

Assessment, Moderation and Monitoring Update



Spring 2024

Welcome to the
Spring Term edition
of updates from the
Assessment team.

Reminder:

Please notify the Team if you have teachers new to Y1,2 and 6.

Phonics Screening Check and Monitoring Updates

Phonics screen check and KS2 Sats monitoring visits will take place before, during and after the relevant administration week. Further information will be provided at the test administration briefing:

18/04/24 on MS Teams 13:30-14:30

CPD for those new to administering phonics screen check:

7/5/24 Spon Gate Primary 15:30 – 17:00

There is no LA responsibility to monitor the Y4 Multiplication Tables Check.

STA Updates KS2 Writing

KS2 External moderation

STA have further clarified arrangements around reasons for external moderation outwith the four-year cycle. A reminder of the four-year cycle guidance:

'Local authorities are required to externally moderate at least 25% of maintained schools, academies and participating independent schools that opt into local authorities' external moderation provisions. Local authorities must ensure all schools they are responsible for are moderated at least once every 4 years (excluding 2020 and 2021), or more frequently if required.'

Additional guidance now states:

*'Local authorities should be mindful of schools being selected repeatedly and a 4-year cycle should be in place. However, more frequent **additional** external moderation may take place. Non-exhaustive examples for this include:*

- teachers being new to year 6 teaching, such as newly qualified teachers or experienced teachers who are new to year 6 teaching*
- a new senior leadership team, such as a new head teacher*
- schools with a year 6 cohort for the first time*
- concerns from previous local authority visits*
- concerns from previously submitted data or test outcome comparisons*
- newly converted academies*
- Ofsted concern.'*

Therefore, schools may expect more than one external moderation within each four-year cycle.

Independence in Writing

STA have added to their advice on independent writing, to include guidance on the use of **writing schemes**:

'Teachers' judgements must only be based on writing that has been produced independently by the pupil.

Writing is likely to be independent if it:

- *emerges from a text, topic, visit or curriculum experience in which pupils have had 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 a dictionary or thesaurus, without being prompted to do so by the teacher.*

Writing is not independent if it has been:

- modelled or heavily scaffolded - **as part of external moderation, local authority moderators can discuss where they find modelled or scaffold writing, and they may ask for further examples of pupil work to support the standard and judgement**
- copied or paraphrased, including producing work that demonstrates an over-reliance on a model text
- edited or re-written because of direct intervention by a teacher or other adult – for example, when the pupil has been directed to change specific words for greater impact, where 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. If the electronic aid is turned off, for example spell check in a word programme, this would be considered independent
- supported by detailed success criteria that specifically direct pupils what to include, or where to include it, in their writing – such as directing them to include specific vocabulary, grammatical features or punctuation

Schools that subscribe to writing schemes or frameworks should ensure that pupils are given enough opportunities to produce independent pieces of writing in line with the guidance above. Also, schools should ensure that they are able to provide evidence that writing is independent and fulfils ‘pupil can’ statements.’

Complete STA guidance can be found here:

<https://www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance/key-stage-2-teacher-assessment-guidance>

Moderation Recruitment 2023/24

We are pleased to continue with a strong moderation team this year. After successfully completing training and a rigorous standardisation exercise, the Coventry team for 23/24 comprises of 20 experienced moderators plus 6 new recruits. The team will continue to strengthen their expertise with a further day's training this term, as well as supporting with central Y6 cpd.

Every network has at least one trained moderator within its schools.

Network Moderation

Termly standardisation and moderation sessions take place within networks, supported by Coventry moderators. Teachers who had attended rigorous network sessions reported feeling better prepared for and more confident during last year's external moderation.

'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 a local authority external moderation visit.'

Key Stage 2 teacher assessment guidance September 2023

Best practice in network moderation

Those Coventry moderators who support network moderation met last term as a group, to share good practice and support organisation. It was agreed that best practice for network moderation was where there was good communication and clarity over agreed dates; sufficient time given for standardisation as well as moderation, ie during the school day; a clear focus for sessions to ensure teachers deepened their understanding of standards; rigorous moderation practice, where teachers were encouraged to be systematic in demonstrating evidence for each bullet point; the use of STA exemplification materials to show what a standard might look like.

The **Coventry Network Moderation Handbook** is a useful tool when planning network moderation.

The **Coventry Statutory KS2 Moderation Guidance 2023-24** gives detailed information about the roles and responsibilities of school, moderator and LA, and sets out the remoderation and appeals processes. It is essential reading for all schools selected for external moderation.

Both documents can be found here:

<https://www.coventry.gov.uk/assessment-moderation-monitoring-data-collection/services-schools-assessment-moderation-monitoring-data-collection>

KS2 External Moderation: Local Agreement

Annual Revision of the Coventry Local Agreement

As stated in the Teacher Assessment Guidance 2024:

External moderation arrangements that are communicated to schools by LAs and that lie outside the scope of this document are by local agreement only and must be clearly stated as non-statutory. Local agreements are in addition to, and do not replace, statutory guidance.

Local agreements should be drawn up in consultation with, and with the agreement of, all stakeholders and revised annually. A local agreement should be signed by both the LA and school. Schools that do not want to enter into a local agreement can instead ask the LA to revert to the statutory moderation arrangements. All schools with a local agreement should have a written copy of this agreement from the LA.

The Coventry Local Agreement

The Coventry Local Agreement was drawn up and agreed at Partnership.

Data and teacher workload - allowing schools to send TA data to moderators prior to moderation.

To ease workload on teachers, schools have the opportunity, if they wish, to send data (TA judgements) to the moderator prior to external moderation, so the moderator can select the sample of children whose writing would be moderated. Moderators would then send teachers, one day ahead of external moderation, the names of the children selected for the moderation discussion. It is still important to remember that moderators must have access to all children's books in case the sample needs to be widened.

Sending TA data to the moderator remains the school's choice.

Please contact Helen Masefield or Julia Etheridge with any questions regarding the Local Agreement.

CPD Opportunities

For teacher assessment to be accurate, robust and reliable, it is important that all staff participate in standardisation activities and moderate their judgements. Therefore the Local Authority offers the opportunity for Y6 staff to attend a central standardisation and moderation session.

20.3.24 Y6 Standardisation and Moderation central session at Friargate 1.30-4

Please use the following link to access details of all other CPD offers:

<https://coventry.gov.uk/assessment-moderation-monitoring-data-collection/services-schools-assessment-moderation-monitoring-data-collection/3>

Important Dates

Fri 17th May local authorities begin informing schools of external moderation of KS2 Writing Teacher assessment

Wed 22nd May Meet the Moderator session for those schools selected for external Moderation

Mon 17th-Thurs 20th June KS2 Moderation week

Wed 26th June Moderation Appeals

Fri 28th June submission of TA data

Useful Resources

- Standardisation exercises 2018-2023 on the PAG
- STA self-study materials for 2022/23 and 2023/24 on the PAG - we cannot emphasise enough how useful these materials are in developing subject knowledge and deepening an understanding of standards. All moderators have completed cpd using these materials and would be pleased to support their networks in how best to use them.

Contact Details

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