



Standards  
& Testing  
Agency

# **Key stage 2 English writing teacher assessment moderation**

**Self-led training resources: Exercise 1**

**2021**

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## Introduction

This set of activities is designed for completion by local authority (LA) moderators and moderation managers. It addresses knowledge and skills needed to support the moderation of KS2 writing, as part of LA moderation visits.

The activities are designed for self-led learning, and for completion independently as part of moderators' training. They can also be used within group and trainer-led moderation sessions. Discussion and reflection with colleagues are central to the moderation process and opportunities to do this when using these materials will support effective training.

## Training exercise 1: Exploring evidence systematically (expected standard)

- Exploring evidence relating to the 'pupil can' statements for working at the expected standard
- Becoming familiar with processes for considering evidence within pupil writing and drawing up lines **of inquiry to guide the moderation process**

This exercise should take approximately 60-90 minutes to complete.

In addition to this exercise, you will need the following document, on screen or in hard copy:

- [Key stage 2 \(KS2\) English writing teacher assessment \(TA\) framework](#).

You may also wish to have the following materials available:

- the writing of Pupil A and associated commentaries (Pupil C in Exercise 3 2019-20).

You can work through the activities and record your responses on a hard copy of this Exercise document.

If working **on screen**, you can use the accompanying Response document.

This is editable and allows you to type and save your responses to some activities.

To complete annotation activities, you will need to print out Piece B, from the work of Pupil A.

The pen symbol indicates that you should make notes in the spaces provided. 

*The pupil work examples used in this training are not full collections. Pupil scripts have been selected to demonstrate specific learning points. Some pupil scripts are taken from the previous standardisation exercises.*

## Overview

This exercise consists of **two sets of Activities** focusing on pupil work presented by a teacher as being at the **expected standard**. Each activity supports the process of considering evidence in relation to this judgement.

After completing this exercise, you will have:

- a stronger knowledge and understanding of assessment criteria for writing (the national standards and the 'pupil can' statements)
- greater confidence in building a picture of writing attainment through the systematic review of evidence.

## Your role

Your job is to build a picture of what a pupil can do from the evidence that the teacher presents, benchmarked against your standardised knowledge of the framework. This is in order to validate, or challenge, a teacher's assessment judgement. Moderation by local authority (LA) moderators supports the broader aim of quality assuring standards at a national level.

## Activity 1: Looking at a piece of pupil work to begin the process of deciding which statements it meets

Reminder: in order to validate a judgement, moderators need to feel assured that a pupil is consistently meeting all of the statements in the standard when judged across a whole collection of the pupil's writing. **A moderator's knowledge of a pupil's attainment builds as pieces of writing are presented and read. Each piece adds to the overall picture.**

### Activity 1a

The writing you are about to see comes from a collection which the teacher has presented as meeting the expected standard.

From Pupil A's writing, read Piece B (a narrative).

**Approach the piece as a reader**, considering how effectively the piece engages interest and how clearly meaning is communicated.

Record your initial thoughts by **annotating the text** or using **the Notepad**.



### Pupil A – Piece B: a narrative

Context: pupils explored Shaun Tan's wordless graphic novel 'The Arrival.' After discussing themes and issues raised in the story and exploring these through drama, pupils were invited to select a small number of pictures to retell part of the story. Pupils were asked to consider the perspectives of different characters and adopt a viewpoint. This pupil chose to write from the father's viewpoint.

I have been dreading this day to come, for months, even years, I have just awoken to hear the beautiful sound of birds, That brightened my day a little. However, not a lot. Today, I will have to leave my treasured family. I am in the kitchen ~~see~~ standing up, Alone, Silence filled the room ~~as~~ while I can see ~~the~~ dawn arising through the little gaps in the curtains. As I look around, I am compelled to glance at my creased origami bird I made sitting on the mantelpiece. This special gift ~~is~~ <sup>is</sup> waiting to fly away with me on this journey\*. For it was a present I gave to my daughter and wife that they would ~~we~~ never forget. We treat it like a valuable treasure to our family. It symbolises peace and hope for us. However, I ~~could~~ <sup>can</sup> not put my family at risk. There is darkness here in our little village. This is the toughest thing I have ~~to~~ <sup>had</sup> to do. As a monster is crawling around getting more and more frightening every ~~day~~ second.

The old clock is lying in the corner of the room, tick tock, It ~~was~~ <sup>is</sup> like a grumpy man. It didn't let me have enough time with my family. It made the days go by faster, and now, today, I have to leave this house. I hear the soft sound of footsteps coming down the stairs, It is my wife. Her warmth heals my soul and the crisp air around me. I close my eyes for a second capturing all the memories, Good and bad. Will the grass be greener on the other side? Probably not. Today is the day, I will be going to live somewhere else. Hopefully, my family will come and follow me if it is safe. My daughter has drawn a picture, it is us, as a family. As I pour a cup of tea into the teacup, I put my chapped lips on it, I feel the jagged edge touch my mouth. Softly.

My suitcase is sitting next to the door, Only one. My heart sinks - even though I know that I am going to be on this journey alone. On the top of the suitcase is my hat. I rested my hand on my <sup>battered</sup> suitcase, trying to save as many treasured seconds as possible in this house. Then I lift up my beloved hat, I gently place my hat on my head. It protects me from the horrors of life. As I pick up the photograph, I feel a warm glow inside

\* So it could remind me of my child and wife and our tattered family house.

my heart, I place the photograph inside a soft fabric material and wrap it up. As I put my tender hand on the suitcase, my wife puts her warm, precious on mine. A tear runs down my face, My wife reaches out and softly touches my tear stopping it from running down my cheek, However, not stopping the one running down my neck. I think of all the memories we had together. This might be our last moment together. In that moment, my daughter comes down the stairs looking tired. As she eats my homemade cereal, I can tell she doesn't really know what she is doing. After she finishes her breakfast, we start to get all of our scarves, hats and coats on. As I put my shoes on, I squeeze my wife's hand.



### Notepad

How effectively does the piece engage your interest and how clearly is meaning communicated?

## Key points

Encountering writing from a reader's perspective involves experiencing the effectiveness of the writing for the audience, purpose and context. This is reflected in the first 'pupil can' statement.

The pupil can:

write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (for example, the use of the first person in a diary; direct address in instructions and persuasive writing)

Here are some key points to note about **Piece B**. Read these and also bear in mind your own notes.

- The pupil adopts the first person to tell events from a single perspective.
- The narrative tells of the father's last moments before leaving in search of a safer place to live.
- The pupil's narrative gives insight into the situation and the father's feelings (*I have been dreading... We treat it like a valuable treasure... This is the toughest thing I have had to do*).
- The character's sadness and loneliness are emphasised through flashbacks (*my creased origami bird I made... It didn't let me have enough time... I close my eyes for a second capturing all the memories*).
- The character's thoughts and feelings towards his family are revealed through comments and gestures (*As I pick up the photograph, I feel a warm glow inside... My wife reaches out and softly touches my tear... I squeeze my wife's hand*).
- Detailed observations emphasise the character's feelings and support the setting (*The old clock is lying in the corner of the room... I feel the jagged edge... my battered suitcase*).
- Repeated references emphasise the emotion of the event (*Alone. Silence fills the room... Only one... on this journey alone*).
- There is an underlying sense of threat and foreboding (*There is darkness here in our little village... A monster is crawling around... the horrors of life*).

## Activity 1b

Building on your initial reading, now refer to the TA framework.

What evidence does this piece give you towards demonstrating that the pupil is working at the expected standard?

For this particular task, you can assume that the 'pupil can' statements about spelling and handwriting have been met across the collection.

Record what you notice by **annotating the text** or using the **Notepad**.



### Notepad

What information does this piece give you towards evidencing that the pupil is working at the expected standard?

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (for example, the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action

- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (for example, using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
  
- use a range of devices to build cohesion (for example, conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
  
- use verb tenses consistently and correctly throughout their writing
  
- use the range of punctuation taught at KS2 mostly correctly

## Summary

So far, you have:

- read the writing and experienced it as a reader. This helped you partly form a judgement about how effective this piece of writing is for the audience and purpose, given the context for the writing.
- returned to the piece, giving you a chance to confirm initial impressions by considering what evidence the writing provides about the pupil's success in using language, grammar and punctuation to achieve appropriate effects.

**Reflection point:** Are there any issues you have uncovered so far in this training? Any points that require clarification, or questions that have been raised? Record them here:



## Activity 2: Looking more closely at a piece of work for evidence relating to a standard and identifying next steps

You need to look more closely at evidence in Piece B relating to the expected standard, to see how far it supports the teacher's judgement about Pupil A.

### Activity 2a

Piece B gives evidence towards many of the pupil can statements at the expected standard.

Below are several examples of evidence within Piece B.

Using this evidence, **write in the speech bubble what you would say to support a judgement at the expected standard.**

Language choices show good awareness of the reader (*dreading... brightened my day a little... treasured family... compelled to glance at my creased origami bird*), the setting, character and atmosphere are established and engaging (*As I pick up the photograph, I feel a warm glow inside... my battered suitcase... my beloved hat... There is darkness here in our little village... A monster is crawling around*), vocabulary and grammatical structures include a range of sentence types which reflect what the writing requires.

There are a few errors and repetitive structures, but these don't overly disrupt the effectiveness of the writing overall (*I have been dreading this day to come... we treat it like a valuable treasure to our family... It is like... It didn't let me... ... It made the days*). Subordination and adverbial phrases vary sentence patterns along with consistent and correct movement between tenses; these support cohesion throughout the writing (*As I look around, I am compelled to... In that moment... After she finishes... Will the grass be greener... it was a present*).

The range of punctuation used mostly correctly includes commas to mark subordinate clauses, and adverbials, commas and dashes to indicate parenthesis (*My heart sinks – I know that I am going to be on this journey alone*) and accurate full stops. There is an instance where punctuation could have been used precisely to enhance meaning and avoid ambiguity (*my creased origami bird I made sitting on the mantelpiece*), but as this reflects criteria at greater depth, it doesn't reduce the achievement that is shown for the expected standard.



Piece B supports the judgement that the pupil is at the expected standard, through...

Evidence toward the expected standard also needs to be considered in other pieces of work by this pupil.

## Summary

- You have noted evidence supporting the judgement that the pupil is working at the expected standard.
- You now need to consider the next steps that will enable you to complete the moderation process.

## Activity 2b

Think about the following questions.

- A. Which judgements do you need to confirm by looking for further evidence in additional pieces of writing?
- B. Which other areas or 'pupil can' statements do you need to explore when looking at additional pieces of writing by this pupil?

Write your responses to A and B in the **table**, then convert these into Questions or Lines of inquiry for the next steps in this moderation.



A. Which judgements do you need to <b>confirm</b> by looking for further evidence in additional pieces of writing? B. Which other areas or 'pupil can' statements do you need to <b>explore</b> when looking at additional pieces of writing by this pupil?	What <b>Questions</b> or <b>Lines of inquiry</b> does this raise for you to follow up?

Below are some key considerations and questions that lead on to the next steps in this moderation.

<p>A. Which judgements do you need to <b>confirm</b> by looking for further evidence in additional pieces of writing?</p> <p>B. Which other areas or 'pupil can' statements do you need to <b>explore</b> when looking at additional pieces of writing by this pupil?</p>	<p>What <b>Questions</b> or <b>Lines of inquiry</b> does this raise for you to follow up?</p>
<p>A. The features noted in Piece B provide good evidence toward the expected standard, but these achievements will need to be confirmed by other pieces of writing.</p>	<p>What further evidence is there toward the expected standard in other pieces of work?</p>
<p>B. There is no evidence yet towards the third 'pupil can' statement (The pupil can integrate dialogue in narratives to convey character and advance the action).</p>	<p>What evidence of 'pupil can' statement 3 is available in further pieces of work, to confirm the standard?</p>
<p>B. There are clear strengths in this writing; for example, the narration, characterisation and setting details are vivid and engaging for the audience and purpose. This might suggest evidence towards the pupil 'drawing independently on what they have read as models for their own writing, e.g. literary language, characterisation, structure.' This is the criteria for the first pupil can statement at greater depth.</p>	<p>What evidence of greater depth 'pupil can' statement 1 is available in further pieces of work (if there is evidence for all of the 'pupil can' statements at the expected standard)?</p>

## Summary

In Exercise 1, you have:

- explored a piece of pupil work to identify evidence at the expected standard
- looked more closely at evidence in order to identify next steps.

## Next

Please move on to **KS2 Training Exercise 2** to follow through this process of considering evidence at the expected standard.

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