

**Slough**

**MODERATION HANDBOOK**

**2021 - 2022**

**KS1**

# Contents

Introduction + STA key documents	1
Exemplification materials	2
The moderation process	3
Overview of the external moderation process	4
The engagement model	5
Suitable evidence for moderation	6
Slough moderation process	8
Slough LA external moderation visits code of conduct	9
Recruitment, selection, training and quality assurance	10
Timeline for schools selected for moderation	11
Moderation checklist for schools	12
Re-moderation	15
Slough appeals	15
Visit record	17
Moderators notes	18
Record of moderated changes resulting from visit	20
Evidence used to support teacher assessment judgements	22
Writing standardisation/moderation grids	23
Common exception words	26
Mathematics moderations grids	27
Reading moderation grids	30
Reading support for moderators	33
Appendix 1: Stage 2 Appeals Report	35
Appendix 2: Stage 3 Appeals Report	37
Appendix 3: Assessment and moderation: local agreement (non-statutory)	39

# Introduction

**The Standards & Testing Agency (STA)** is an executive agency within the Department for Education. It is responsible for the development and delivery of all statutory assessments from early years to the end of Key Stage 3. STA documents explain statutory requirements and guidance for assessment and reporting arrangements, including external moderation.

## **Teacher assessment guidance**

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

## **Teacher assessment framework**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/740343/2018-19\\_teacher\\_assessment\\_frameworks\\_at\\_the\\_end\\_of\\_key\\_stage\\_1\\_WEBHO.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740343/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_1_WEBHO.pdf)

## **Pre key stage**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/903457/2021\\_Pre-key\\_stage\\_1\\_-\\_pupils\\_working\\_below\\_the\\_national\\_curriculum\\_assessment\\_standard\\_PDFA.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903457/2021_Pre-key_stage_1_-_pupils_working_below_the_national_curriculum_assessment_standard_PDFA.pdf)

## **Pre key stage exemplification materials for reading and comprehension**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/784068/Pre-key\\_stage\\_exemplification\\_-\\_English\\_language\\_comprehension\\_and\\_reading.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/784068/Pre-key_stage_exemplification_-_English_language_comprehension_and_reading.pdf)

## **The engagement model KS1**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/903458/Engagement\\_Model\\_Guidance\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf)

## Exemplification materials (2018 - onwards)

### Writing:

<https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks1-english-writing>

### English Reading:

#### Working towards

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/762977/2018\\_key\\_stage\\_1\\_teacher\\_assessment\\_exemplification\\_working\\_towards.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/762977/2018_key_stage_1_teacher_assessment_exemplification_working_towards.pdf)

#### Working at the expected standard

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/762975/2018\\_key\\_stage\\_1\\_teacher\\_assessment\\_exemplification\\_expected\\_standard.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/762975/2018_key_stage_1_teacher_assessment_exemplification_expected_standard.pdf)

#### Working at greater depth

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/762971/2018\\_key\\_stage\\_1\\_teacher\\_assessment\\_exemplification\\_greater\\_depth.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/762971/2018_key_stage_1_teacher_assessment_exemplification_greater_depth.pdf)

#### English reading videoclips

<https://www.youtube.com/playlist?list=PL6gGtLyXoeq8k9ykPys3NvQIfIvAGCUjN>

### Mathematics:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/763056/2018\\_key\\_stage\\_1\\_teacher\\_assessment\\_exemplification\\_mathematics.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/763056/2018_key_stage_1_teacher_assessment_exemplification_mathematics.pdf)

#### Assessment and reporting arrangements

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/754076/Key\\_stage\\_1\\_assessment\\_and\\_reporting\\_arrangements.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/754076/Key_stage_1_assessment_and_reporting_arrangements.pdf)

## The Moderation Process

*Moderation is an integral part of assessment ensuring that standards of assessment in reading, writing and mathematics are consistent among teachers, schools and LAs and that they are maintained from year to year. External moderation visits are only one part of the assessment process. It is important for schools to engage fully with each stage of the process to ensure that their teacher assessment is accurate and in line with national standards.*

***The moderation process as a whole includes:***

### **Ongoing assessment**

*Teachers make day-to-day professional judgements on children's progress and attainment to inform next steps in learning.*

*KS1 - As tasks and tests can be used **once** at any time during the year, teachers may analyse children's responses to these and use this information to contribute to day-to-day learning.*

### **Standardisation**

*A professional development activity where teachers secure their understanding of teacher assessment frameworks of attainment in writing and at KS1 reading and mathematics. Where there are differences, teachers must review their judgements and align them with national standards.*

For assessment guidelines/exemplification materials to support standardisation activity are on the [www.gov.uk](http://www.gov.uk) website for each key stage and subjects.

### **Teacher assessment at KS1**

*Following standardisation, teachers make informed judgements about children's attainment in writing, reading and mathematics with reference to the national curriculum programmes of study and teacher assessment frameworks, supported by task and test outcomes.*

### **School/cluster moderation**

*With colleagues, teachers use the teacher assessment frameworks to review a selection of the judgements and supporting evidence (including task and test outcomes where available) for writing and at KS1 reading and mathematics to check their accuracy and consistency. Disagreement must be resolved to ensure that all judgements are in line with national standards and may require revisiting all previous teacher assessment judgements.*

***For any internal / external moderation with other stakeholders / schools to be valid, schools should use national curriculum programmes of study as well as the teacher assessment frameworks. If these are not used, the outcomes of the internal moderation may not be useable for an LA external moderation visit.***

### **External LA moderation**

*Visits by LA external moderators to review teachers' judgements in writing and at KS1 reading and mathematics, across the range of attainment to ensure that teacher assessments are consistently accurate and in line with teacher assessment frameworks. Teachers will discuss their judgements with the moderator with reference to a range of evidence for a sample of children. Moderators will confirm their judgements with reference to a range of evidence from a sample of the children's work.*

**The best way for schools to prepare for an LA external moderation visit is to have robust assessment processes, based on teachers' strong understanding of national standards.**

**A moderation visit should not require any addition to a teacher's workload.**

Schools do not need to create portfolios of work or prepare 'showpiece' examples for a moderation visit as the emphasis will be on professional dialogue between the Year 2 teacher/s and the LA external moderators. There is **no need** for schools to keep additional records justifying their TA judgements.

## **Overview of the External Moderation Process**

***“External LA moderation** is statutory. It gives confidence that schools’ TA judgements for KS1 are accurate and consistent with national standards.” We aim to ensure that “it is a collaborative process between schools and local authority moderators”.*

*Schools receive an LA external moderation visit to review their KS1 TA judgements usually, **at least** once every 4 years. During the visit LA external moderators will check teachers' understanding of national standards and look at pupils' work in multiple subjects from across the year. If the LA external moderators raise concerns regarding the school's TA judgements, the school must amend these to ensure that they are in line with national standards.*

*The emphasis of a moderation visit is on the professional discussion between the year 2 teachers and the LA external moderator. Schools must be able to justify their TA judgements from the pupils' work available.*

*Teachers and LA external moderators must refer to the teacher assessment frameworks at all times when confirming judgements. They may also refer to the exemplification materials provided by the STA. Teachers and LA external moderators must balance the evidence to understand where the best fit lies. There is no need to provide tick-sheets for an external moderation.*

*Schools are accountable for submitting accurate and valid Key Stage 1 and TA judgements. Regardless of whether schools receive an LA moderation visit in 2019, headteachers must ensure that robust moderation processes (internal and with other schools or stakeholders) are followed and that the teacher assessment frameworks are referred to at all times during that process.*

***Schools must submit accurate TA data to the DfE which reflects any changes made as a result of an LA moderation visit. If a school submits TA data which is different from that agreed during the LA external moderation visit, the school must contact the LA in advance. The school will need to give evidence to justify their changes and reach agreement on final data. There could be a maladministration investigation of the school's TA if the school submit changed data without the LA's consent.”***

An external moderation visit does NOT include those children who are working below the TA frameworks. For those, the school should use interim pre-key stage standards or the engagement model.

## **The Engagement Model**

The engagement model is an assessment tool to help schools support pupils who are working below the level of the national curriculum and not engaged in subject-specific study.

The model recognises that engagement is multi-dimensional and breaks it down into 5 areas that allow teachers to assess:

- how well their pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum
- how effective the special educational provision is in empowering their pupils to progress against the agreed outcomes in their EHC plans and how effectively pupils are engaging with and making progress against these plans
- pupils' achievements and progress across the 4 areas of need of the SEND code of practice (communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs)

The engagement model:

- is a unique method of observation, allowing insight that improves provision for all pupils
- uses a pupil-centred approach that focuses on their abilities rather than disabilities
- values all sources of knowledge and information provided by those working with the pupil, including teachers, school staff, other professionals and parents or carers
- promotes consistency and a common language amongst schools and all those working with the pupil
- recognises there is a complex interaction between pupils' physical, sensory, communication and learning disabilities that affects how they progress.

The engagement model does not:

- provide the curriculum for pupils who are not engaged in subject-specific study
- provide the teaching tools and strategies that a school should use for pupils who are not engaged in subject-specific study
- replace a school's existing planning, assessment and reporting systems

Pupils working below the standard of national curriculum assessments and not engaged in subject-specific study Schools must use the engagement model to assess pupils working below the standard of national curriculum assessments and not engaged in subject-specific study at KS1. The engagement model is a new TA tool that replaces P scales 1- 4. It is statutory from September 2021.

## Suitable evidence for moderation

### Please see sections 5.3 Evidence of the Teacher Assessment Guidance (TAG)

For reading, writing and maths at Key Stage 1:

- Examples of children's independent work which provides the clearest evidence of embedded learning, as well as work supported through direct modelling, use of prompts or guided group work. The clearest evidence for independence is likely to come from the application of skills across the curriculum.
- Work should be dated.
- Teachers should ensure that moderators are clear about the amount of support a child has received with their work. Level of independence and any support provided by classroom assistants.
- Moderators will request to see the results of the statutory Key Stage 1 tasks and tests to identify how they have been used to inform the school's teacher assessment (see section 5.3 of TAG).
- There should be a **variety** and **range** of evidence. This would include:
  - Children's exercise books and other examples of written work in a variety of forms and for a range of purposes and audiences, from the year/key stage. This should include draft work as well as 'finished' examples.
  - Other evidence which the school considers relevant including real events and personal experiences.
  - Work in curriculum subjects other than the one being assessed, although a pupil's work in that subject alone may provide sufficient evidence to support the judgement. Teachers may also consider a single example of a pupil's work to provide evidence for multiple statements. (*Teacher Assessment Guidance Jan 2022*).

**For spelling, pupils are not required to use all of the examples of the common exception words. Moderators will assess the words that pupils do use, referring to the pupil can statements (for example, spell some/many/most common exception words).**

**For handwriting, handwriting books or handwriting exercises can provide additional evidence but this would not be sufficient on its own.**

**For reading and writing the range of evidence should include both fiction and non-fiction forms. The main text types may include:**

- recount
- procedure or instruction
- narrative/short story
- report
- explanation
- argument and persuasion
- poetry
- other evidence for reading which shows pupil's comprehension skills



## **Independence of Work:**

There must be examples of children's independent reading, mathematics and writing in order to secure a standard. For writing, clearest evidence for independence is likely to come from cross-curricular tasks which requires pupils to make decisions about audience, purpose or form. A piece of writing may provide evidence of a pupil demonstrating some 'pupil can' statements independently, but not others.

Writing is likely to be independent if it:

- emerges from a text, topic, visit, or curriculum experience in which pupils have opportunities to discuss and rehearse what is to be written about
- enables pupils to use their own ideas and provides them with an element of choice – for example writing from the perspective of a character they have chosen themselves
- has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer, or group evaluation
- is produced by pupils who have, if required, sought out classroom resources, such as dictionaries or thesauruses, without being prompted to do so by the teacher

Writing is not independent if it has been:

- modelled or heavily scaffolded
- copied or paraphrased
- edited as a result of direct intervention by a teacher or other adult – for example, when the pupil has been directed to change specific words for greater impact, when incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text
- supported by detailed success criteria that specifically direct pupils as to what to include, or where to include it, in their writing – such as directing them to include specific vocabulary, grammatical features, or punctuation

## **Particular weakness (a more flexible approach - for writing only)**

- A pupil's writing should meet all of the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing only.
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made. However the overall standard must be applied equally to all pupils.

A teacher's professional judgement does not take precedence over that of a moderator and teachers must be able to justify their decision (TAG, p.14).

***During an LA External Moderation visit, the moderator may “request additional evidence and/or expand the sample if there is insufficient evidence or concern about the accuracy of a judgement – in certain cases, the sample may be expanded to include the whole cohort”***

*- (Teacher Assessment Guidance)*

## Slough Moderation Process

Within the context of STA statutory requirements and associated guidance, the Slough Moderation Handbook 2021/22 provides specific information for local authority (LA) external moderation visits. Teacher assessment (TA) must be robust and credible as it forms part of schools' published accountability data.

In line with STA requirements:

- moderations visits to at least 25% academies and 25% of all maintained schools
- schools selected for visits are informed by Friday 13<sup>th</sup> May and will be completed between Tuesday 7<sup>th</sup> June to Thursday 23<sup>rd</sup> June 2022
- re-moderation will take place either Friday 24<sup>th</sup> June or Monday 27<sup>th</sup> June
- appeals to take place on Tuesday 28<sup>th</sup> June
- moderators will select a minimum of 10% of a cohort or if a single class, a minimum of 3 pupils (each group of students must be different for reading, writing and mathematics, making 9 pupils in total)

The purpose of the moderation visit is to moderate TA of writing, reading and maths at Key Stage 1. Through professional dialogue, LA external moderators will check teachers' understanding of the national standards, that the standards are consistently applied and look at the supporting evidence for a sample of children chosen by the moderators, across the range of attainment from across the year, including teachers' knowledge of the child. They *may* also wish to talk to pupils about their work.

**Academies and Free Schools** must comply with statutory requirements for Key Stage 1. The process for academies to notify STA about which LA they intend to use for moderating their teacher assessment (TA) has changed. All academies will be presumed to be working with their geographical LA. Academies must have a written agreement in place with their chosen LA by Friday 19<sup>th</sup> November. If academies wish to use a non-geographical LA, they must notify STA which LA this will be, through the LA, by Friday 19<sup>th</sup> November. Academies will be charged by the LA they select for this service.

If an **Independent School** wishes to submit its results to the Department for inclusion in the national summary of results it must employ an LA and take part in their moderation process - moderated in the first year it participates and then at least once in every four-year cycle. They must inform the STA which LA by Friday 10<sup>th</sup> December.

Slough will not charge schools an additional fee for any appeals submitted by the school, following changes to judgements during an external moderation visit.

### Slough's Local agreement (non-statutory)

The local agreement has been drawn up in consultation with, and with the agreement of, all stakeholders and revised annually via the Headteachers' Forum. All schools with a local agreement with the LA should have a written copy of this agreement signed by the headteacher. This includes:

- all schools being informed at the earliest date possible that they are being moderated (13<sup>th</sup> May 2022)
- having the data available to moderators at the school briefing so they can identify the appropriate pupils to be moderated
- the lead moderator informing the school of which pupils' work will be moderated the day before the visit
- having a minimum of two moderators per visit

### LA External Moderators

These must be qualified teachers, with recent and relevant experience of Key Stage 1 assessment and moderation who have successfully completed one of this year's standardisation exercise (provided by the STA) and demonstrate their ability to:

- objectively review the evidence against national standards
- engage teachers in a professional moderation discussion in line with STA requirements
- provide accurate written and verbal feedback

# Slough LA External Moderation Visits to Key Stage 1 & 2 Schools

## Code of Conduct

### How should moderators engage with school staff?

Moderators are required to uphold the highest professional standards in their work and to ensure that everyone they encounter prior to as well as during the moderation visit is treated fairly and with respect. These standards are assured through a code of conduct, which is set out below:

### How should school staff engage with moderators?

To ensure that moderation is productive and beneficial, it is important that moderators and schools establish and maintain an appropriate working relationship based on courtesy and professional behaviour. Slough local authority expects school staff to:

- adhere to part one of the Teachers' Standards and demonstrate that they are accountable for pupil attainment
- adhere to part two of the Teachers' Standards to ensure personal and professional conduct at all times
- apply their schools own codes of conduct in their dealings with moderators
- enable moderators to conduct their visit in an open and honest way
- enable moderators to evaluate the school objectively against national standards
- provide evidence that will enable the moderators to report honestly, fairly and reliably about their assessment processes
- engage in a professional discussion with the moderators to minimise disruption, anxiety and bureaucracy
- draw any concerns to the attention of the moderators promptly and in an appropriate manner
- understand the need for moderators to talk to all members of the teaching team (Y2 or Y6) without the presence of a manager

### Moderators must:

- evaluate objectively, be impartial and moderate TA judgements without fear or favour
- evaluate TA judgements in line with national standards and base all evaluations on clear and robust evidence
- have no connection with the school or staff that could undermine their objectivity or have a perceived conflict of interest
- carry out their work with integrity, treating all those they meet with courtesy, respect and sensitivity
- endeavour to minimise the stress on those involved in the moderation
- maintain a professional discussion with the teachers and communicate judgements clearly and frankly ensuring that judgements are fair and reliable
- respect the confidentiality of information, particularly about individual staff and pupils and their work
- respond appropriately to reasonable requests
- take prompt and appropriate action on any inaccurate TA judgements
- adhere to part two of the Teachers' Standards to ensure personal and professional conduct at all times

# Recruitment: selection, training and quality assurance

## Selection

1. Process begins with schools putting forward potential moderators to attend Key Stage specific selection training session in the autumn term. At the training, national standardisation materials will be used along with moderation discussions. The aim is to determine:
  - a. candidate's knowledge of national standards
  - b. ability to engage in professional moderation discussion and
  - c. provide accurate feedbackThere will also be a paper-based exercise which will be sent electronically to the STA which must be passed. For the academic year 2021/22 the STA has allowed candidates two out of three opportunities to pass the standardisation exercise to become a moderator.
2. Headteacher references are then taken up for candidates who successfully passed the Standardisation Exercise and who have been judged to demonstrate appropriate knowledge and skills. A reference is written against the person specification and requires the headteacher to confirm release for the necessary time commitment - to attend moderator training sessions, allocated school visits and support moderation sessions for teachers from schools not selected for a moderation visit this year. *Moderator's school claim costs of release and travel for moderation visits from the LA.*

KS1 moderator training and standardisation exercises will be provided by the STA and completed locally.

- The STA will assess the outcomes of the standardisation exercises and will report to the LA if they have been successful.

## Training

- New moderators selected for 2021/22 round of moderation visits join more experienced colleagues for Slough's programme of moderator training and development in the spring and summer term.

## Quality assurance

- The moderation manager (MM) is responsible for quality assurance (QA) of moderators and the moderation process.
- Where at all possible they are paired with an experienced colleague for school visits.

All moderators:

- will visit schools in pairs or more depending on the size of the school
- (in most cases) will receive a QA visit as early as possible in the 'moderation window' – the MM evaluates moderator conduct and practise during school visits
- may receive feedback and evaluations from schools via the QA - both headteachers and the Y2 teaching teams.

## Selecting schools for moderation visit

Reasons STA requires that schools are selected for a moderation visit may include:

- previous issues / risk of inaccuracy in previous assessment cycle
- Ofsted category / STA concerns
- new teaching staff
- new headteacher / senior leadership team
- local concerns
- historical data concern and unusual patterns of attainment
- date of last external moderation visit / within the four year cycle
- directed by the STA
- schools with a Y2 cohort for the first time

In line with STA effective practice:

- we provide opportunities for school standardisation against the teacher assessment frameworks supported by external moderators.
- all schools *not* receiving an external moderation visit have the opportunity to attend a central moderation meeting for securing judgements. This will help to ensure consistency of national standards across the LA (*see full training schedule at the end of this document*).

## Slough Moderation Timeline

In instances when the LA external moderator's judgement of an overall teacher assessment level differs from that of the school the Slough appeals process will apply.

### Timeline for schools selected for moderation visit 2022

Activity	Date
Notification of visit	Friday 13th May
School receives further information and guidance to support preparation. e.g. checklist, ranked cohort list	Via Email Friday 13th May 2022
Key stage 1 moderators briefing to allocate schools	Monday 16th May 2022 4.00pm - 5.30pm
Briefing with allocated moderator team present – all year 2 teachers and member of senior leader should attend	24th May 2022 (KS1 AM) time TBC
Moderation window	Monday 6th June to Tuesday 28th June
Re moderation	24th June and 27th June.
Deadline submission of data given to the LA	Tuesday 28th June
Appeals	Tuesday 28th June

## Moderation Checklist for Schools

### Preparation towards the visit

1. Senior leaders and all Y2 teachers read Slough Moderation Handbook for 2019-20

**The best way for schools to prepare for an LA external moderation visit is to have robust assessment processes, based on teachers' strong understanding of the interim standards.**

### Before the visit

1. Book staff and HT/senior leader on free initial school briefing session via 'The Links' website.
2. Assessment leaders consider if sufficient range and variety of evidence to underpin TA judgements – internal moderation or cross-school moderation can help here.
3. Collate ranked **cohort** list on **LA template provided** if LA schools have agreed to this. N.B. *template includes column for pupil identifier information and additional information to make moderation fair.*
4. Y2 staff and HT/senior leader attend initial school briefing – KS1 morning, Beechwood
  - Bring 1 hard copy of ranked cohort list
  - take class, year group and school diary to confirm moderator offered date
  - Bring headteacher's local agreement form

### Between 13<sup>th</sup> May and visit

1. Book visit date into school diary/staff calendar, arrange necessary staff cover to release all Y2 team teachers.
2. Identify quiet room for Y2 team to meet with moderators – sufficient space, take room 'off timetable'.
3. Prepare office for call coming in day before visit – date, time, name of moderator calling and staff member to take call.
4. When moderator calls at agreed time the day before the visit, have cohort list to tick off children selected for sample.

During this call, school *must* inform moderators of any relevant information – for example, changes to rank cohort list from that provided from 24th May 2022.

5. Inform teachers and HT/senior leader of selected sample.
6. Teaching team collect and organise evidence together for each child in sample and prepare allocated room.

### During the visit

1. Headteacher or agreed representative senior leader available for moderators to introduce themselves on arrival.
2. Ensure school is aware of the appeals process.
3. School *must* inform moderators of any relevant information on arrival – staff illness, changes to rank cohort list from that provided on 24th May 2022 if not provided the day before during telephone contact.
4. Teaching team and moderators meet together in allocated room – introductions made, moderators briefly outline session and opportunity for staff to ask any questions before process begins.
5. Teachers engage in a professional discussion with moderators.
6. School staff to alert moderators to any concerns about the process as it unfolds to enable swift response to address concern.
7. Confirm agreed moderated judgement with moderators for *each* sample child *before* moving to next child
  - if moderators and school cannot reach agreement the moderators judgement is recorded and school must submit this judgement (see 8 below)
8. When all children in the sample have been discussed moderators will:
  - confirm agreed judgements with teaching team – levels and assessment procedures
    - o *where there was no agreement about a child's level the moderator judgement is the one to be recorded on the form and must be submitted by the school*
    - o *if no agreement has been reached, moderators can inform the school of the Right of Appeal*
    - o *moderators will identify:*
      - § *any moderated judgments which the LA would consider further evidence*
      - § *any moderated judgments which the LA would not consider further evidence*
    - o *any moderated judgements that the school has appealed and or agreed to be re-moderated*
  - confirm numbers at each standard post moderation with teachers
  - moderators can expand the sample of pupils and request additional evidence
  - request teachers leave room for 10 mins to enable moderators to finalise the visit form for verbal feedback to teaching team and headteacher

### End of the visit

1. Teaching team return to room at agreed time, with headteacher for final feedback.
2. Once the visit form has been agreed and signed as accurate by teachers, headteacher (or a senior leader with delegated responsibility) and moderators, school will photocopy one copy for each teacher and one for the headteacher, returning the original to moderators.
3. Visit notes will contain all the key decisions of the visit. Where a pupil's TA has been amended, it must be detailed clearly.

4. If a pupil(s) is allowed to be considered for re-moderation or appeals these details will be included in the visit notes.
5. Schools will be reminded that submitting data after the deadline without agreement from the LA or STA will be subject to a maladministration investigation.

**Post visit**

*The LA will have informed schools of **data submission date**, with time for LA to check submission against moderated levels on visit form before LA submission deadline of 28th June 2022.*

The headteacher must ensure that all submitted TA data is accurate and in line with national standards.

Data submissions **must** include any required changes to TA as a result of the LA external moderation visit.

Moderated schools must inform the LA of their intention to amend any TA level **before** data submission – see 8 previous section.

Where submitted data differs from the moderated data, the LA **must** investigate the difference and refer the issue to STA if required.

**Local authorities can change level outcomes in a school's TA submission if they deem it necessary before submission to the Department.**

*Slough will have a process in place to investigate unexpected patterns in a school's attainment.*

*The school may be required to look again at judgements for pupils not in the sample, if so, include these details in the visit notes.*



## Re-moderation

**Depending on the date of the visit, there may be a small percentage** of pupils who haven't met a small number of the 'pupil can' statements and where pupils could potentially meet the next standard before date of submission (28th June 2022).

If the LA external moderators agree that these pupils will be able to consistently demonstrate a higher standard after the external moderation visit, but before the TA deadline date, the LA can agree to accept additional evidence for the pupils to validate the proposed standard.

If the school TA judgements were not amended during the visit, then the school can undertake this re-moderation and resubmit the data (please refer to section 8.6 of the Teacher Assessment Guidance).

If moderators had to amend some of the TA judgements then the LA will undertake re-moderation of the additional evidence to confirm the final TA judgement.

Moderators will ensure those pupils to be considered for re-moderation will be listed clearly on the initial visit note.

## Slough Appeals

In instances when the moderator's judgement of an overall teacher assessment differs from that of the school the following procedures apply:

### Stage 1 - during the visit

- The moderators will inform the school representative of their judgement relating to the teacher assessment framework for an individual pupil's overall teacher assessment outcome. The moderator's judgement will be supported by a detailed explanation.
- If the school representative accepts the moderator's judgement of the standard awarded, the standard awarded for that particular sample will be changed to the standard determined by the moderator.
- All teacher assessments made by the school at the same standard will be made available to the moderators for further sampling. If further samples of that overall teacher assessment are found to reflect standards at variance with the moderator's judgements, the school will be required to reconsider its assessments at the standard in question.
- The Headteacher will be notified of the moderator's judgement and the required procedures to be acted upon.
- The moderator will inform the Moderation Manager.
- If the Headteacher agrees with the moderator's judgement at Stage 1 no further action need be taken.

### Stage 2

- **If the school disagrees with the moderator's judgement, the lead moderator should be informed by the Headteacher (or designated senior leader) during the school visit.**
- The Headteacher (or designated senior leader) will then contact the assessment and moderation manager **immediately after the visit.**
- The Moderation Manager will arrange for another moderator/s to visit the school or teacher to come to a

venue and review the teacher assessment sample at the disputed standard. This moderator/s would not discuss the evidence with the first moderator/s, to enable an independent judgement to be made.

- If the second moderator/s supports the school's judgement relating to the teacher assessment sample at the disputed standard, this judgement will act as endorsement of the school's judgement for overall teacher assessment at that particular standard.
- If the second moderator/s supports the original moderator judgement relating to the teacher assessment sample at the disputed standard, the Headteacher will be informed of this decision.
- If the Headteacher agrees with the outcome of the second moderator's decision at Stage 2 no further action need be taken.
- The work seen must be the same as examined in the first moderation without any additions.
- See Appendix 1 - Stage 2 Appeals Form

### **Stage 3**

- If the school does not accept the second moderator's judgement, the Headteacher should contact the Moderation Manager.
- The Moderation Manager will arrange for the overall teacher assessment sample at the disputed standard to be reviewed at a formal appeal panel. This panel will include Moderation Managers/moderators from a neighbouring LA (Hillingdon). The Moderation Manager will inform the school of the panel's judgement and will provide written verification of that judgement for the school.
- This judgement will be final.
- See Appendix 2 - Stage 3 Appeals Form

## Key Stage 1 Moderation of Reading, Writing and Mathematics 2022

### VISIT RECORD

<b>MODERATORS:</b>								
<b>SCHOOL:</b>								
<b>HEADTEACHER:</b>								
<b>TEACHER'S NAME(S):</b>		<b>NO OF YR 2 CHILDREN:</b>						
<b>DATE AND TIME OF VISIT:</b>								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;"><b>SIGNED: MODERATOR 1</b></td> <td style="width: 50%; text-align: center;"><b>MODERATOR 2</b></td> </tr> <tr> <td style="text-align: center;"><b>MODERATOR 3</b></td> <td style="text-align: center;"><b>MODERATOR 4</b></td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>HEADTEACHER</b></td> </tr> </table> <p><b>SIGNED to confirm verbal feedback with any agreed adjustments to TA standards to be submitted: HEADTEACHER or representative senior leader</b></p>			<b>SIGNED: MODERATOR 1</b>	<b>MODERATOR 2</b>	<b>MODERATOR 3</b>	<b>MODERATOR 4</b>	<b>HEADTEACHER</b>	
<b>SIGNED: MODERATOR 1</b>	<b>MODERATOR 2</b>							
<b>MODERATOR 3</b>	<b>MODERATOR 4</b>							
<b>HEADTEACHER</b>								
<b>Headteacher comment:</b>								
<b>Year 2 Teacher/s comments:</b>								

Purpose of external moderation:

External moderation involves a professional discussion between the external moderator and the year 2 teacher in which a sample of evidence is reviewed to validate that each teacher assessment judgement – *of reading, writing and mathematics* - is accurate and consistent with national standards.

The best way for schools to prepare for a moderation visit is to have robust assessment processes, based on teachers' strong understanding of the national standards.

The moderation visit should not require any addition to a teacher's workload.

"Schools should ensure that their Teacher Assessment Judgements are moderated internally and, where, possible with other schools."

## Moderator's notes

<b>The school is familiar with the statutory requirements and has read the '2021/22 Teacher Assessment Guidance: Key Stage 1'</b>	<b>YES/NO</b>		
<b>The school has supplied a ranked cohort list of Year 2 children with TA reading, writing and mathematics level and if relevant TASK/TEST result</b>	<b>YES/NO</b>		
<b>2021 – 2022 Slough Assessment Moderation Training Programme</b>			
<b>Title and audience</b>	<b>Autumn Term 2021</b>	<b>Venue, Date and length</b>	
Standardisation Exercise 1 - training		29th December 2021 4.00pm - 5.00pm	<b>Y/N</b>
Standardisation Exercise 1		30th December 2021 4.00pm - 5.00pm	<b>Y/N</b>
<b>Spring Term 2022</b>			
Moderation for Writing & Standardisation Exercise 2		25th January 2022 All day	<b>Y/N</b>
End of KS1 Assessment and Moderation, audience, new to Year 2 and ECTs		8th February 2022 All day	<b>Y/N</b>
Moderation for Writing & Standardisation Exercise 3		1st March 2022 All day	<b>Y/N</b>
Cross-school Moderation Writing Moderation Opportunity		7th April 2022 St. Ethelbert's 4.00pm - 5.00pm	<b>Y/N</b>
<b>Summer Term 2022</b>			
Cross-school Moderation Writing Moderation Opportunity		28th April 2022 James Elliman 4.00pm - 5.00pm	<b>Y/N</b>
Cross-school Moderation Writing Moderation Opportunity		5th May 2022 Langley Heritage 4.00pm - 5.00pm	<b>Y/N</b>
Moderator Briefing and Training		16th May 2022 Venue TBC 4.00pm - 5.30pm	<b>Y/N</b>

Description of school's standardisation procedures: *(all staff or just Y2)*

What use has been made of the STA exemplification materials for writing? *(all staff or just Y2)*

Description of school's moderation procedures *(within and beyond, all staff or just Y2):*

**Strengths**

**Areas for development/next steps** – *including attending assessment moderation sessions  
autumn/spring 2021-22*



External moderators will only moderate work that is likely to be in the three interim standards, namely *working towards the expected standard*, *working at the expected standard* and *working at greater depth within the expected standard*.

<b>Pre-moderation visit – number of pupils at each interim judgement</b>					
<b>READING</b>	<b>Pre- Key Stage</b>	<b>Working towards the expected standard</b>	<b>Working at the expected standard</b>	<b>Working at greater depth</b>	<b>Total</b>
<b>WRITING</b>		<b>Working towards the expected standard</b>	<b>Working at the expected standard</b>	<b>Working at greater depth</b>	
<b>MATHS</b>		<b>Working towards the expected standard</b>	<b>Working at the expected standard</b>	<b>Working at greater depth</b>	

<b>Post-moderation visit – number of pupils at each interim judgement</b>					
<b>READING</b>	<b>Pre- Key Stage</b>	<b>Working towards the expected standard</b>	<b>Working at the expected standard</b>	<b>Working at greater depth</b>	<b>Total</b>
<b>WRITING</b>		<b>Working towards the expected standard</b>	<b>Working at the expected standard</b>	<b>Working at greater depth</b>	
<b>MATHS</b>		<b>Working towards the expected standard</b>	<b>Working at the expected standard</b>	<b>Working at greater depth</b>	

## Evidence used to support Teacher Assessment judgements

### Variety of evidence - Reading

- Video footage of child reading and answering questions relating to text
- Annotated planning
- Guided reading records
- Key questions record
- Discussion with all Year 2 teachers during moderation visit
- Task/test outcomes
- Standardised/reading age test
- Listened to children read

### Variety of evidence - Mathematics

- Annotated planning
- Interim Guidance
- Other records
- Range of children's work for each standard including annotated photographs for independent and guided group work
- Task/test outcomes
- Discussion with all Year 2 teachers during moderation visit

### Variety of evidence - Writing

- Children's exercise books and other examples of written work in a variety of forms and for a range of purposes and audiences, taken from the whole of year 2
- Written work from other subjects as well as English, including cross-curricular projects.
- Examples of independent writing.
- Other evidence which the school considered relevant, e.g. TA assessment records and discussion with **all** Year 2 teachers during moderation visit.
- Recount
- Procedure or instruction
- Short story
- Report
- Explanation
- Argument and persuasion
- Poetry

**Moderator's notes about the range and variety of evidence** - e.g. *Is there a sufficient range of evidence from across the curriculum, independent writing?; if it is judged that there is insufficient evidence, teacher/s must be given time to gather further samples to share before final judgement / end of visit.*



Date...../School...../Class.....

**WORKING TOWARDS THE EXPECTED STANDARD (TICK IF MET)**

Name (child)	Name (teacher)							Notes
	Date of work							
<b>Evidence found in which pupil book. The pupil can, after discussion with the teacher:</b>								
1T. Write sentences that are sequenced to form a short narrative (real or fictional)								
2T. Demarcate some sentences with capital letters and full stops								
3T. Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others								
4T. Spell some common exception words*								
5T. Form lower case letters in the correct direction, starting and finishing in the right place								
6T. Form lower case letters of the correct size relative to one another in some of their writing								
7T. Use spacing between words								
TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)		

\*see common exception word list

Date...../School...../Class.....

**WORKING AT THE EXPECTED STANDARD (TICK IF MET)**

Name (child)	Name (teacher)				Notes
	Date of work				
<b>Evidence found in which pupil book. The pupil can, after discussion with the teacher:</b>					
1A. Write simple, coherent narratives about personal experiences and those of others (real or fictional)					
2A. Write about real events, recording these simply and clearly					
3A. Demarcate most sentences in their writing with: capital letters and full stops, and use question marks correctly when required					
4A. Use present and past tense mostly correctly and consistently					
5A. Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses					
6A. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others					
7A. Spell many common exception words*					
8A. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters					
9A. Use spacing between words that reflects the size of the letters					
TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig) Mod (sig)

\*These are detailed in the word lists within the spelling appendix to the national curriculum. Teachers should refer to these to exemplify the words that pupils should be able to spell.

Date...../School...../Class.....

**WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD (TICK IF MET)**

Name (child)	Name (teacher)				Notes
	Date of work				
<b>Evidence found in which pupil book. The pupil can, after discussion with the teacher:</b>					
1G. Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing					
2G. Make simple additions, revisions and proof-reading corrections to their own writing					
3G. Use the punctuation taught at Key Stage 1 mostly correctly**					
4G. Spell most common exception words*					
5G. Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*					
6G. Use the diagonal and horizontal strokes needed to join some letters					
TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)
					Mod (sig)

\*These are detailed in the word lists within the spelling appendix to the national curriculum. Teachers should refer to these to exemplify the words that pupils should be able to spell.

# Common Exception Words – Key stage 1

## Year 1

a	pull
are	push
ask	put
be	said
by	says
come	school
do	she
friend	so
full	some
go	the
has	there
he	they
here	to
his	today
house	was
I	we
is	were
love	where
me	you
my	your
no	
of	
once	– and/or others,
one	according to the
our	programme use

## Year 2

after	improve
again	kind
any	last
bath	many
beautiful	mind
because	money
behind	most
both	move
break	Mr
busy	Mrs
child	old
children*	only
Christmas	parents
class	pass
climb	past
clothes	path
cold	people
could	plant
door	poor
even	pretty
every	prove
everybody	should
eye	steak
fast	sugar
father	sure
find	told
floor	water
gold	who
grass	whole
great	wild
half	would
hold	– and/or others
hour	according to
	programme used.

## Key Stage 1 mathematics exemplification/moderation 2022

Date...../School...../Class.....

### WORKING TOWARDS THE EXPECTED STANDARD (TICK IF MET)

Name (child)	Name (teacher)							Notes
Evidence found (in which pupil book/test) The pupil can:								
1T. Read and write numbers correctly in numerals up to 100								
2T. Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them								
3T. Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5 ; 46 + 20; 16 - 5; 88 - 30)								
4T. Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10, therefore 4 + 6 = 10 and 10 - 6 = 4)								
5T. Count in twos, fives and tens from 0 and use this to solve problems								
6T. Know the value of different coins								
7T. Name some common 2-D and 3-D shapes from a groups of shapes or from pictures of the shapes and describe some of their properties e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres)								
TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)		

## Key Stage 1 mathematics standardisation/moderation 2022



Taking pride in our communities and town

Date...../School...../Class.....

### WORKING AT THE EXPECTED STANDARD (TICK IF MET)

Name (child)	Name (teacher)					Notes	
<b>Evidence found. The pupil can:</b>							
1A. Read scales in division of ones, twos, fives and tens							
2A. Partition any two digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus							
3A. Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$ ; $72 - 17$ )							
4A. Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. if $7 + 3 = 10$ , then $17 + 3 = 20$ ; if $7 - 3 = 4$ , then $17 - 3 = 14$ ; leading to if $14 + 3 = 17$ , then $3 + 14 = 17$ , $17 - 14 = 3$ and $17 - 3 = 14$ )							
5A. Recall multiplication and division facts for the 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary							
6A. Identify $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{1}{2}$ , $\frac{2}{4}$ , $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole							
7A. Use different coins to make the same amount							
8A. Read the time on a clock to the nearest 15 minutes							
9A. Name and describe properties of 2-D and 3-D shapes including the number of sides, vertices, edges, faces and lines of symmetry							
TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)	

Date...../School...../Class.....

**WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD (TICK IF MET)**

Name (child)	Name (teacher)					Notes
Evidence found. The pupil can:						
1G. Read scales where not all numbers on the scale are given and estimate points in between						
2G. Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts						
3G. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)						
4G. Solve unfamiliar word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?)						
5G. Read the time on the clock to the nearest 5 minutes						
6G. Describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions)						
TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)

## Key Stage 1 reading moderation 2022

Date...../School...../Class.....

### WORKING TOWARDS THE EXPECTED STANDARD (TICK IF MET)

Name	Evidence							Notes	
	Reading aloud	Discussion with the teacher	Phonics test	Miscue	Standardised test	Other			
Evidence found (pupil books) in reading test/reading books/guided reading/annotated photos graphs/SPAG/phonics/pupils reading									
The pupils can:									
1T. Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes									
2T. Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)									
3T. Read many common exception words									
In a book closely matched to the GPCs as above the pupil can:									
4T. Read aloud many words quickly and accurately without overt sounding and blending									
5T. Sound out many unfamiliar words accurately									
In a familiar book that is read to them, the pupil can:									
6T. Answer questions in discussion with the teacher and make simple inferences									
TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)			



## Key Stage 1 reading moderation 2022



Taking pride in our communities and town

Date...../School...../Class.....

### WORKING AT THE EXPECTED STANDARD (TICK IF MET)

Name (child)	Name (teacher)							Notes
	Reading aloud	Discussion with the teacher	Phonics test	Miscue	Standardised test	Other		
Evidence found (pupil books) in reading test/reading books/guided reading/annotated photos graphs/SPAG/phonics/pupils reading (on film?)								
The pupils can:								
1A. Read accurately most words of two or more syllables								
2A. Read most words containing common suffixes*								
3A. Read most common exception words*								
<b>In age appropriate books, the pupil can:</b>								
4A. Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words								
5A. Sound out most unfamiliar words accurately, without undue hesitation								
<b>In a book that they can already read fluently, the pupil can:</b>								
6A. Check it makes sense to them, correcting any inaccurate reading								
7A. Answer questions and make some inferences								
8A. Explain what has happened so far in what they have read								
TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)		Mod (sig)	

## Key Stage 1 reading moderation 2022



Taking pride in our communities and town

Date...../School...../Class.....

### WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD (TICK IF MET)

Name (child)	Name (teacher)							Notes
	Reading aloud	Discussion with the teacher	Phonics test	Miscue	Standardised test	Other		
Evidence found (pupil books) in reading test/reading books/guided reading/annotated photos graphs/SPAG/phonics/pupils reading								
The pupils can, in a book they are reading independently:								
1G. Make inferences								
2G. Make a plausible prediction about what might happen on the basis of what has been read so far								
3G. Make links between the book they are reading and other books they have read								
TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)		

## Reading support for KS1 moderators

### Questions

- Why did you choose this book?
- Have you read other books by this author?
- Why did you choose it? Is it because it is about ... (eg. Trains, cats, etc)
- What could this book be about?

### Before reading the book:

- Can you point to the title? or What is this? (pointing to the title)
- What do you think this story will be about? What might happen in the story?
- What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?
- Talk about the different parts of the book (eg. Front cover, back cover, title, author, illustrator, blurb, ISBN number, bar code, publisher marks)
- If it is an information book ask them where you will find out about something specific (ie. can the child use the Contents page or Index to locate information?)

### During the reading of the book:

- Tell me what is happening in the pictures?
- What has happened so far? Is it what you expected to happen?
- What might happen next? How do you think the story might end?
- What sort of character is....? Is he/she friendly/ mean/ nice...?
- Ask children about events in the story: How would you feel if you had been that character? Has anything like that happened to you? Would you like that to happen to you?
- If reading an information book: What facts have you read?

Have you learnt anything new? What does this page tell you about? Is there anything that interests you on this page? Where would you go to find information about....?

### At the end of the book:

- What was their favourite part? Why?
- What was the most interesting/ exciting part of the book? Can you find it?
- What sort of character is....?
- Why did that character do ... (give a situation/ event from the story)?
- What happened in the story?
- Are there any words or phrases that you enjoyed?
- Did the pictures help you to understand the story better?
- Would you still read this book if it did not have pictures? Why?
- Are there any parts of the book that are repeated? Why do you think that the author did that?
- Who are the main characters in the story? What character would you like to be?
- Why are some words written in capital letters? Italics? Bold print? Different colour?
- Do you think this book has helped you to understand.... Better?
- Would you like to read another story by this author or illustrator?
- Have you read any other books like this one? Is it happy/ sad/ scary/ exciting? Why do you think this?
- Does this book remind you of any other stories, or TV programmes/ DVDs?
- Does this story remind you of anything that has happened to you?
- Tell me about some other books that you have read recently.
- Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)

**What to look out for when listening to a child read a book they know (not a test) -**

show they have understood the story and talk about what they have read

read sentences without big pauses

use punctuation to show meaning and add interest

notice when they make important mistakes and make an attempt to fix them

be able to tell things about the story that are hidden or suggested in the text

tell if a story is real or made up, remember important parts of a story and be able to find parts that answer questions

**For the more able**

use the picture or the meaning of the story to work out unfamiliar words, or to understand the meaning.

notice when they have made a mistake and fix it up, most of the time.

find information that is clearly stated in the story, as well as some information that is hidden or suggested

talk about the meaning of the story and tell you what they have learned from reading about a special topic.

## Appendix 1: Stage 2 Appeals Report

### Slough Moderation Appeals Report - Stage 2

**Area:** KS1 Writing / KS1 Reading / KS1 Maths (circle related area)

**Session outline:**

- Welcome and introductions
- Refer to STA guidance
- School to present its case with the evidence from original moderation
- Time to reflect appeal (moderators)
- Decision

Date	
Moderator(s)	
Name of school	
Name(s) of pupil(s)	
Nature of appeal	
Evidence presented for (names of children):	

Feedback and decision	

**Approval**

Appeal moderator(s):

Name.....Sign.....

Name.....Sign.....

Name.....Sign.....

Teacher(s) present (if any)

Name.....Sign.....

Name.....Sign.....

Head teacher/person with delegated responsibility from the school:

Name.....Sign.....

**If not approved, move to Stage 3 - inter LA Appeals panel part of the process**

## Appendix 2: Stage 3 Appeals Report

### Slough Moderation Appeals Report - Stage 3

LA where school is based	
--------------------------	--

**Area:** KS2 Writing / KS1 Writing / KS1 Reading / KS1 Maths (circle related area)

Date	
Panel	
Name of school	
Name(s) of pupil(s)	
Nature of appeal	
Evidence presented for (names of children):	

Feedback and decision	

**Approval**

Appeal panel:

Name.....Sign.....

Name.....Sign.....

Name.....Sign.....

Name.....Sign.....

**This decision is final**



# Assessment and moderation: local agreement (non-statutory)

**Date of this agreement:**

**Parties:**

**(1) Slough local authority, Observatory House, 25 Windsor Road, Slough SL1 2EJ**

**(2)**

*(Name of school and address)*

**The parties agree as follows:**

1. All schools will be informed at the earliest date possible that they are being moderated
2. Schools must be prepared to share their pupil data with the lead moderator prior to the moderation date. i.e. having the data available to moderators at the school briefing so they can identify the appropriate pupils to be moderated
3. The lead moderator will then notify the school, the day before the moderation date, of which pupils' work will be moderated.
4. There will be a minimum of two moderators per visit
5. The local authority will keep this data confidential and only shared with the relevant people
6. This Agreement is not statutory but is a local agreement as agreed by Slough Headteachers.
7. This Agreement may be amended from time to time.

**SIGNED AS AN AGREEMENT** on the date indicated above by the parties named below in the presence of their respective witnesses:

	School	LA Rep.
Signature	X	X
Date of signature		
Name of signatory (please print)		
Title or role of signatory (please print)		