

This year a team of 25 moderators visited 78 schools during the KS2 moderation window in June.

Following the visit in schools, this is the overview of teacher assessments agreed after initial moderation.

Subject: Writing				STATUTORY SAMPLE		
		Teacher assessment agreed after moderation				
		PKS	WTS	EXS	GDS	Total
Teacher assessment	PKS					0
	WTS	7	120	28		155
	EXS		27	233	12	272
	GDS			32	53	85
Total		7	147	293	65	512
					Total	%
Judgement agreed following moderation:					406	79%
Judgement lowered following moderation:					66	13%
Judgement raised following moderation:					40	8%

On the day, 79% of teacher assessment judgements were moderated as accurate, with 13% lowered, and 8% raised. Several children’s assessments were judged to be on the cusp of achieving the next standard. Where the school and moderators agreed that the pupil had the potential to consistently meet the ‘pupil can’ statements for the next standard before the deadline for data submission, additional evidence was requested for the purpose of re-moderation. For 44 children, re-moderation of this additional evidence resulted in their teacher assessment moving up to the next standard.

Some of the common reasons for children not achieving WTS were:

- Not using full stops and capital letters consistently
- Not enough evidence of correct use of question marks, commas in lists
- Not enough words spelt correctly from the statutory spelling lists

Some of the common reasons for children not achieving EXS were:

- No evidence of correct speech punctuation
- Poor spelling
- Not using a range of punctuation correctly and consistently
- Poor joined handwriting
- Ideas not developed enough

Some of the common reasons for children not achieving GDS were:

- Not using precise punctuation to enhance meaning and avoid ambiguity
- Only evidence of greater depth writing in one or two pieces (e.g. only in fiction writing)
- Lacking in assured and conscious control over levels of formality
- Control of register is not maintained

KS2 writing moderation is a collaborative process between the local authority's moderator and the school. It offers the opportunity to discuss judgements on pupils' performance against the requirements of the [teacher assessment frameworks](#). Moderators will hold a professional discussion with the Year 6 teachers to understand how the teacher assessment judgements have been made and to provide an opportunity for the Year 6 teachers to articulate their understanding of the standards as set out in the TA frameworks.

The guidance is clear that the best way for a school to prepare for external statutory moderation is to have robust internal assessment processes in place. This means that throughout Year 6, pupils should be given the opportunity to write for different purposes and audiences, using different levels of formality. By the end of the year, they should have a wide range of writing that demonstrates their attainment.

There is no need to put together portfolios of work – it is up to you how you present your evidence. For the most part, the classwork in pupils' exercise books (if that is how you work) is just fine.

When moderation is effective, teachers often tell us that they find the moderation process excellent professional development.

If you have any questions about this document or any aspect of moderation, please contact Kathryn Roper, LA Moderation Manager – [kathryn.roper@suffolk.gov.uk](mailto:kathryn.roper@suffolk.gov.uk) or (01473) 264169.