematics to maximise the number of different children’s work within the sample.
* Moderators will use the sample to in conjunction with the professional dialogue of the teacher to validate the teacher judgements.

Moderators will inform the school of sample children on the day of the visit

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Size  Sample | Reading | Writing | Mathematics | Total |
| 1 form entry | 3 pupils | 3 pupils | 3 pupils | 9 pupils |
| 2 form entry | 6 pupils | 6 pupils | 6 pupils | 18 pupils |
| 3 form entry | 9 pupils | 9 pupils | 9 pupils | 27 pupils |
| 4 form entry | 12 pupils | 12 pupils | 12 pupils | 36 pupils |

Moderators may deem it necessary to widen the sample. In exceptional circumstances the Moderation Manager may widen the sample to the whole cohort.

Moderators, alongside the Year 2 teachers, will review the evidence supported by professional dialogue with regards the selected pupils. It is expected that the discussion with teachers will be for the majority of the visit. However, moderators will require time to read the work in books for borderline pupils and to prepare feedback.

Suitable evidence for moderation

Moderators will expect to see examples of children’s day to day work. Independent work (which provides the clearest evidence of embedded learning) must be identified, as well as work supported through direct modelling, use of prompts or guided group work. The level and type of support given must be clearly identified in the work presented.

The clearest evidence for independence is likely to come from the application of skills across the curriculum.

Where the moderator finds there is insufficient evidence for meeting a judgement or concerns about the accuracy of the teachers’ judgements, moderators may request additional evidence.

At Key Stage 1, moderators must request to see the pupils’ scripts and results from the statutory tests to identify how they have been used to inform the schools TA judgements. Any incorrect application of the mark scheme will be reported the Moderation Manager. STA may be informed of potential maladministration.

In validating teacher assessment, LA external moderators will refer to the national standards and interim assessment framework, as required.

Evidence that is not helpful:

* Homework tasks
* Closed tasks / photocopied worksheets (unless annotated)
* Group or paired work
* Work that has not been appropriately pitched so that it is too easy / difficult

and does not indicate the pupil’s true ability

* Work that does not clearly indicate the level of support a child has been given (this would deemed to be not meeting statutory requirements)

Completion of moderation visit

* At the end of the visit, the moderators will inform the head teacher of the outcome of the external moderation visit, both verbally and in writing (visit record form). The report will include:
  + the pre-validated judgement
  + the agreed judgements
  + any pupils whom the LA agrees to consider further evidence and re-moderate
  + any decisions that the school intends to appeal
  + strengths
  + any concerns that require further action by the school or LA
* Where the assessment is not in line with national standards, the moderators will inform the school of the action to be taken. They will also contact the Moderation Manager on the day of the visit.
* The LA record of visit will detail the number of children in the cohort at each outcome and include additional information provided by the school.
* The completed LA visit record, detailing the teacher and moderator judgements, will signed by the head teacher and moderator. This will then be sent to the Moderation Manager via anycomms.

The Moderation Visit (Key Stage 2)

It is anticipated that visits may extend to the full day depending on the size of the cohort.

* From the year group pupil list provided by the school (in classes), moderators will select a minimum sample of 15 per cent across the cohort or in the case of a single class, a minimum of five pupils The sample will cover the full range of attainment in all classes
* Moderators will inform the school of sample children on the day of the visit
* Moderators, alongside the Year 6 teachers, will review the evidence supported by professional dialogue with regards the selected pupils. It is expected that the discussion with teachers will be for the majority of the visit. However, moderators will require time to review judgements and/or prepare feedback
* Moderators will use the sample to in conjunction with the professional dialogue of the teacher to validate the teacher judgements.

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| --- | --- | --- | --- | --- |
| Cohort Size | Up to 30 pupils | 30 to 60 pupils | 60 to 90 pupils | 90 to 120 pupils |
| Working toward the expected standard | One pupil | Two pupils | Three pupils | Four pupils |
| Working at the expected standard | Three pupils | Five pupils | Eight pupils | Ten pupils |
| Working beyond the expected standard | One pupil | Two pupils | Three pupil | Four pupils |

This is a guide and moderators will ensure that the sample is reflective of the range of judgements submitted covering the whole ability range of the cohort.

Moderators may deem it necessary to widen the sample. In exceptional circumstances the Moderation Manager may widen the sample to the whole cohort. Moderators will require some time to read the work in books particularly for borderline pupils and to prepare feedback.

Suitable evidence for moderation

Moderators will expect to see examples of children’s day to day work. Independent work (which provides the clearest evidence of embedded learning) must be identified, as well as work supported through direct modelling, use of prompts or guided group work. The level and type of support given must be clearly identified in the work presented.

The clearest evidence for independence is likely to come from the application of skills across the curriculum.

Where the moderator finds there is insufficient evidence for meeting a judgement or concerns about the accuracy of the teachers’ judgements, moderators may request additional evidence or widen the sample.

In validating teacher assessment, LA external moderators will refer to the national standards and interim assessment framework, where appropriate

Evidence that is not helpful:

* Homework tasks
* Closed tasks / photocopied worksheets
* Group or paired work
* Work that does not show a spread of study across all subjects
* Work that has not been appropriately pitched so that it is too easy / difficult

and does not indicate the child’s true ability

* Work that does not clearly indicate the level of support a child has been given (this would deemed to be not meeting statutory requirements)

If the evidence for children’s sustained writing is limited in variety, it is likely that the school’s teacher assessment in writing will not meet national standards.

Completion of moderation visit

* At the end of the visit, the moderators will inform the headteacher of the outcome of the external moderation visit, both verbally and in writing (visit record form). The report will include:
  + the pre-validated judgement
  + the agreed judgements
  + any pupils whom the LA agrees to consider further evidence and re-moderate
  + any decisions that the school intends to appeal
  + strengths
  + sny concerns that require further action by the school or LA
* Where the assessment is not in line with national standards, the moderators will inform the school of the action to be taken. They will also contact the Moderation Manager on the day of the visit
* The LA record of visit will detail the number of children in the cohort at each outcome and include additional information provided by the school.
* The completed LA visit record, detailing the teacher and moderator judgements, will be written and signed by the head teacher and moderators.
* The completed LA visit record, detailing the teacher and moderator judgements, will signed by the head teacher and moderator. This will then be sent to the Moderation Manager via anycomms.

National standards materials

These are available on the gov.uk website for Key Stage 1 and 2 and should be used alongside the Interim Teacher Assessment frameworks for 2017.

These will both be used by Moderators to ensure that the school judgements are in line with national standards throughout the moderation process.

The moderation visit timeline:

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| Action prior to the visit: | Timing: |
| Moderation Manager to email schools who are to be moderated | 19 May 2017 |
| Lead moderator will contact school to arrange the visit (dates available will be included within the letter) | 22 May 2017 – depending on the size of the cohort the moderation is likely to take at least a 0.5 day and may last a full day |
| Moderators to meet the headteacher and Year 2/6 staff. School to provide moderator(s) with a list of the interim data per class to the moderators on the morning of visit (by class indicating boy/girl if possible)  Moderators will inform the Year 2/6 teachers of the pupils being moderated. If there is a reason why any pupils should not be moderated, the school to indicate this to moderators e.g. long periods of absence, newly arrived. Moderator(s) will make the final selection.  Teachers will collect all relevant learning for selected pupils which has been used to support key stage assessment judgements i.e. day to day workbooks etc.  N.B There is no requirement for schools to photocopy work or prepare a portfolio | Morning of the agreed moderation date |
| Year 2/6 teachers to share their professional knowledge of the pupils and to evidence their understanding of the Year 2/ 6 expectations  Moderators may require additional evidence. This will be signposted to the teacher(s). If there is any concern emerging, this will be shared with the headteacher as soon as possible | This will be the main activity of the 0.5 day or full day. |
| Moderators to prepare the report – if a number of changes are made to judgements, Moderation Manager to be contacted on the day of the visit  Moderation Manager may re-arrange a second visit after discussion with the headteacher and moderators |  |
| Final meeting with headteacher, Year 2/6 teacher/s and any other relevant staff to:   * share moderation judgements; * highlight strengths; * agree any further action points re statutory moderation.   Moderators to share the Southampton/Portsmouth Appeals Process  Moderator to confirm the details of the additional evidence days (27 and/or 28 June 2016) |  |
| Report printed and the headteacher and moderators to sign |  |
| Report sent via anycomms (secure transfer) to the Moderation Manager within 1 day of the visit |  |

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| --- | --- |
| Inter LA Appeals |  |
| Moderation Manager to take any appeals not agreed during visit 2 to inter LA Appeals | June 2017 (date to be agreed) |

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| --- | --- |
| ASSESSMENT PANEL (additional evidence dates) |  |
| If the school TA judgements were accepted in full by the LA external moderators, any pupils that the school and the LA external moderators agree demonstrate the potential to meet the next standard (before the data submission deadline) can have evidence internally moderated by the school without the need for a LA review.  If the school TA judgements were not fully accepted by the LA external moderators, any pupils that the school and the LA external moderators agree demonstrate the potential to meet the next standard (before the data submission  deadline) must have evidence reviewed by the LA before final submission of the TA data | Tuesday, 27 June, 2017 and/or Wednesday, 28 June, 2017  Schools to arrange timing with Moderation Manager by email. |

Below is the guidance that was produced in 2016 to support schools with the moderation process. The information shared in 2016 remains relevant in 2017.

Guidance notes for headteachers and School Leaders to assist with end of Key Stage 1 and Key Stage 2 Teaching Assessment 2017

EVIDENCE

*Is there a change in the definition of independent work from previous years?*

Experienced Y2 and Y6 teachers have a good understanding of the level of support that is appropriate if work is to be considered as evidence of a child demonstrating their understanding. This understanding should be applied this year in the same way that it has in previous years. This should be the work that children produce as part of their normal classroom practice. Discussion of ideas in no way disqualifies the writing from the evidence base, in fact at Key Stage 1 the ‘can do’ statements for the expected standard state ‘after discussion with the teacher’. The exemplification materials also demonstrate this aspect through the context boxes. The use of success criteria with children does not exclude the work from the evidence base. The key point about independence is *that children are making their own choices about how to apply the things they have been taught, the ideas* discussed etc.

*Is there the expectation that moderators will want to see six pieces of writing for each child?*

In the writing exemplification the STA have provided a sample of six pieces for each child but there is no defined range (beyond narrative and short story) or number of pieces expected from schools. The expectation of schools is that the evidence is taken from a range of learning opportunities, including cross curricular work, for a pupil not a discrete selection of pieces. One of the can do statements at Key Stage 2 requires pupils to evidence ‘a variety of sentence structures’. To fulfil this requirements, pupils should be asked to write a range of forms for different purposes and audiences.

*How can a school ensure that there is sufficient evidence?*

There is no official definition of ‘sufficient evidence’. Sufficient will mean a teacher/school is confident that the pupil has demonstrated that they have acquired and can use the skill. However, it is essential that Year 2 and Year 6 teachers have a secure understanding of the expectations of the ‘can do’ statement; the use of the national curriculum glossary gives teachers clear guidance on the meta language. Any misinterpretation or incorrect application, could lead to the teacher assessment not being agreed. Furthermore, Year 2 pupils may be evidencing skills beyond the national curriculum content e.g. the use of which, who. However, this will not be taken into account as these are not included within the ‘can do; statements.

*Should the ‘evidence’ to inform teacher assessment be from more recent writing opportunities?*

Evidence is likely to be found in work from the entire year. This is particularly the case in mathematics at KS1 where the evidence of children meeting the statements in the ‘working towards the expected standard’ is likely to come from earlier in the year. Much evidence for the ‘expected standard’ will of course come from later in the year.

Teachers will be best placed to make the decisions with regards which writing opportunities demonstrate the pupils working at the relevant standard. This includes day to day work as well as outcomes from cross curricular opportunities. Please be reassured that what you consider to be appropriate, as an experienced professional, is very likely to be appropriate

*Does the handwriting criteria at ‘working towards’ or ‘at expected’, at either KS1 or KS2, have to be met in order for pupils to meet the expected standard.*

The handwriting statements do apply if a child is to meet the ‘greater depth’ standard unless they have a physical disability that prevents them from being able to write. In that case, handwriting can be excluded from the judgement completely. However, if the handwriting statements are not met at ‘working towards’ and ‘at expected’ the pupil can still be judged as meeting the expected standard.

In the absence of STA guidance, Southampton Inclusion Partnership will be supporting SENCOs with what could be deemed as ‘physical disability’. This guidance is available on the Southampton Inclusion Partnership website. Essentially, the pupil is likely to have outside agency involvement and, therefore, the needs will be identified through a specific learning plan.

The working at the expected standard for handwriting states:

‘maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters’

It would not be appropriate for a pupil to maintain a fluent and legible handwriting in all day to day work. There are times when handwriting style will be adapted to suit the purpose. Even when a legible and fluent style is required, the pupil may opt not to join specific letters. The unannotated examples from Morgan and Leigh will help schools make an informed judgement with regards the expected standard.

*Can the use of dictionaries, word-banks, working walls be used during independent writing?*

The use of dictionaries, word-banks, working walls etc. is appropriate as this is part of normal classroom practice and the pupil still has to make the decision to refer to the resource. However, it is difficult with electronic aids that provide correct spellings to say that a child has correctly spelt those words if the electronic aid provided the spelling.

*Will moderators check all the spelling from words from the National Curriculum word lists?*

Word lists from the National Curriculum will not be used to check off which words have been spelt correctly and which words have not been used. The expectation is that where a child has used a particular word from the expected standard this should be spelt correctly. Children should not be assessed on the words they do not use. Occasionally, as in the exemplification for Year 2, these patterns might not be used often. There is of course a spelling test in Key Stage 1 and the results of that will contribute to the teacher assessment judgement.

*Can IT be used in the publication of writing?*

Typed work can be included within the tray of work as is indicated in the exemplification of Frankie in KS2.

*Will moderators expect to see completed tick grids?*

The grids produced by the STA in the writing exemplification are in no way an expectation. The STA have provided them to assist schools in reviewing the individual example pieces that are being signposted as key evidence for the reported standard. Whilst moderators are required to systematically ensure that they have evidence for all the relevant ‘can do’ statements, they are not a requirement for school. Your school will be considering the best approach that suits your needs.

*Does every ‘can do’ statement need to be evidenced in every piece of writing?*

There is no expectation that every ‘can do’ statement needs to be evident in every piece of work. The grids in the exemplification documents indicate that some statements are ‘not applicable’ in some pieces of work; that some statements are evident in every piece of work and that some are only evident in a few pieces of work. Whether there is sufficient evidence is a judgment made by the teacher regarding their confidence in the pupil’s ability to demonstrate that they have acquired that skill. For example, the application of the basic punctuation will be applied in all writing but the use of a question mark will be evidenced in a few.

*Some, many, most – is there is numerical value attached to these qualifiers?*

Based on the meeting with the STA and the Interim Teacher Assessment Framework my understanding of these words are that 'some' indicates a child who is beginning to acquire the skill. 'Many' indicates that the skill is mainly acquired but there may be some aspects that are less secure. 'Most' indicates that the skill has been securely acquired but that occasional errors may occur. This leaves room for professional judgement and will be an area of discussion at Y2 and Y6 standardisation sessions and moderator training.

*Will moderators include pupils from the pre key stage interim standards for moderation?*

Pupils who have not completed the relevant key stage programme of study, and are therefore working below the standard of statutory testing arrangements, have the opportunity to demonstrate attainment and progress at primary school based on the pre-key stage standards. These frameworks contain a number of positive ‘pupil can’ statements. These statements reflect the attainment of pupils who have not yet completed the relevant programme of study but have reached the chronological age that requires a statutory assessment outcome to be reported. These pre key stage standards have to be used by teachers to report a statutory assessment outcome for working below standard of tests. LAs are not statutorily required to moderate pupils working within these standards. Exemplification materials for these standards in writing and are available on the Southampton Inclusion Partnership website.

Pupils ‘who have not met all the ‘can do ‘statements for ‘Foundations for the expected standard’ but are not assessed within the ‘P’ scales will be recorded as ‘BLW’- working below the standard of the pre key stage.

MODERATION

*Will moderation include a professional dialogue with teachers?*

Moderators will continue to engage with teachers in a positive and helpful way. However, there may also be a need for moderators to take time to consider borderline pupils which they will build into the moderation process. They will also support the school in identifying additional evidence during the visit, if it is required.

*Can additional evidence be considered during and after moderation?*

Some pupils may be on the borderline and require additional evidence to validate a judgement. Schools will be asked if they have additional evidence during the visit. If the judgement is still not agreed, moderators and teachers will discuss what additional evidence would be helpful. This will be agreed during moderation and recorded on the visit form. If the school TA judgements were not fully accepted by the LA external moderators, the school is required to have evidence reviewed by the LA before final submission of the TA data. Schools will have the opportunity to present the additional evidence to the Moderation Manager on the 27th and 28th June 2017 – venue to be agreed

Additional evidence will only be appropriate when the judgement for a pupil is borderline. If the writing does not meet the criteria for more than one ‘can do’ statement then it is unlikely, given the time available that the pupil will meet the expected standard.

*Will schools need to produce a ‘collection’ of work?*

Moderators will look at the full range of work (day to day, cross-curricular etc), but it is helpful if teachers refer to particular learning that would be pertinent to a moderation discussion. This work should not be formulated into collections as per the exemplification materials. Instead, they represent learning in reading, writing and mathematics that, in the teacher’s view, best ‘shows’ what the pupils can do.

Please ensure that over the body of evidence that all the ‘can do’ statements are represented. If evidence for one statement is not met across a range of evidence, moderators will not need to look for evidence of other statements within that standard. So if a child in Y6 is clearly not using paragraphs to organise ideas, the moderators will not need to continue looking at the working toward statements as the child will not have met the standard.

*Do teachers need to evidence all the ‘can do’ statements within the preceding standards?*

Teachers must be confident the pupil meets the ‘pupil can’ statements in the preceding standards but there is no requirement to produce specific evidence for them. It is likely that the pupil’s work for the standard they have been awarded will also evidence the ‘pupil can’ statements of the preceding standard(s). It is likely that the evidence from the previous statements will roll up and be embedded within the higher standard. If elements of the previous standard(s) are not evidenced, moderators will explore this with teachers. However, it may be that there is evidence from earlier in the year.

*Can editing and making improvements be included as part of the moderation discussion?*

Editing and making improvements to writing is a key part of the National Curriculum and will therefore be part of the writing that moderators look at. This includes responding to feedback (teacher or peer) – as long as it’s not too direct. For example, “Change the word ‘nice’ to something more interesting’ is too direct.

*Will moderators require videos of pupils reading to be produced?*

Routinely, moderators will not be hearing pupils read. However, moderators may request that they hear a child read if required (via Ipad or similar) but it is not expected that this will be necessary in most cases.

*Do the guided reading book bands relate to the new national standards?*

Teachers will be identifying texts which will promote the pupils’ knowledge and understanding which meets the needs of the pupils. Over time, teachers will be assessing how well the pupil is achieving the can do statement as identified by the interims standards. The role of the teacher is to decide on texts which will meet the needs of the individual/group. STA have communicated what each standard looks like in reading. This is a national standard. It is not the role of the LA to interpret the standard and relate this to a specific colour book band.

*Can guided reading records contribute to the professional discussions and ongoing evidence?*

It is for a school to decide how to capture the learning of its pupils in reading. Guided reading records can be a useful tool. Teachers can draw on their notes/annotations during discussions with moderators. However, comments such as ‘read fluently’ may not necessarily be helpful in discussions particularly when the texts do not meet the reading demands of the Year 2 can do statements.

*How can I support a child achieve greater depth in reading?*

A pupil working at greater depth has fluency i.e. they will have achieved all of the can do statements in the expected standard. No child can achieve greater depth unless this fluency is achieved. Inference, prediction and making connections with other books they have read are the key skills assessed at greater depth. Books chosen by teachers need to offer pupils the opportunity to discuss and explore meaning at the standards required. Teachers when making their choices will keep in mind the interest of their pupils as well as the needs of their pupils. It is for the teachers and schools to decide which books will engage their readers.

*What is effective evidence for Key Stage 1 mathematics?*

* When carrying out calculations, there is the use of appropriate mental skills and strategies to clarify work
* Resources are used to support, explain and clarify thinking
* Learning of mathematical concepts and skills is embedded in problem solving and related to appropriate contexts
* Work shows rich opportunities to practise skills in varied ways that make pupils think
* Work in books shows sequences of lessons where pupils have applied, practised and consolidated learning
* Work shows conceptual understanding – and sufficient fluency and confidence with the learning to this point
* Sequences of lessons in books show clear learning journeys
* Talk and discussion are a big part of learning in mathematics. Reasoning and explanations are captured

For both key stages, teachers are required to annotate the level of support in reading, writing and mathematics. This is essential in demonstrating the level of support offered.

*Can I include additional evidence if I am appealing a judgement?*

When a school wishes to appeal a judgement, only the evidence presented at the time of moderation can be included. The monitoring report will outline the range of evidence available during the moderation visit.

*At Key Stage 1, the tests are to be included as part of the evidence. My school has been chosen for early testing. How will this impact on the teacher assessments at moderation?*

We have a significant number of schools involved in pre key stage 1 and 2 trials, early testing and the times table trials. Both the pre key stage and times table trials relate to future tests. If a school has been chosen for early testing (KS1), this is for the purpose of working out the scaled score. The test should only be taken once. After the tests are marked, they are then posted to the DFE who will ensure that the scripts are returned by the 20 May 2016. Moderators will take into account the early testing when reviewing the test as part of the moderation process.

*How will the LA ensure that the moderation process is consistently applied?*

As per last year, as many visits as possible will be quality assured. Previously, quality assurance has been part of the professional development available to moderators. In 2017, the quality assurance process will focus will be on ensuring consistency as well as offering support and guidance to moderators and schools.

I hope that this has helped clarify many of the questions that you may have. As a Local Authority, we want to continue to work with you and support you through this process.