

# Summer 2021 Assessment and moderation newsletter



Jamie



Debbie

These are challenging times indeed. Debbie and I welcome you to the latest newsletter with some updates for you to be aware of. We look forward to working with you all in the next academic year - hopefully with some element of normality returning!

In the next academic year, we will be organising some cross-school moderation network meetings. Depending on Covid restrictions, they may be either face to face or online. The online cross school, moderation events have been successful with a large number of schools attending both key Stage 1 and 2 events.

I would like to thank St Ethelberts for hosting key stage 1 events and Iqra for hosting key stage 2 events. Both schools have been invaluable in their support.

Debbie would like to say a few words:

'Thank you to all the KS1 teachers who engaged in the online training made available. It was a different way of holding our network meetings but brilliant to see so many of you, albeit virtually. Thank you also to so many moderators who made themselves available to support their colleagues from other schools and well done especially to the new moderators who successfully passed the Standardisation Test, who had never moderated before, but stepped up to the challenge of supporting other teachers. I hope you enjoyed the experience

and would consider becoming a moderator again in the future. We held our meetings over Zoom and were able to move into breakout rooms to have discussions with colleagues. By the final session we had even mastered emailing colleagues to share writing evidence. These sessions were informative and supportive. Feedback from teachers was positive and the level of discussion happening within the breakout rooms was excellent. Teachers were able to openly have a professional dialogue about their own evidence and what might be needed to help secure judgements.'



## Just one way to support children's writing at home

Writing has continued in schools despite lockdowns and bubbles bursting. Opportunities for pupils to write throughout this time has been challenging. Whilst the children have been writing at home, you have been unable to accurately assess the independence of the child's writing, including their handwriting and spellings. However, you can still develop and improve the knowledge that children need to achieve the expected or greater depth standard.

I am sure all schools have strategies in place to guarantee children make progress in their writing in both key stage 1 and 2.

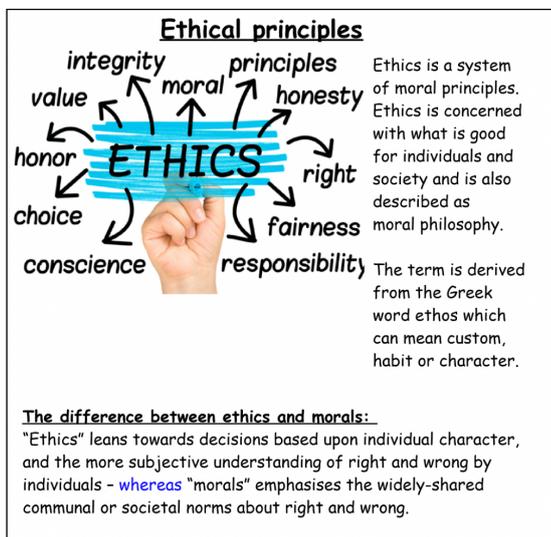
Just as an example, I have had the pleasure to see some of the work children have achieved at Iqra School. This has been evidenced by the children's work since returning to school after the lockdown.

There is some excellent scaffolding for children to strengthen their writing and this was done across the school for both Key stage 1 and 2

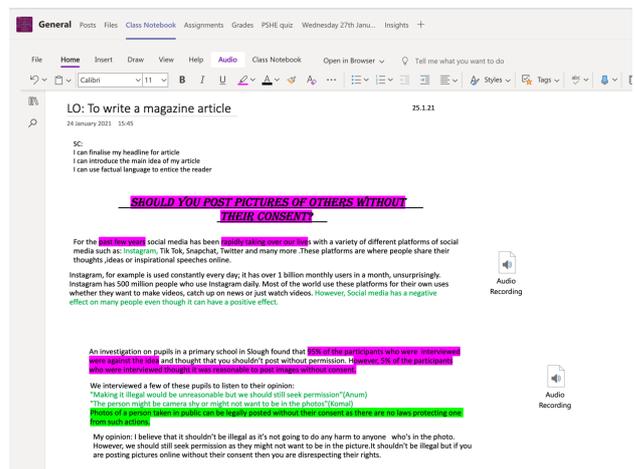
They used a platform developed called Microsoft One Note. It is a note-taking

program for information gathering and a multi-user collaboration. It gathers users' notes, drawings, screen clippings and audio commentaries. Notes can be shared with other OneNote users over the Internet or the school network.

It was used during remote learning to allow children to collaborate their ideas when it came to class or group discussions. The collaboration side is used as a whiteboard in a classroom setting. Children were able to respond to the discussion by typing their thoughts and ideas on the collaborative space for everyone to see. This was then saved and referred to in further lessons.



For example, during the lessons building up to the magazine article on the use of social media, children used the collaboration space on one note to give their opinion on posting photos on social media without gaining the consent of others first. Then during the write up of their magazine article, they were able to refer to this to gather quotes for their article.



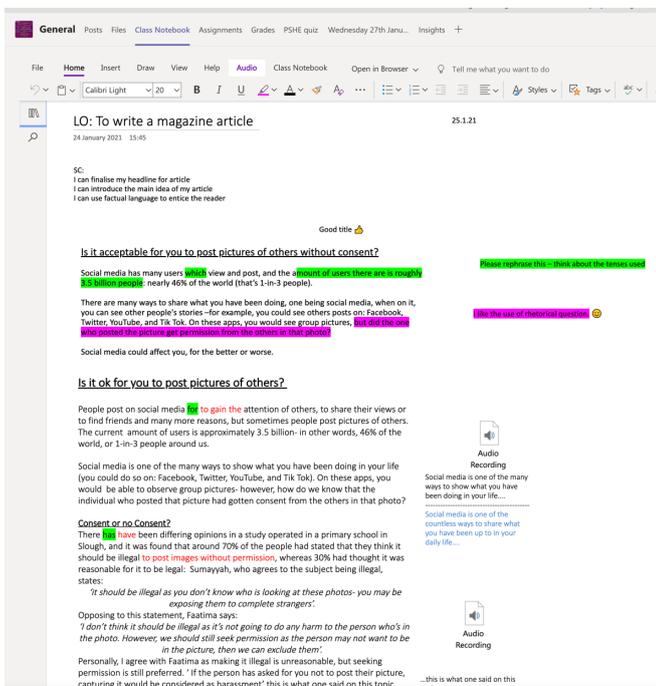
The school can send work to pupils with a simple click.

When a child has completed their work they can embed the files in cloud attachments. Children's work was stored in their individual folders on one note.

A folder was created with a number of subfolders for each subject. Any resources which the teachers wanted to share with the children to support their writing were distributed to the correct subfolders for ease of access.

The children's work can be assessed with notes drawn onto their work, to show what they had achieved and what they need to do next. It's an excellent feature for children when they do writing and even teachers for collaborative learning. They used pink highlighting for marking aspects linked to the success criteria and witting features used.

Green highlighting was used to identify grammatical errors/ give the next steps



(This child edited on the side in blue font  
The red font is what the teacher inserted to  
guide the pupil)

There are folders and subfolders which are secure as no pupils can access or see each other's folders except the class teacher. The only areas all pupils can access are their own folders and subfolders and the collaboration space.

Along with sharing work you can give audio recordings for feedback to individual children (as seen in the slides). This is a great addition. Typing at speed cannot keep up with a teacher's delivery. A better way is to just jot down the key point while a child can record the entire lesson. This was very beneficial for the pupils as they could refer back to the feedback again and again. Also, it was less time consuming for the teachers!

Due to the in-depth feedback provided to pupils on their work (as mentioned above) they were able to edit and redraft their work comfortably.

They did not moderate the writing with other staff members, however as individual teachers they ensured they maintained the expectations and standards of pupils writing in line with KS2 standards.

If you have any excellent examples of how children's writing standards had been maintained during lockdown, then please send me a line. It would be great to share some good practice.

### Pobble - an award winning writing platform

Pobble has really come into its own during the lockdown. There are lots of reasons to check what it can offer your school.

It also allows for children to work together and to comment on each other's writing.

If you're a school who uses Pobble, you can meet on line with other Pobble schools to do cross school moderation.

**10. Facilitate online writing moderation**

Moderation is a great way to benchmark and provide ongoing CPD. However, there have been few opportunities to moderate writing together recently.

Pobble has been working with schools and Local Authorities, with input from the STA, to develop an online moderation tool. The tool enables you to moderate writing collections online on any device, any time. This is ideal for developing internal moderation, school-to-school, and supporting statutory moderation requirements.



**Pobble**

Schools across the country have bought into Pobble because they can do this schools, without meeting face to face.

There is a cost but when you consider the pandemic could be around for some time, cross contamination can be hugely reduced by restricting the number of people attending a school.

Have a look for yourself  
<https://my.pobble.com/for-schools>

**Phonics Screening Check academic year 2021 - 2022**

Cancellation of the phonics screening check in June 2021 means incoming year 2 pupils will not have taken the check in year 1.

As in the 2020/21 academic year, it will be statutory for schools to administer a past version of the check to year 2 pupils during the second half of the 2021 autumn term.

Year 2 pupils who meet the expected standard in the autumn check will not be required to complete any further statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the autumn check will be expected to take the statutory check in June 2022.

We have published [administration guidance to help schools and LAs to prepare](#).

Incoming year 3 pupils, who were due to take the statutory check in June 2021 are not required to take the autumn check. Schools are expected to maintain a programme of support

for these pupils, which should be informed by formative assessment.

**Important dates:**

Date	Action
Friday 22 October 2021	Schools should order braille versions of the 2017, 2018 or 2019 phonics screening check, if required.
Second half of the 2021 autumn term	Schools must administer a past version of the phonics screening check to year 2 pupils. Where possible, schools are encouraged to administer the check at the beginning of the second half of the autumn term. This leaves the final weeks before the end of term for pupils who were absent.
By the end of the 2021 autumn term	Schools must submit phonics results for their year 2 pupils to their LA.

LAs should not conduct monitoring visits to schools administering the autumn check.

**Administration period:**

Schools have flexibility to decide when they administer the check within the second half of the 2021 autumn term. Where possible, schools are encouraged to administer the check at the beginning of the second half of the autumn term. This leaves the final weeks before Christmas to administer the check to any pupils who were absent.

If you would like more information about the Phonic Screening Check please read the information provided by the STA called, Administering the phonics screening check to year 2 pupils in the 2021 autumn term.

**Publication: guidance for writing statutory end of year reports**

The DfE have published [guidance](#) for schools about writing statutory end of year reports for parents of pupils at the end of key stage 1

(KS1) and key stage 2 (KS2).

The Department for Education (DfE) laid regulations to remove the requirement to report the outcomes of KS1 and KS2 tests or teacher assessments in this year's reports.

The guidance also contains information on other aspects of reporting, including attendance.

### 2021/22 academic year

What we already know is that these activities will take place next year (at the moment).

#### **Reception baseline assessment**

Schools must complete the reception baseline assessment for each child in the first six weeks after they enter reception.

#### **Key stage 1**

Date	Activity
May 2022	Key stage 1 test period
Week commencing Monday 6 <sup>th</sup> June 2022	Phonics screening check week

#### **Key stage 2**

The key stage 2 tests are timetabled from Monday 9<sup>th</sup> May to Thursday 12<sup>th</sup> May 2022.

#### **Multiplication tables check**

Schools must administer the [multiplication tables check](#) within the 3-week period from Monday 6<sup>th</sup> June 2022.

Debbie and I would like to thank you again for all your support and continued hard work during what has been a very difficult and challenging year. We hope you manage to have a restful summer and look forward to seeing you all in the autumn term.

Be safe.

### **A message from Jo Curd - Group manager for school effectiveness - Slough**

Despite a very different sort of year, with no statutory assessments, the secondment of our current Lead Moderator for KS1, Debbie Powell, has gone very well for the local authority, schools across the authority and the school where Debbie teaches, Holy Family. We are now looking ahead and anticipate appointing a seconded lead moderator for KS2 from 2022-23. In preparation for this we would like to appoint a volunteer lead to the position this term so that they can shadow and learn alongside our current KS2 lead moderator, Jamie Hassan, over the next year. For the year 2022-23 a payment of £300 a day for up to 32 days secondment will be paid for this work. This can either be paid to the individual appointed or the school where they teach towards cover costs.

We anticipate appointing another shadow lead moderator in 2022-23 who could become lead in 2023-24.

If you, or a member of your staff, are interested in this, please could they send an expression of interest letter and their CV to Jo Curd [jo.curd@slough.gov.uk](mailto:jo.curd@slough.gov.uk) by July 9<sup>th</sup>, stating why they are interested, their experience and why they would like to take up this opportunity.

We look forward to receiving interest.

Jo Curd  
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