



Moderation Handbook

Academic year 2023-2024

Suffolk Assessment and Moderation Team

Contact

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Introduction

The Standards & Testing Agency (STA) is an executive agency within the Department for Education (DfE). It is responsible for the development and delivery of all statutory assessments from early years to the end of key stage 2. STA documents explain statutory requirements and guidance for assessment and reporting arrangements, including external moderation. The information in this handbook reflects the most recent guidance from the STA.

For full details please refer to <https://www.gov.uk/government/organisations/standards-and-testing-agency>.

<u>Key stage 2</u>
<u>Key stage 2 assessment and reporting arrangements</u>
<u>Key stage 2 teacher assessment guidance 2024</u>
<u>Pre-key stage 2: pupils working below the national curriculum assessment standard – Teacher assessment framework</u>
<u>Teacher assessment frameworks at the end of key stage 2</u>
<u>Teacher assessment exemplification: Writing</u>
<u>Teacher assessment exemplification: Science</u>

N.B. You are advised to use the online versions to ensure that you have the most up to date information.

The moderation process

Moderation is an integral part of assessment ensuring that standards of assessment of writing are consistent among teachers, schools and local authorities (LAs) and that they are maintained from year to year. External moderation visits are only one part of the assessment process. It is important for schools to engage fully with each stage of the process to ensure that their teacher assessment is accurate and in line with national standards every year.

Moderation as a whole includes:

Ongoing assessment	Teachers make day-to-day professional judgements on children's progress and attainment to inform next steps in learning.
Standardisation	A professional development activity where teachers secure their understanding of the national standards as set out in the teacher assessment frameworks. Where there are differences, teachers must review their judgements and align them with national standards.
Teacher assessment	Following standardisation, teachers make informed judgements about children's attainment against the teacher assessment frameworks. Teachers must base their teacher assessment judgement on a broad range of evidence for each pupil.
School/cluster moderation	With colleagues, teachers use the teacher assessment frameworks and exemplification materials to review a sample of the judgements and supporting evidence to check their accuracy and consistency. Disagreement must be resolved to ensure that all judgements are in line with national standards and may require revisiting all previous teacher assessment judgements.
Statutory external LA moderation	Visits by LA external moderators to review teachers' judgements across the range of attainment to ensure that teacher assessments are consistently accurate and in line with national standards as set out in the teacher assessment frameworks. Teachers will discuss their judgements with the moderator with reference to a range of evidence for a sample of children.

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

Early Years Foundation Stage (EYFS) Profile 2023 – 2024

In the summer term of 2024, and no later than 30 June 2024, the EYFS Profile must be completed for each child as required by the '[Statutory framework for the early years foundation stage.](#)'

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child.

School moderation

Following teacher assessment of each child's attainment against the 17 Early Learning Goals, 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 to ensure accuracy and consistency. The DfE's exemplification videos may support teachers as they use their professional judgement and knowledge of the child's overall development to make EYFS Profile judgements. The statutory guidance 'Early years foundation stage profile: 2024 handbook' and non-statutory guidance 'Development Matters' may also support their assessment practices.

Early years foundation stage: exemplification materials - <https://www.gov.uk/guidance/early-years-foundation-stage-exemplification-materials>

Early years foundation stage profile: 2024 handbook - [Early years foundation stage profile: 2024 handbook \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-profile-2024-handbook)

Development Matters - <https://www.gov.uk/government/publications/development-matters--2>

N.B. There is no external LA moderation of the EYFS Profile in 2024 as this is no longer a requirement in the 'Statutory framework for the early years foundation stage,' effective from 1 September 2021.

Key stage 1 2023-2024

There is now no statutory requirement for schools to carry out end of key stage 1 (KS1) teacher assessment. This is because the first cohort to take the statutory Reception Baseline Assessment (RBA) have now reached the end of KS1. These assessments will enable the STA to create school progress measures for primary schools which show the progress pupils make from reception until the end of KS2.

Similarly, there is no legal duty on local authorities to externally moderate KS1 teacher assessment from academic year 2023-24. The KS1 SATs tests for English reading and mathematics are also optional.

However, the KS1 SATs and teacher assessment frameworks are available for schools to use if they chose to do so, and the STA have published guidance to support schools with this.

[Key stage 1 teacher assessment](#)
[Key stage 1 non-statutory teacher assessment guidance](#)
[Optional key stage 1 tests](#)

Key stage 1

Teacher assessment frameworks at the end of key stage 1

For use from the 2018/19 academic year onwards


Standards
& Testing
Agency

School moderation

The STA strongly recommends that schools consider internal moderation, conducted by the school itself and, where possible, with other schools. Internal moderation can be a collaborative process undertaken throughout the academic year and normally with colleagues across key stages. This supports the quality assurance of TA judgements and provides a valuable opportunity for professional development.

The Suffolk Assessment and Moderation team will be supporting this aim through the delivery of KS1 area moderation across the county in June 2024. Further information can be found on the Suffolk Learning website - [Assessment Training – Suffolk Learning](#).

Key stage 2 2023-24

Teacher assessment is reported for the end of KS2 in writing and science.

During Year 6, 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.

Teacher assessments must be made using the most recent Teacher assessment framework (TAF) for KS2. The framework has not changed for 2024 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.

Key stage 2

Teacher assessment
frameworks at the
end of key stage 2



Moderation of KS2 assessments - writing

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

The LA has a statutory duty to moderate teacher assessments of writing in Year 6. At least 25% of schools will be visited each year. LAs will inform schools on, or after Friday 17 May if they are going to receive an external moderation visit. LAs will carry out moderation visits from Monday 3 June to Friday 28 June. Moderators are experienced Year 6 teachers or LA officers with relevant experience. All moderators are required to pass a test set by the STA which is designed to ensure the moderators can apply national standards.

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.

Once the moderator arrives at the school, the moderator will select a minimum sample of 15% of the pupils. The sample must include all standards of the TAF (WTS, EXS and GDS). This does not include pupils working within the Pre-Key Stage standards. 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.

A visit will last approximately half a day. The moderators and the Year 6 teacher(s) will discuss the judgements the school has made and how they have been arrived at. The Year 6 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 LA for re-moderation, in accordance with STA guidance.

Moderators have been asked to indicate this on the moderation form so there is a note of the pupil's initials 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 ks2moderation@suffolk.gov.uk with the email title 'CONFIDENTIAL – School name.'

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 the 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.

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.

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 on [Perspective Lite](#).

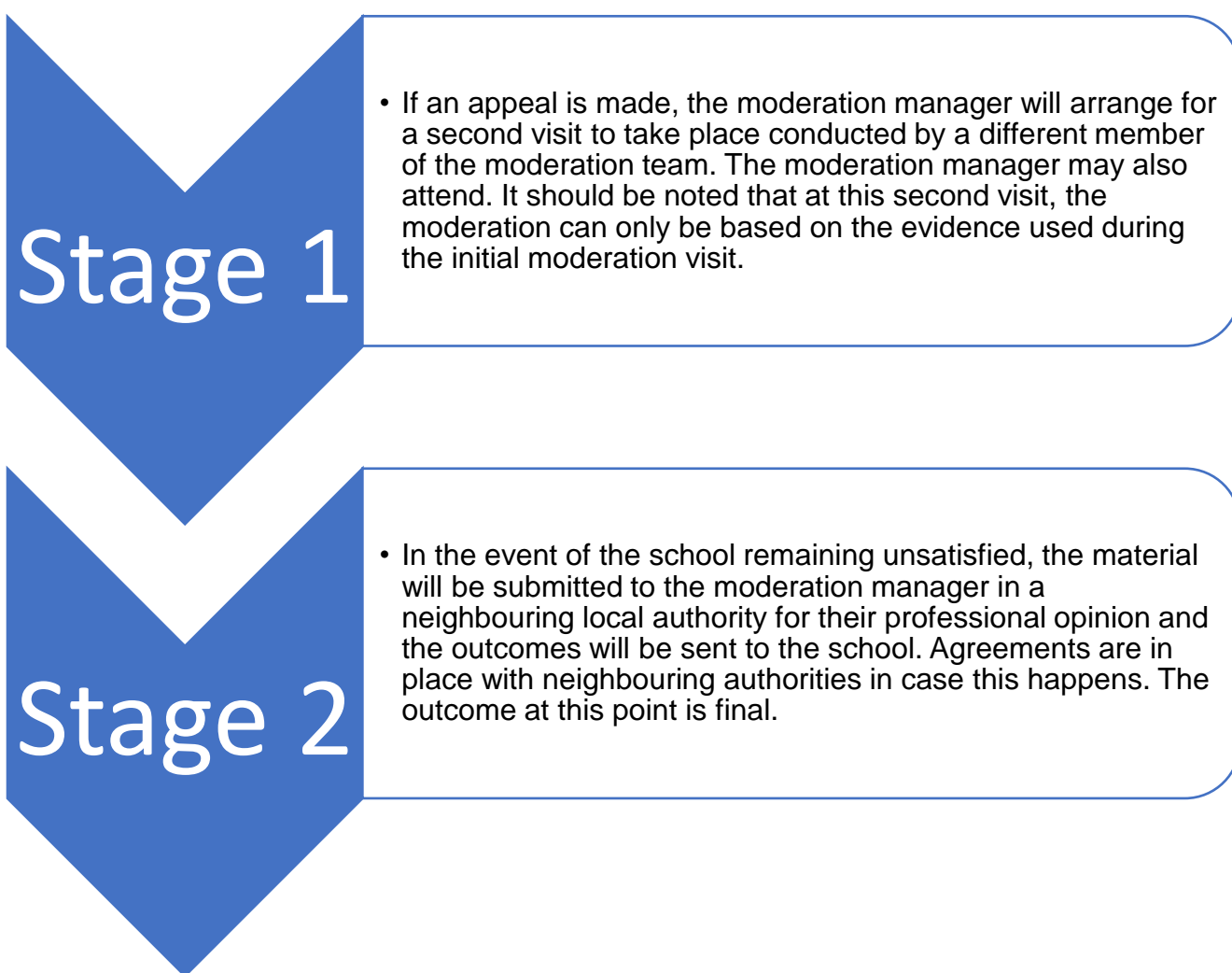
Appeals Process 2024

What to do in the event of a disagreement between the school and the moderator. This process applies to KS2 writing moderation.

Moderation meetings and visits focus on professional discussion between the teacher 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 moderation form. The moderator should contact the moderation manager by telephone or email to make sure they are aware.

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



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 or carers and the teacher in the next key stage have reliable information.

If a school chooses not to appeal and refuses to amend submitted data in line with the outcome of a moderation visit, the school would be referred to the STA maladministration team.

Information correct at time of publishing – 12 April 2024