

**Slough**

**MODERATION HANDBOOK**

**2023 - 2024**

**KS2**

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# 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-2-teacher-assessment-guidance/key-stage-2-teacher-assessment-guidance>

## **Teacher assessment frameworks**

<https://gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2>

## **Pre key stage standards**

<https://www.gov.uk/government/publications/pre-key-stage-2-standards>

## **Engagement model**

<https://www.gov.uk/government/publications/the-engagement-model>

## **Exemplification materials**

### **For writing**

<https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing>

### **For science**

<https://www.gov.uk/government/publications/teacher-assessment-exemplification-ks2-science>

(science is not externally moderated)

### **Assessment and reporting arrangements**

<https://www.gov.uk/government/publications/2023-key-stage-2-assessment-and-reporting-arrangements-ara>

# The Moderation Process

Moderation is an integral part of assessment ensuring that standards of assessment in writing 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.

- day-to-day formative assessment – to inform teaching on an on-going basis
- in-school summative assessment – to understand pupil performance at the end of a period of teaching
- statutory summative assessment – to understand pupil performance in relation to national expectations and comparisons

### Standardisation

A professional development activity where teachers secure their understanding of teacher assessment frameworks of attainment in writing at KS2. Where there are differences, teachers must review their judgements and align them with national standards.

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

### Teacher assessment at KS2

Following standardisation, teachers make informed judgements about children's attainment in writing with reference to the teacher assessment frameworks at KS2 and 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 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 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 a school to prepare for an external moderation visit is to have robust internal assessment processes. These should be based on teachers' understanding of the TA frameworks, and collaboration with other schools, where possible.

Schools must ensure that:

- judgements against the TA frameworks for the cohort are available for external moderation categorised by standard, and should also subject them to internal moderation prior to an LA external moderation visit
- evidence of pupils' work is available for external moderation, to demonstrate attainment of the 'pupil can' statements at the standard the pupil has been judged to have met – this should be in the form of day-to-day work

**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 6 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 KS2 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 KS2 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 6 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 2 TA judgements. Regardless of whether schools receive an LA moderation visit in 2024, 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.

### **Pre-key stage standards**

The pre-key stage standards are for pupils who are working below the lowest standard in the relevant TA framework. The interim pre-key stage standards should be used only to make a statutory TA judgement for pupils who have reached the end of year 6, when an outcome must be reported for school accountability.

Teachers should follow the specific guidance for each subject in the pre-key stage standards when making their judgements.

Pupils who are working below the lowest standard in one of the TA frameworks because they cannot communicate in English should be assessed using the pre-key stage standards.

If a pupil has SEND and is working below the pre-key stage standards, their statutory outcome should be reported the engagement model.

### **The Engagement Model**

Pupils working below the standard of the national curriculum assessments and not yet engaged in subject-specific study.

The Engagement model is used if a pupil is working below the standard of national curriculum assessments and is not yet engaged in subject-specific study.

### **Data and Teacher Workload**

Evidence to inform statutory TA should come from the teaching of core subjects and skills specified in the national curriculum. Teachers should not track or record evidence solely to show that pupils have achieved the statements within the frameworks.

A school's assessment policy should outline when it is necessary to record assessment data. In developing their policies, schools should consider minimising teacher workload so that teachers can focus their efforts on teaching. When data does need to be recorded, this should follow the principles and practices outlined in *Eliminating unnecessary workload associated with data management*.

## Suitable evidence for moderation

### Judgements 'must be based on sound and demonstrable evidence.' (TAG 5.5)

For writing at Key Stage 2:

- 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.
- There should be a **variety** and **range** of evidence. For Key Stage 2 writing, this would include:

#### **Variety:**

- 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.
- a single, comprehensive example of writing is sufficient to show that a pupil can (for example, 'describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action').
- discrete test questions will only supplement evidence that pupils have met statements—for example, a spelling test or handwriting exercise can provide additional evidence for these statements in English writing, and if pupils do not use any of the words from the statutory lists in their day-to-day writing, evidence from these tests and exercises alone is sufficient.

#### **Range including both fiction and non-fiction forms. The main text types include:**

- recount
- procedure or instruction
- narrative/short story
- report
- explanation
- argument and persuasion
- poetry

### **Independent Writing:**

Pupils' writing on which teachers base their judgements must be produced independently by the pupil. There must be examples of children's independent writing in order to secure a standard. Clearest evidence for independence is likely to come from writing which is cross-curricular and /or which requires pupils to make decisions about audience, purpose or form. A piece of independent 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)**

- 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. A teacher's professional judgement does not take precedence over that of a moderator and teachers must be able to justify their decision (TAG 6.1). 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.

***“If the evidence from pupils' work is not sufficient to support TA judgements, the LA moderator will request to see other examples and potentially will expand the sample.”***

*- (Teacher Assessment Guidance 9.8)*



## Slough Moderation Process

Within the context of STA statutory requirements and associated guidance, the Slough Moderation Handbook 2023-24 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:

- schools to be moderated every four years (excluding 2020 and 2021)
- moderation visits to at least 25% academies and 25% of all maintained schools
- schools selected for visits are informed from Friday 17<sup>th</sup> May and will be completed between Monday 3<sup>rd</sup> June to Wednesday 19<sup>th</sup> June
- re-moderation will take place Thursday 20<sup>th</sup> June and Friday 21<sup>st</sup> June
- appeals to take place on Monday 25<sup>th</sup> June and Tuesday 26<sup>th</sup> June
- moderators will select a minimum of 15% of a cohort or if a single class, a minimum of 5 pupils (KS2 Writing)

The purpose of the moderation visit is to moderate TA of writing at Key Stage 2. 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 2. 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 17<sup>th</sup> November. If academies wish to use a non-geographical LA, they must notify STA which LA this will be, through the Primary Assessment Gateway, by Friday 17<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 8<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 (17<sup>th</sup> May 2024)
- 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 2 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. They have two opportunities to pass the standardised 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.*

KS2 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, by end of March 2023, will report to the LA if they have been successful.

## Training

- New moderators selected for 2023/24 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 Y6 teaching teams.

## Selecting schools for moderation visit

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

- 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 Y6 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 2024

Activity	Date 2024
Notification of visit	Schools phoned on LA Friday 17 <sup>th</sup> May
School receives further information and guidance to support preparation. e.g. checklist, ranked cohort list	Emailed to headteacher or assessment coordinator 17 <sup>th</sup> May
Key stage 2 moderators briefing to allocate schools	Monday 20 <sup>th</sup> May 4.00pm – 5.30pm Venue: Foxborough Primary School
Briefing with allocated moderator team present – all year 6 teachers and member of senior leader should attend	Thursday 23 <sup>rd</sup> May 1.30pm – 2.30pm or 3.00pm - 4.00pm Venue: Wexham Court Primary - The Barn
Moderation window	Monday 3 <sup>rd</sup> June to Wednesday 19 <sup>th</sup> June
Re moderation window	Thursday 20 <sup>th</sup> June to Friday 21 <sup>st</sup> June
Appeals window	Monday 25 <sup>th</sup> June and Tuesday 26 <sup>th</sup> June
Deadline submission of data given to the DfE	Friday 28 <sup>th</sup> June via Primary Assessment Gateway

## Moderation Checklist for Schools

### Preparation towards the visit

1. Senior leaders and all Y6 teachers read Slough Moderation Handbook for 2023-24

**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. Y6 staff and HT/senior leader attend initial school briefing – KS2 afternoon, venue Wexham Court School - The Barn.
  - 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 17<sup>th</sup> May and visit

1. Book visit date into school diary/staff calendar, arrange necessary staff cover to release all Y6 team teachers
2. Identify quiet room for Y6 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 23<sup>rd</sup> May 2023.

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 the 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 23<sup>rd</sup> May 2024 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 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-moderate*
  - 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 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 DfE submission deadline of 28<sup>th</sup> June 2024 via Primary Assessment Gateway.*

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 (Friday 28<sup>th</sup> June 2023).

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 a school's TA judgements are accepted in full by the LA moderator, any pupils who the school and the moderator agree will be re-moderated can have evidence internally moderated by the school without the need for an LA review of evidence. This also applies to pupils outside of the representative sample. (please refer to TAG 10).

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 frameworks 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 to be 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 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 of 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



## Moderator's notes

<b>The school is familiar with the statutory requirements and has read the '2023/24 Teacher Assessment Guidance: Key Stage 2 Writing'</b>	<b>YES/NO</b>
<b>The school has supplied a ranked cohort list of Year 6 children with TA writing levels.</b>	<b>YES/NO</b>
<b>2023 – 2024 Slough Assessment Moderation Training Programme</b>	
<b>Autumn Term 2023</b>	
<b>Title and audience</b>	<b>Venue and date</b>
Moderation managers & leads complete KS2 standardisation exercise 1.	16th November at Foxborough Primary School
LAs to return exercise 1 moderator responses to STA.	6th - 17th November 2023
Exercise 1 commentaries available on the PAG.	20th November 2023
<b>Spring Term 2024</b>	
<b>Title and audience</b>	<b>Venue and date</b>
Standardisation exercise 2 for moderators	16th January 2024
LAs to return exercise 2 moderator responses	8th - 19th January 2024
Exercise 2 commentaries available on the PAG.	22nd January 2024
All moderators unsuccessful in exercise 1 or 2 to complete exercise 3.	12th February – 23rd February 2024
LAs return responses to STA	12th February – 23rd February 2024
Exercise 3 commentaries available on the PAG.	26th February 2024
Evidencing dialogue at the Expected Standard	Thursday 29th February at Foxborough
Cross moderation opportunity	Thursday 14 <sup>th</sup> March at Foxborough
Evidence the Greater Depth Standard	Monday 25 <sup>th</sup> March at Foxborough
<b>Summer Term 2024</b>	
<b>Title and audience</b>	<b>Venue and date</b>
Evidencing the framework statements for Spelling	Thursday 2 <sup>nd</sup> May at Foxborough
Moderator briefing for KS2 moderators	20th May 2024 at Foxborough Primary School 4.00pm - 5.30pm
KS2 School briefing with moderator present	23rd May 2024 at Wexham Court Primary - The Barn 1.30pm - 4.30pm

Description of school's standardisation procedures: *(all staff or just Y6)*

What use has been made of the STA exemplification materials for writing? *(all staff or just Y6)*

Description of school's moderation procedures *(within and beyond, all staff or just Y6):*

**Strengths**

**Areas for development/next steps** – *including attending assessment moderation sessions  
autumn/spring 2023-24*



**Pre-moderation visit – number of pupils at each interim judgement**

WRITING	Engagement model	Pre-Key Stage	Working towards the expected standard	Working at the expected standard	Working at greater depth	Total

**Post-moderation visit – number of pupils at each interim judgement**

WRITING	Engagement model	Pre-Key Stage	Working towards the expected standard	Working at the expected standard	Working at greater depth	Total

**Evidence used to support Teacher Assessment judgements**

**Variety of evidence**

**Range of evidence**

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 6.

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 6 teachers during moderation visit.

Recount

Procedure or instruction

Short story

Report

Explanation

Argument and persuasion

**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
Evidence found in which pupil book.	Date of work							
	Title of work							
<b>The pupil can:</b>								
1T. Write for a range of purposes								
2T. Use paragraphs to organise ideas								
3T. In narratives, describe settings and characters								
4T. In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings sub-headings, bullet points)								
5T. Use mostly correctly:								
Capital letters								
Full stops								
Question marks								
Commas for lists								
Apostrophes for contraction								
6T. Spell correctly most words from the year 3 / year 4) spelling list, and some words from the year 5 / year 6 spelling list*								
7T. Write legibly <sup>1</sup>								
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 (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell. At this standard, there is no specific requirement for a pupil's handwriting to be joined.\*



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

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

Name (child)		Name (teacher)					Notes
<b>Evidence found in which pupil book.</b>	<b>Date of work</b>						
	<b>Title of work</b>						
<b>The pupil can:</b>							
1A. Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)							
2A. In narratives, describe settings, characters and atmosphere							
3A. Integrate dialogue in narratives to convey character and advance the action							
4A. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)							
5A. Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs							
6A. Use verb tenses consistently and correctly throughout their writing							
7A. Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)							
8A. Spell correctly most words from the year 5 / year 6 spelling list*, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary							
9A. Maintain legibility in joined handwriting when writing at speed.							
TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)	

Key Stage 2 writing standardisation/moderation 2024

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

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

24

Name (child)		Name (teacher)						Notes
<b>Evidence found in which pupil book.</b>	<b>Date of work</b>							
	<b>Title of work</b>							
<b>The pupil can:</b>								
1G. Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)								
2G. Distinguish between the language of speech and writing and choose the appropriate register								
3G. Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this								
4G. Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.  [There are no additional statements for spelling or handwriting]								
TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)		

# Spelling words Key Stage 2

## Years 3 and 4 spelling words

accident(ally)	famous	peculiar
actual(ly)	favourite	perhaps
address	February	popular
answer	forward(s)	position
appear	fruit	possess(ion)
arrive	grammar	possible
believe	group	potatoes
bicycle	guard	pressure
breath	guide	probably
breathe	heard	promise
build	heart	purpose
busy/business	height	quarter
calendar	history	question
caught	imagine	recent
centre	important	regular
century	increase	reign
certain	interest	remember
circle	island	sentence
complete	knowledge	separate
consider	learn	special
continue	length	straight
decide	library	strange
describe	material	strength
different	medicine	suppose
difficult	mention	surprise
disappear	minute	therefore
early	natural	though/although
earth	naughty	thought
eight/eighth	notice	through
enough	occasion(ally)	various
exercise	often	weight
experience	opposite	woman/women
experiment	ordinary	
extreme	particular	

# Spelling words Key Stage 2

## Years 5 and 6 spelling words

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (-ped, -ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

## Suffixes Key Stage 2

### Years 3 & 4

-ation (e.g. Nation)  
-ly (e.g. Wrongly)  
-ure (e.g. Treasure)  
-sion (e.g. Decision)  
-ssion (e.g. Discussion)  
-tion (e.g. Addition)  
-ous (e.g. Dangerous)  
-cian (e.g. Politician)  
-que (e.g. Critique)

### Years 5 & 6

-ious (e.g. Suspicious)  
-cial (e.g. Facial)  
-tial (e.g. Confidential)  
-ance (e.g. Attendance)  
-ancy (e.g. Dependency)  
-ency (e.g. Urgency)  
-ence (e.g. Difference)  
-ent (e.g. Confident)  
-able (e.g. Laughable)  
-ible (e.g. Sensible)  
-ibly (e.g. Incredibly)  
-ably (e.g. Comfortably)

## Appendix 1: Stage 2 Appeals Report

### Slough Moderation Appeals Report - Stage 2

**Area:** KS2 Writing

**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	
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**Area:** KS2 Writing

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)		