



## Key stage 2 (KS2) English writing teacher assessment moderation: national training 2019/20

### Facilitator script and timings

#### Table discussion 1: managing the professional discussion effectively

Each delegate will need a copy of the following materials:

- table discussion 1 handout – examples of effective practice observed during the 2019 external moderation cycle
- table discussion 1 handout – professional discussion scenarios

Facilitator script:

*This session is intended to provide an opportunity for you to reflect on the professional discussion in relation to findings from the most recent external moderation cycle. It will link closely with table discussion 2 this afternoon, which focuses on identifying effective practices in the recruitment, training and quality assurance of moderators.*

*Feedback from the 2019 moderation cycle suggests there is still some variation in the quality of the professional discussion.*

*By the end of the session, you will have:*

- *reviewed the purpose and intention of a professional discussion*
- *considered what constitutes an effective professional discussion*
- *discussed examples of effective practice observed during the 2019 moderation cycle*
- *reflected upon and shared approaches within your local authority (LA)*
- *considered the next steps for your own LA*

Remind delegates that the 2019 KS2 teacher assessment guidance states that LAs must 'hold a professional discussion with the year 6 teacher(s) to understand how the teacher assessment (TA) judgements have been reached and to discuss any gaps in evidence against the TA frameworks'.

It also states that:

'The professional discussion between the year 6 teachers and LA external moderators is essential and should be central to the process. This allows the teacher to talk through their judgements, using evidence to support their decisions, and to articulate their understanding of the standards.

It should provide a shared understanding of how judgements have been reached and the opportunity to discuss any gaps in evidence against the TA frameworks.'

Evidence will consist of:

- examples of pupils' work
- teachers' knowledge of their pupils

Facilitator script:

*I'd like you to spend a short time in pairs considering what constitutes an effective professional discussion and the purpose of it, with reference to the teacher assessment guidance.*

Give delegates 5 minutes to discuss in pairs and take feedback from the whole group, noting key points on a flipchart. Make sure that each pair has the opportunity to contribute.

Ensure that the points below are covered.

During an effective professional discussion:

- teachers present pupils' evidence in relation to the 'pupil can' statements
- teachers articulate their understanding of the standards and the teacher assessment framework
- moderators seek to understand and be assured of teachers' accuracy in interpreting the standards
- moderators and teachers discuss any gaps in evidence – considering the pathways for responding to missing evidence
- discussions about context and levels of independence are used to support and validate accurate judgments
- moderators manage the discussion

Reiterate that the professional discussion is central to the moderation process. It is not time dependent, but it must be the key focus.

Brief consideration of when to expand the sample could be drawn out as part of the feedback.

After 10 minutes, draw the discussion to a close.

Distribute table discussion 1 handout – examples of effective practice observed during the 2019 external moderation cycle (one per delegate).

Facilitator script:

*This handout contains examples of effective practice observed during the 2019 moderation cycle. It is important to remember that there is no set way of carrying out the professional discussion, provided that a moderator's approach meets the purposes outlined in the teacher assessment guidance.*

*I'd like you to consider each of the examples in turn, focusing on the effectiveness of each approach, and how they support the purposes we have just discussed.*

Give delegates 5 minutes to talk about each example in pairs and then broaden the discussion to include the whole table. Make sure that each delegate has the opportunity to contribute.

*I'd now like you to consider how a moderator would effectively manage the professional discussion when a teacher confidently presents evidence against the frameworks, but the moderator is concerned about the accuracy of the judgement being made.*

Give delegates 2-3 minutes to talk about this in pairs and then broaden the discussion to include the whole table. Make sure that each delegate has the opportunity to contribute.

After 20 minutes, draw the discussion to a close.

Distribute table discussion 1 handout – professional discussion scenarios (one per delegate).

Facilitator script:

*In pairs, I'd like you to discuss each of the scenarios in turn as if you were quality assuring the external moderation visit in your own LA. Consider what you would feed back to your moderation team as effective practice. What would you suggest could be improved'?*

Reiterate that it is important to remember that there is no set way of carrying out the professional discussion, provided that a moderator's approach meets the purposes outlined in the teacher assessment guidance.

Give delegates 10 minutes to discuss the scenarios in pairs and then broaden the discussion to include the whole table. Make sure that each delegate has the opportunity to contribute. After 15 minutes, draw the discussion to a close.

Facilitator script:

*I'd like you to take a few minutes to reflect on your current approach to managing the professional discussion and share best practice with your colleagues.*

Give delegates 10 minutes to discuss this in pairs and then draw the session to a close.