

Suffolk Primary Moderation Handbook for the academic year 2020 – 2021

Covid 19 continues to impact all aspects of school life. The information in this booklet reflects the guidance from the Standards and Testing Agency.

It is possible that there will be national or local guidance which will result in changes to all or part of the handbook in order to keep everyone safe.

For each Key Stage there should be opportunities for internal moderation between classes and colleagues in the same school.

Clusters or groups of schools should arrange non-statutory meetings for teachers to informally moderate between schools.

The school leadership team should check that the assessments are accurate and reliable. It is important that assessments are agreed by the school (teachers and school leaders) before any external statutory moderation visit and before results are submitted for the school.

Early Years Foundation Stage Profile 2020 – 2021

This year some schools have opted to participate in the Early Years Foundation Stage (EYFS) reforms early adopter year. These schools will be undertaking the EYFS reforms early adopter version of the profile. The DfE has notified the Local Authority (LA) of the list of early adopters so that the appropriate moderation and data collection plans can be made for all schools. All other schools must complete the EYFS profile as required by the existing EYFS statutory framework until statutory roll out of the reforms in September 2021.

Internal Moderation

Schools and settings should carry out internal moderation of the Profile for each child. Teachers, teaching assistants and Year 1 teachers should meet to look at the evidence for a child's development. They should agree the judgements for each child and may refer to the national exemplification materials to make sure their judgements are consistent with national standards for the Early Years Foundation Stage Profile.

National Standards

Practitioners may ensure their judgements are in line with national standards by using the exemplification for each Early Learning Goal (ELG).

For non-early adopter schools, the existing Early Years Foundation Stage Framework and Early Years Outcomes can be used as appropriate. These are available from the DfE website.

For early adopter schools the Statutory Framework for the EYFS – early adopter version should be referred to. Development Matters – published by the DfE in September 2020 may be useful for schools participating in the EYFS reforms early adopter year to support their assessment practices.

Agreement Trialling

Schools and settings are invited to attend these non-statutory meetings each year. Meetings will be arranged by the Local Authority in 2021 to provide colleagues with the opportunity to meet to discuss assessment judgements in a group to support them to understand the national exemplification materials and apply them consistently.

Each meeting will be run by an experienced moderator and the judgements will be discussed by the teachers and moderator present at the meeting.

The moderators will be able to offer advice about assessment and will support the discussion between colleagues.

Schools and settings will be offered a choice of sessions via the 'Suffolk CPD online' website. We hope this will enable colleagues to choose the most convenient meeting. There will be no cost for attending these meetings.

EYFS Moderation Visits – for schools using the existing profile – not 'early adopters'

25% of schools (and some settings) using the existing profile will get a visit from an external moderator. Schools and settings using the revised framework will not have an external moderation visit. Moderation is a statutory duty of Local Authorities as set out in the Assessment and Reporting Arrangements (ARA). A four-year rolling programme is used so that every school and setting will be visited once in four years. Schools can be included more frequently if appropriate.

Schools will be informed about their visit by the end of the spring term. The dates for moderation visits will be published in the Assessment and Reporting Arrangements' (ARA) published by the DfE. The moderator will be an experienced teacher or adviser who has been trained for this role.

Moderation of the EYFSP is a sampling process and not a method for checking each child's attainment. The school will be asked to provide the moderator with a list of all pupils being assessed and interim judgements against all the Early Learning Goals (ELGs) for each pupil. The moderator will select 5 pupils from the list and ask to see the supporting evidence upon which the teacher is basing the judgement. They may also make a brief visit to the classroom to understand the context in which the teacher and pupils are working.

Evidence may include 'My Learning Journey' records, observations, pupils work, photos etc. The ARA confirms that the evidence does not have to be formally recorded, and also confirms that practitioners should be able to illustrate, support and recall their knowledge of the child's attainment for the purposes of moderation. If evidence is stored electronically, it is the responsibility of the school to ensure both the teacher and moderator have access during the visit.

The moderator should not look at any evidence without the teacher being present to give a context for the activities and to contribute their extensive knowledge of the child to the process. Teachers will need to be released from teaching for the half day of the visit so they can take a full part in the process.

Moderators will need to ask about the range of people who contribute to the profile for each child. This will include parents, the children, teachers and support staff and any multi agency professionals involved in the learning.

The main points of the visit will be recorded using a moderation visit note which will be left with the school at the end of the visit.

Key Stage 1

Teacher assessment is reported for the end of Key Stage 1 in reading, writing, maths and science. The results of the Key Stage 1 tests are used within the school to support the assessment process.

During Year 2, the teacher will build up a picture of what each child can do, drawing on everyday learning and teaching. As children approach the end of the Key Stage, teachers need to arrive at a final teacher assessment for each child.

The Teacher Assessment must be made using the most recent Teacher Assessment Framework for Key Stage 1. The framework has not changed for 2021 so the date on the document will be 2018/19. To assess a pupil at a particular standard, the pupil must be able to do ALL the 'pupil can' statements within that standard.

Using Key Stage 1 Tests.

The Key Stage 1 tests take place during May. The test papers must be kept secure for the whole month. The tests are marked by the school using the mark scheme published by the STA. After the test period has ended a conversion chart is published by the DfE to enable schools to convert the number of marks the pupil has gained on the test to a 'scaled score'. The scaled score allows the school to see how pupils have done in relation to national standards. A scaled score of 100 or above is considered to have met the threshold.

The test scores should be used as part of the evidence used for making an assessment and must be available for the moderator to see.

The Teacher Assessment Frameworks

A scaled test score of 100 does not automatically mean the pupil is at the expected standard. The school must have evidence against all the criteria for the standard described in the Teacher Assessment Framework to make a judgement of any of the standards. If a pupil is not yet 'working towards the expected standard' (WTS) the school should use the 'Pre-Key Stage' standards to make a judgement about the attainment of the pupil. These are on the gov.uk website.

Moderation of Key Stage 1 Assessments – Reading, Writing and Maths.

Once judgements have been made and agreed within the school, external moderation helps teachers to be confident that they are applying standards consistently and allows for any differences to be resolved.

Each year the Local Authority must arrange a moderation visit to 25% of schools. There is a rolling programme in place to identify the schools to be moderated. Visits may also be arranged for any of the reasons outlined in the Key Stage 1 external moderation guidance booklet. Dates for moderation will be published in the Key Stage 1 ARA.

Clusters and groups of schools are encouraged to arrange non-statutory meetings of Year 2 teachers for discussion and agreement trialling as teachers have found these helpful in the past.

All Key Stage 1 moderators must pass a standardisation test set by the Standards and Testing agency. They will have a certificate to show they are approved to moderate. The

moderators will inform the Headteacher whether the standards applied are appropriate and consistent in relation to national standards.

If the moderator judges the standards applied to be inconsistent in relation to national standards, the moderator must notify the head teacher, and, if necessary, request that the head teacher arranges for the assessments to be reconsidered by the teachers concerned and that the headteacher moderates this process. The LA has a duty to check this is done and to ensure accurate judgements are submitted.

The LA will contact the schools to be visited to inform them of the date and time of the visit and to outline the visit details including the name(s) of the moderator(s). The school will be asked to prepare a list of the pupils and the standard agreed. It is important that the Headteacher agrees these judgements before moderation.

On arrival at the school, the moderator will select pupils from this list and ask the teacher to provide the pupil work and any other evidence the teacher would like to discuss. The moderator will select a minimum sample of 10% of pupils across reading, writing and maths. The sample will cover WTS, EXS and GDS pupils.

A visit will last approximately half a day. The moderators and the Year 2 teacher(s) will discuss the judgements the school has made and how they have been arrived at. The Year 2 teacher(s) need to be released from teaching so they can take part in the process and share their knowledge of the attainment of the pupil in different contexts.

If the evidence to support the assessment is stored electronically it is important that the teacher and moderator can access the evidence during the moderation meeting.

If a pupil has not met a small number of the 'pupil can' statements, additional evidence may be supplied to the Local Authority in accordance with STA guidance.

Moderators have been asked to indicate this on the moderation form so there is a note of the name of the pupil and the evidence required. In most cases the evidence can be submitted without the moderator having to re-visit the school. The evidence should be scanned and emailed to Jacqueline.cant@suffolk.gov.uk

A form will be given to the school by the moderator. This form should be scanned and included in the email, so it is clear what evidence was requested.

There will be a moderation of additional evidence and the school will be informed if it is acceptable or not. Schools are advised to submit their additional evidence as early as possible as the data collection deadline will come very soon after moderation.

At the end of the visit a short written report is made, and a copy left in the school. A copy is also sent to the moderation manager so it can be added to the visit records for the school.

Phonics Screening Check

The Local Authority has a statutory duty to monitor the storage of the unopened test scripts before the week of the screening check, administration of the check during the week allocated to the check, and storage of the completed papers after the check week. 10% of schools can expect a visit of this kind. There will be a bulletin in 'Suffolk Headlines' before the check letting schools know how they can check the identity of a monitoring visitor. There will be no monitoring visits for the statutory Year 2 checks in autumn 2020.

Key Stage 2

Key Stage 2 test monitoring

The Local Authority has a statutory duty to monitor the storage of the unopened test scripts before the week of Key Stage 2 tests, administration of a test during test week and storage of the completed papers after the test week. 10% of schools can expect a visit of this kind. The monitoring person will be a Local Authority Adviser and will carry an identity badge.

Key Stage 2 moderation of writing

The Local Authority has a statutory duty to moderate writing in Year 6. At least 25% of schools will be visited each year. Moderators are experienced Year 6 teachers or advisers with relevant experience. All moderators are required to pass a test set by the Standards and Testing Agency (STA) which is designed to ensure the moderators can apply national standards.

Schools are advised to ensure there are opportunities for moderation between classes in the same school. Clusters and groups of schools often arrange informal, non-statutory moderation between schools.

The dates for moderation will be published in the Key Stage 2 ARA.

Before the visit, the school is asked to prepare a list of all pupils and their agreed standard in writing. Once the moderator arrives at the school, the moderator will select a minimum sample of 15% of the pupils. The sample will include pupils at WTS, EXS and GDS. The judgements for each pupil must be already agreed by the Headteacher because they cannot be changed after the moderation visit.

Moderators will discuss the pupil work with the teacher and consider how the work represents a 'secure fit' against the criteria in the Teacher Assessment Framework.

At the end of the visit a short written report is made and a copy left in the school. A copy is also sent to the moderation manager so it can be added to the visit records for the school.

The judgements agreed at moderation become the final judgement for the pupil.

If the moderator has concerns about the way judgements have been made they will make this clear on the form and let the Headteacher know. The moderator may ask the school to reconsider some or all of their judgements.

If a pupil has not met a small number of the 'pupil can' statements, additional evidence may be supplied in accordance with STA guidance.

Moderators have been asked to indicate this on the moderation form so there is a note of the name of the pupil and the evidence required. In most cases the evidence can be submitted without the moderator having to re-visit the school. The evidence should be scanned and emailed to Jacqueline.cant@suffolk.gov.uk

A form will be given to the school by the moderator. This form should be scanned and included in the email so it is clear what evidence is required.

There will be a moderation of additional evidence and the school will be informed if it is acceptable or not. Schools are advised to submit their additional evidence as early as possible as the data collection deadline will come very soon after moderation.

Link to the gov.uk website

<https://www.gov.uk/education/school-curriculum>

Link to Suffolk CPD website

<https://www.suffolkcpd.co.uk/cpd/>

Appeals (All Key Stages)

Suffolk Appeals Process 2021

What to do in the event of a disagreement between the school and the moderator.

This process applies to EYFSP moderation, Key Stage 1 moderation and Key Stage 2 writing moderation.

Moderation meetings and visits focus on professional discussion between the teacher/practitioner and the moderator. If a disagreement arises this can usually be resolved during the meeting by looking at evidence and the national exemplification. The moderator can ask for additional evidence or the school can choose to find extra evidence during the visit.

If a disagreement cannot be resolved during the meeting the moderator or the Headteacher should note this on the form. The moderator should contact the moderation manager by telephone or email to make sure she is aware.

If the school feels an appeal should be made some time after the moderation meeting the school should contact the moderation manager.

If an appeal is made the moderation manager will arrange for a second visit to take place conducted by a different member of the moderation team. The moderation manager or representative may also attend. It should be noted that at this second visit, the moderation can only be based on the evidence used during the initial moderation visit.

In the case of the issue persisting, the moderation manager will ask for representative evidence to be submitted and a group of the most experienced members of the moderation team will consider this material and feed back to the school.

In the event of the school remaining unsatisfied, the material will be submitted to the moderation manager in a neighbouring authority for their professional opinion and the outcomes will be sent to the school. Agreements are in place with neighbouring authorities in case this happens. The outcome at this point is final.

The aim of this process is to ensure that in the unlikely event of a disagreement, it can be resolved quickly and in a way which is fair to all concerned. Our priority will always be to ensure accurate assessments for the pupil so that the pupil, their parents and the teacher in the next Key Stage have reliable information.

**The moderation manager is Jacqui Cant. Email: jacqueline.cant@suffolk.gov.uk
Tel. 077 130 92755**