

Network Moderation Handbook

Supportive documentation for Network Moderation

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This document references the AAIA Moderator Resource and DfE Teacher Assessment Guidance.

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Moderation

Moderation of teacher assessment can be undertaken both externally (across a range of schools) or internally (within school).

The focus, timing, frequency and conduct of ongoing, in-school and network moderation sessions are determined by the school and the network. Teachers come together to share their judgements and supporting evidence with a view to confirming or adjusting those judgements and increasing their confidence in assessing. Such sessions are a vital part of any teacher's CPD, are essential to the dependability of a school's data and can add significantly to the effectiveness and reliability of a school's overall assessment system.

This document has been written to support non-statutory moderation and is based around the AAIA Moderator Resource.

What is Moderation?

Moderation is the process of teachers sharing with one another the judgements they have made against given standards/benchmarks, whether national or determined by the school, thereby improving the consistency of their decisions about children's learning and achievement. Through moderation teachers can compare their judgements in order to confirm or adjust them and resolve any differences.

In order to make judgements that are comparable, it is essential that teachers have a common and agreed understanding of the performance and achievement of children working at particular standards. Standardisation is a collaborative process by which teachers consider work produced by their children, and, using pre-determined criteria, reach a common agreement about what is typical of learning and achievement at a particular standard. This will help to ensure the accuracy and validity of judgements that are made subsequently. Standardisation needs to take place before children are assessed, whilst moderation checks the consistency of teachers' judgements after they have been made. Together these processes can secure teacher assessments that build an accurate picture of children's progress.

At the end of Early Years, Key Stage 1 and Key Stage 2 there are nationally agreed standards which networks can moderate against. Statutory moderation takes place in Key Stage 2.

Moderation requires teachers to make their judgements against a given standard. It is important that networks agree these standards prior to moderation.

Moderation requires that those who lead moderation activities have a secure knowledge of the national standard for the end of the key stage and an appreciation of the contribution made by each preceding year group to this standard.

Why moderate in networks?

Moderation helps teachers to increase the dependability of the assessments they make. In turn, this improves the decisions they take about planning for learning and teaching. It provides an assurance that judgements are consistent with those of other colleagues. Being able to make consistent, reliable and valid decisions across different points in time is important when schools report children's progress or compare cohort data with historical information.

Teachers who engage regularly in moderation processes are able to:

- Feel confident about the judgements they are making.
- Build common knowledge and understanding about curriculum expectations and standards.
- Assess children's learning more reliably, effectively and fairly.
- Identify and use evidence of attainment skilfully.
- Acquire new learning and fresh perspectives by considering their thinking in relation to that of their colleagues.

Teachers consider continuous professional development (CPD) as being a key element of moderation and value highly the opportunity it offers for meaningful professional dialogue when judgements can be discussed, adjusted if necessary and affirmed by colleagues.

Principles of moderation

Moderation is most effective when:

- It is recognised as an integral part of all learning, teaching and assessment.
- Time and resources are set aside to support and maintain the process.
- It is planned, appropriately led, and reviewed.
- It is built on a culture of professional dialogue, support and risk-taking.
- Learners and what they can do are central to the process.
- It quality assures the assessment process.
- It is used regularly to check the consistency and reliability of judgements.

Moderation Across Networks

What should the moderation entail?

A moderation session has four main goals:

1. Identifying similarities and differences in judgements
2. Resolving any differences
3. Achieving consistency of judgements
4. Achieving a shared, consistent understanding of the criteria/standards used

These goals can be realised if the following underpin the curriculum and assessment in the school:

- Within the school there is a clear understanding of the contribution that each year group makes to the learning and progress of children over time

Moderation activities enable teachers to come to a consensus view of a given standard for the year group(s) being considered:

- Moderation requires teachers to make their judgements against a given standard.
- Moderation requires that those who lead moderation activities have a secure knowledge of the national standard for the end of the key stage and an appreciation of the contribution made by each preceding year group to this standard.

How could the moderation session run?

Schools will design their moderation processes to suit their situation and needs. However, there are a number of key factors that need to be considered:

- The purpose, learning area(s) and context of each moderation session.
- The frequency of moderation activities.
- How moderation sessions will occur over time.
- Who will plan the moderation sessions and who will lead them.
- How the school will document and evaluate their moderation processes as part of their assessment procedures.
- How the outcomes will be disseminated and used.
- How new teachers will be inducted.

Effective moderation builds on planning the process carefully and communicating the important details to participants as clearly as possible and well in advance. These details should include where and when the meeting will take place, its expected duration, the meeting agenda, what to bring, and how the outcomes will be recorded, disseminated and used.

The following questions may assist in making sure that all the necessary aspects are covered and sessions are successful:

Who should be involved?	Year groups Key stage groups Cross-phase Whole school Network
What timescales should operate?	Duration of the meeting Frequency of meetings Number of meetings
How should participants be grouped?	Pairs Horizontal groups, e.g. within one year group Vertical groups, e.g. combining different year groups or key stages How will ECTs/teachers new to the school be supported during the meeting?

	If a number of schools are involved, ensure their staff are spread out across different tables.
What should be the focus of the meeting?	Decide: area(s) of learning aspects of the chosen area which standard(s) number of children

Standardisation Exercises

Standardisation exercises can be used at network moderation to ensure that there is an agreed standard prior to moderation taking place. These are available from STA via the Primary Assessment Gateway for end of key stage writing moderation. Some networks have created their own for other year groups and other subjects to ensure the standards expected at the end of the year group is explicit for all staff prior to moderation.

Recording key points and outcomes

It is useful when completing network moderation if a record is compiled, including which judgements were agreed, which were revised and any further action that the school needs to take. These records can then be circulated with the outcomes and any points for action. A simple means of recording should be devised, briefly including agreements and adjustments made at the time and potential areas for development. If thoughtfully constructed, such a document can act as a valuable record for senior managers and those leading moderation meetings as well as the staff. In addition, those facilitating a meeting need to be aware that samples of work shared at the time may make excellent exemplar materials that can be annotated and retained for future reference. Examples of moderation recording sheets can be found in Appendix 2.

The role of the moderation session leader

To ensure that moderation is not an isolated event/series of events but an integral part of the cycle of the teaching, learning and assessment process, the leader needs to:

- Manage the meeting – in terms of time, the proceedings and set the ground rules for discussion.
- Participate in the session, learning side by side with the teachers.
- Model effective questioning to help clarify thinking and understanding of language.
- Ensure all teachers' views are heard and that the time available is shared fairly between those presenting.
- Listen to the ideas of others, adapting her/his own thinking and judgements where necessary.
- Keep the discussions focused and be tolerant of different perspectives.
- Identify where more knowledge or resources are needed and where processes could be modified.

- Ensure that an agreed meeting record is compiled and circulated.

What to expect at moderation meetings

Moderation sessions should:

- Be non-threatening, supportive and professional.
- Build trust and mutual respect between teachers.
- Promote open, honest and relevant discussion.
- Build teachers' confidence in their assessment practice and in their judgements.
- Identify and promote good practice and act as a network for sharing ideas and best practice.
- Identify and signpost further support and/or relevant CPD.
- Be on-going and sustainable – a means by which standards can be raised.
- Increase the confidence of teachers, head teachers, parents and governors in the accuracy of judgements reached within their own and other schools over time.
- Respect and maintain confidentiality.
- Ensure that everyone recognises that each teacher brings a range of experience and knowledge to the meetings.

What to bring

It is important that teachers bring evidence to moderation sessions to support the judgements they have been making. Coming empty-handed is not an option! Through sharing and discussing how and why they have arrived at decisions, illustrated by carefully selected, representative evidence, teachers' judgements are further informed and strengthened and their professional development enhanced.

How a teacher has arrived at a judgement about a child's achievement hinges on there being meaningful evidence to demonstrate the soundness of that decision. Too little evidence risks judgements being unreliable; too much leads to a waste of time and effort in trying to examine it all. However, there is NO NEED for teachers to prepare special or additional material specifically to support the discussions they will have with their colleagues. Evidence needs to draw on what teachers know of individual children's attainment, supported by information from the various contexts and opportunities afforded by everyday classroom activities. Evidence is likely to include a range of work from exercise books and other sources, assessment records, teachers'/TAs' notes and should be dated. Areas of learning are best represented in context, for example, day-to-day writing across the curriculum and for a variety of purposes. Potentially rich sources of evidence are where children have been involved in activities that require them to apply skills, make choices, problem solve and apply their learning independently.

Taking part

How teachers contribute to and use the moderation situation is vital to the effectiveness of the meeting, and, more importantly, to the value they derive from it. Actively participating in sessions through asking effective questions, avoiding those that will invite a 'Yes' or 'No'

answer and probing further to get a clearer understanding if there is anything that seems to be 'fuzzy' or difficult to understand in what a colleague has to say. Equally, listening attentively to colleagues, without judging, jumping to conclusions or interrupting is essential, as is waiting for the colleague to pause before asking any clarifying questions.

Examples of questions that might be asked during the professional discussions that take place during moderation include:

- How typical is this sample of work for this child?
- Were there any surprises?
- Are there any areas/aspects of uncertainty?
- How well does the work show how the child has met the standards?
- What will be done next to help move the child's learning on?

Each teacher will be expected to come to the meeting with an open mind, recognising that there is the possibility that they may be adjusting their opinions and how they make judgements in the future.

Reviewing the moderation process

A school that values the process of collective learning and planning will want to review its moderation processes, their effectiveness and make sure that resources are available to respond to the outcomes.

Questions that may help in carrying out such a review might include:

- What did the moderation process reveal about curriculum knowledge, assessment and the progression of learning?
- What further professional development might be indicated?
- What might be done differently when teaching to help children's learning and achievement?
- How can information gained from moderation be shared across the school/ network?
- How useful is the recording of the process and how could it be improved?

Pupil can' statements

'Pupil can' statements are performance indicators. They give a snapshot of a pupil's attainment at the end of the key stage. Each statement describes what a pupil working at that standard should be able to do. Teachers should follow the guidance for each framework to reach their judgement about whether a pupil has met a standard.

Qualifiers are used in some statements to indicate the extent to which pupils demonstrate the required knowledge or skill. Where qualifiers are used, they have consistent meaning:

- 'most' indicates that the statement is generally met, with only occasional errors.
- 'many' indicates that the statement is met frequently, but not yet consistently.
- 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent.

Examples are also used in some of the statements to clarify the required knowledge or skill. They do not dictate the required evidence, but only show how that statement might be met. Teachers should refer to the national curriculum to exemplify the statements and can use exemplification materials to support them if they choose.

Evidence

While the teacher's knowledge of pupils can help inform judgements, the judgements must be based on sound and demonstrable evidence. This ensures that judgements are as objective as possible, and consistent between classes and schools.

Evidence should come from day-to-day work in the classroom and can be drawn from a variety of sources. The type of evidence may vary for different schools, classes and pupils. A pupil's workbook will often have all the evidence a teacher needs but evidence might also come from projects, assessment notes, (for example in KS1, guided reading records, phonics records, notes on mathematics exercises), classroom tests and assessments. The form of evidence supporting a teacher's judgement is entirely up to the teacher, providing it meets the requirements of the frameworks.

Teachers should avoid excessive evidence gathering. The frameworks make it clear that:

- a pupil's work in the subject being assessed may provide sufficient evidence to support the judgement, although evidence should ideally include work in other curriculum subjects.
- teachers will see multiple statements evidenced across a collection of work but sometimes a single piece of work can provide evidence for multiple statements, depending on the statement and the nature of the evidence.

Pre-key stage standards

The pre-key stage standards follow the same principles as the TA frameworks. They each contain 'pupil can' statements for teachers to assess against, providing evidence to show that pupils have met the standard they have been awarded. Teachers should follow the guidance for each subject in the pre-key stage standards when making their judgements. The pre-KS1 standards for English reading, English writing and mathematics range from standard 1-4.

The pre-KS2 standards for English reading, English writing and mathematics are:

- standard 6 (working at the KS1 expected standard); standard 5 (working towards the KS1 expected standard); standard 4; standard 3; standard 2; standard 1.

Particular weakness

The approach to English writing TA is different from other subjects. This difference reflects the nature of the subject and that a degree of subjectivity is needed to assess it. Teachers are therefore given more flexibility in reaching a rounded judgement about a pupil's overall attainment in writing.

A teacher must still assess a pupil against all 'pupil can' statements within the standard at which they are judged to be working. A pupil's writing should meet all the statements within that standard (since these represent the key elements of English writing within the national curriculum). However, teachers can use their discretion to ensure that a 'particular weakness' does not prevent an accurate judgement of a pupil's overall attainment. If a

pupil is judged to have a ‘particular weakness’, a teacher’s professional judgement about whether the pupil has met the standard overall takes precedence over the need for the pupil to meet all ‘pupil can’ statements. This does not mean that a teacher’s professional judgement takes precedence over that of a moderator. Teachers must be able to justify their decisions with evidence during moderation.

When a teacher deems that a pupil meets a standard despite a particular weakness, they must have good reason to judge that this is the most accurate standard to describe the pupil’s overall attainment. The reason for this is likely to vary from pupil to pupil but, in all instances, teachers must be confident that the weakness is an exception in terms of the pupil’s overall attainment.

A ‘particular weakness’ can relate to a part or the whole of a statement (or statements). Teachers should consider whether it prevents an accurate judgement from being made overall. A ‘particular weakness’ may relate to a specific learning difficulty, but it is not limited to this. Similarly, a learning difficulty does not automatically constitute a particular weakness that would prevent an accurate judgement. The same overall standard must be applied equally to all pupils. This approach applies to English writing only.

Independent writing

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

Teachers should keep in mind that the national curriculum states writing can also be produced through discussion with the teacher and peers. This is particularly true at KS1, where discussion and oral rehearsal with teachers will feature more. The KS1 TA frameworks state that pupils should demonstrate the ‘pupil can’ statements after discussion with the teacher.

A piece of writing may provide evidence of a pupil demonstrating some ‘pupil can’ statements independently, but not others. For example, a pupil may produce an independent piece of writing that meets many of the statements relating to composition and the use of grammar but does not demonstrate independent spelling. This could be because the teacher has provided the pupil with some domain-specific words or corrected their spelling.

Teachers may choose to use success criteria in lessons to help pupils understand what they have learnt and to help them judge whether a pupil has met the objectives for a piece of writing. Using success criteria does not mean that a pupil’s writing is not independent, the teacher would simply need to avoid modelling or over-scaffolding the expected outcome. Furthermore, using detailed success criteria as a teaching tool for one aspect of writing could still provide independent evidence of other ‘pupil can’ statements which have not been mentioned.

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 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, LA moderators can discuss where modelled or scaffolded writing is found and may ask for further examples of pupil work to support the standard and judgement.
- copied or paraphrased.
- 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, 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 what to include, or where to include it, in their writing – such as directing them to include specific vocabulary, grammatical features or punctuation.

Spelling

A pupil's standard in spelling should be evident throughout their writing. However, spelling tests can provide evidence of pupils' independent spelling.

When assessing pupils' writing, phonetically plausible but incorrect spellings should be regarded as errors unless the statement makes it explicit that they can be accepted.

The frameworks refer to the word lists within the spelling appendix of the national curriculum to exemplify words that pupils should be able to spell. At KS1, the common exception words listed are non-statutory examples to show words with grapheme-phoneme correspondences that do not fit in with what has been taught so far. Pupils are not required to use every example of the common exception words. Teachers should assess the words that pupils use, referring to the 'pupil can' statements (for example, spell some/many/most common exception words). At KS2, the lists for years 3, 4, 5 and 6 within the national curriculum are statutory. These are a mixture of words pupils frequently use in their writing and words they often spell incorrectly. As these form part of the curriculum, and should be assessed on an ongoing basis, they should generally be evident in pupils' writing.

Handwriting

A pupil's standard of handwriting should be evident throughout their writing. When assessing it, teachers should consider evidence from a pupil's independent writing to judge whether the statements have been met. Handwriting books or handwriting exercises can provide additional evidence, but this would not be sufficient on its own. Although computers and digital devices can be used, sufficient handwritten examples meeting the 'pupil can' statements should be available to support TA judgements.

Pupils who are physically unable to write may use a word processor. Pupils who are physically able to write may also choose to word-process some of their writing or use another method of recording, where appropriate. When pupils are using a word processor, it is advised that the spelling and grammar check functions are turned off. The teacher can then verify that the pupil is able to meet the relevant 'pupil can' statements independently.

Assessing pupils with disabilities

All schools are required to make reasonable adjustments for pupils with disabilities. Under the Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. *The special educational needs and disability code of practice: 0 to 25 years* includes the definition of disability. Teachers should also recognise the progress of individual pupils, setting targets that reference agreed outcomes within the code of practice, where appropriate.

When teachers assess pupils against the 'pupil can' statements, they should base their judgements on what a pupil with a disability can do when reasonable adjustments are in place. For example, reducing anxiety by providing a quiet area or allowing more time to process instructions.

If a pupil has a disability that prevents them from demonstrating attainment in the way described in a 'pupil can' statement, their individual method of communication or learning is applicable. For example, using a visual phonics system for a pupil with a hearing impairment, or using a computer for a pupil with a visual impairment because they cannot read back their handwriting. Teachers should ensure that all pupils can demonstrate attainment with reasonable adjustments in place, but the standard of the assessment should not be compromised and must be met in an equivalent way.

If a pupil has a disability that physically prevents them from demonstrating a 'pupil can' statement altogether, even with reasonable adjustments in place, these statements can be excluded from the TA judgement. For example, handwriting if the pupil is physically restricted when writing, or phonics if a pupil is deaf and unable to make use of a visual phonics system. Teachers should use their professional discretion in making such judgements for each pupil and be able to justify these during moderation.

Exemplification

Exemplification materials may assist teachers when they are using the frameworks to make judgements. Teachers can use the materials to help make TA judgements or to validate judgements across the school. If teachers are confident in their judgements, there is no requirement for them to refer to the exemplification materials.

Exemplification materials only illustrate how ‘pupil can’ statements in the frameworks might be met. They do not dictate a particular method of teaching, or the evidence expected from the classroom, which will vary from school to school.

Schools may find it useful to refer to exemplification materials to support network moderation visits.

Appendices

NB - All appendices available as word documents

Appendix 1
Sample Network Moderation Agenda



Moderation Meeting

Tuesday 22nd November
12:45 - 3.30pm

Agenda

- 12:45 Welcome and coffee
- 1:00 Introductions
- 1:10 Standardisation
- 1:30 Moderation
- 3:30 Feedback

Appendix 2a
Sample Network Records of Moderation (RoM)







Network Moderation



Subject:		Year group:		School:	
Name of Pupil:		Predicted Standard		Notes	
Writing Teacher judgement To be completed by class teacher prior to moderation session.	Working Towards (WTS)				
	Working at (EXS) Working at greater depth within (GDS)				
Moderated judgement To be completed by colleagues after moderation session.	Working Towards (WTS)				
	Working at (EXS) Working at greater depth within (GDS)				
Follow-up action					
Confirm standards agreed (class teacher) Signed Date		Confirm standards agreed (colleagues) Signed Date			

Sample Network Records of Moderation (RoM)

												
												
KS2 Writing Record of moderation												
School: Teachers:	Date of moderation:											
School requirements for teacher assessment												
Have teachers referred to Teacher Assessment Frameworks (TAF) to ensure that their TA judgements are accurate?												
Are teachers clear about the requirements in the current Assessment and Reporting Arrangements; the DfE document 'Teacher Assessment Guidance: KS2'?												
Has the school got a clear internal moderation process which scrutinises TA prior to submission?												
School estimates and agreed outcomes pre and post moderation												
No's at Expected +	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Pre</td> <td style="width: 33%;">Post</td> <td style="width: 33%;">No's at Greater Depth</td> </tr> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>	Pre	Post	No's at Greater Depth				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Pre</td> <td style="width: 33%;">Post</td> </tr> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>	Pre	Post		
Pre	Post	No's at Greater Depth										
Pre	Post											
Teacher Assessment Codes; reviews of evidence and appeals												
Working towards the expected standard (WTS); Working at the expected standard (EXS); Working at greater depth within the expected standard (GDS) If teachers do not agree with moderated judgment note reasons why and refer to senior leaders in school.												
Professional discussion												
Summarise the evidence moderated- record judgements against each pupil can statement on individual TAF record.												
Class:												
Pupil ID Initials	TA judgements School	Summary of evidence										
	WTS											
	EXS											
Sign off		Date										

Network Moderation Form KS2

School Name:	
Network:	
Subject Moderated:	
Name of Moderator:	
Name of Teacher/s:	
Number of Samples Moderated:	
Teacher's Judgement:	
Moderator's Judgement:	
Judgements Agreed: (Y/N)	

Pupil's Name/ Initials	Working Towards Expected Standard	Working At Expected Standard	Working at Greater Depth within Expected Standard

Evidence Found: (see also grid if used)
Next Steps to Secure or Move on:

Signed Moderator: _____

Teacher: _____

Network Moderation Form KS1

School Name:	
Network:	
Subject Moderated:	
Name of Moderator:	
Name of Teacher/s:	
Number of Samples Moderated:	
Teacher's Judgement:	
Moderator's Judgement:	
Judgements Agreed: (Y/N)	

Pupil's Name/ Initials	Working Towards Expected Standard	Working At Expected Standard	Working at Greater Depth within Expected Standard

Evidence Found: (see also grid if used)
Next Steps to Secure or Move on:

Signed Moderator: _____

Teacher: _____

Key Stage 1 Teacher Assessment Framework – Reading

Working Towards the Expected Standard		
		Evidence Seen
The pupils can:	read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*	
	read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*	
	read many common exception words*.	
In a book closely matched to the GPCs as above, the pupil can:	read aloud many words quickly and accurately without overt sounding and blending	
	sound out many unfamiliar words accurately.	
In a familiar book that is read to them, the pupil can:	answer questions in discussion with the teacher and make simple inferences	
Working at the Expected Standard		
		Evidence Seen
The pupils can:	read accurately most words of two or more syllables	
	read most words containing common suffixes*	
	read most common exception words*.	
In age-appropriate books, the pupil can:	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	
	sound out most unfamiliar words accurately, without undue hesitation	
In a book that they can already read fluently, the pupil can	check it makes sense to them, correcting any inaccurate reading	
	answer questions and make some inferences	
	explain what has happened so far in what they have read	
Working at Greater Depth within the Expected Standard		
		Evidence Seen
The pupil can, in a book they are reading independently:	make inferences	
	make a plausible prediction about what might happen on the basis of what has been read so far	
	make links between the book they are reading and other books they have read	

Appendix 4
Key Stage 1 Teacher Assessment Framework – Writing

Key Stage 1 Teacher Assessment Framework – Writing

Working Towards the Expected Standard	A	B	C	D	E	F
The pupil can, after discussion with the teacher:						
write sentences that are sequenced to form a short narrative (real or fictional)						
demarcate some sentences with capital letters and full stops						
segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others						
spell some common exception words (English Appendix 1)						
form lower-case letters in the correct direction, starting and finishing in the right place						
form lower-case letters of the correct size relative to one another in some of their writing						
use spacing between words.						
Working at the Expected Standard	A	B	C	D	E	F
The pupil can, after discussion with the teacher:						
write simple, coherent narratives about personal experiences and those of others (real or fictional)						
write about real events, recording these simply and clearly						
demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required						
use present and past tense mostly correctly and consistently						
use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses						
segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others						
spell many common exception words (English Appendix 1)						
form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters						
use spacing between words that reflects the size of the letters						
Working at a Greater Depth within the expected Standard the Expected Standard	A	B	C	D	E	F
The pupil can, after discussion with the teacher:						
write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing						
make simple additions, revisions and proof-reading corrections to their own writing						
use the punctuation taught at key stage 1 mostly correctly (English Appendix 2)						
spell most common exception words (English Appendix 1)						
add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*						
use the diagonal and horizontal strokes needed to join some letters.						

Appendix 5
Key Stage 1 Teacher Assessment Framework – Maths

Key Stage 1 Teacher Assessment Framework – Maths

Working Towards the Expected Standard	Evidence Seen
The pupil can: read and write numbers in numerals up to 100 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 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) 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) count in twos, fives and tens from 0 and use this to solve problems know the value of different coins name some common 2-D and 3-D shapes from a group 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).	

Working at the Expected Standard	Evidence Seen
The pupil can: read scales* in divisions of ones, twos, fives and tens • partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus 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) 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. 17 + 3 = 10, then 17 + 3 = 20; if 7 - 3 = 4, then 17 - 3 = 14, leading to if 14 - 3 = 11, then 3 + 14 = 17, 17 - 14 = 3 and 17 - 3 = 14) recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary identify 1 4 , 1 3 , 1 2 , 2 4 , 3 4 , of a number or shape, and know that all parts must be equal parts of the whole use different coins to make the same amount read the time on a clock to the nearest 15 minutes name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.	

Working at Greater Depth within the Expected Standard	Evidence Seen
The pupil can: read scales* where not all numbers on the scale are given and estimate points in between recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + 8; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.) 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?') read the time on a clock to the nearest 5 minutes describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).	

Appendix 6
Key Stage 2 Teacher Assessment Framework – Writing

Moderation Year 6

Working towards the expected standard.						
Text type	Piece A	Piece B	Piece C	Piece D	Piece E	Piece F
The pupil can: write for a range of purposes						
use paragraphs to organise ideas						
in narratives, describe settings and characters						
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)						
use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly						
spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*						
write legibly.						



Expected standard.	Piece A	Piece B	Piece C	Piece D	Piece E	Piece F
Text type						
The pupil can : 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) 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 (e.g. using contracted forms in dialogue 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 (e.g. 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 key stage 2 mostly correctly ^A (e.g. inverted commas and other punctuation to indicate direct speech) 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 maintain legibility in joined handwriting when writing at speed						



Greater Depth.						
	Piece A	Piece B	Piece C	Piece D	Piece E	Piece F
Text type.						
The pupil can: 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)						
distinguish between the language of speech and writing and choose the appropriate register						
exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this						
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.						

