



Key stage 1 (KS1) English writing teacher assessment (TA) moderation: self-led training resources

Training exercise 8: Validating judgements through the professional discussion

Response document



This document accompanies KS1 Training exercise 8. You can use it on screen to type and save your responses to particular activities in that exercise.

To complete annotation activities you will need to print out Pupil A, pieces A - E.

Activity 1: The purpose of the professional discussion and your role as facilitator

Activity 1a: Identifying purpose

- knowing why we are doing something is an important precursor to knowing how to do something. Mark the statements below as 'true' or 'false' to ascertain the purpose of the professional discussion.

Purpose of the professional discussion	True 	False 
To identify the extent to which teaching links to the national curriculum		
To ensure equity and accuracy when validating judgements		
To support and collaborate with teachers to achieve fair judgements		
To check that the school's internal assessment system is suitable		
To reach a shared understanding of how judgements were made		
To provide evidence that the school has gone above and beyond in preparing for the moderation visit		
To establish independence		

To ensure that teachers are completing specific templates for evidencing statements within pupil work		
To test teachers on the reasons for their assessment judgements and correct them if necessary		
To conduct an independent review of pupils' writing and report your judgements to the Headteacher		
To provide CPD, where appropriate		
To review pupils' written work systematically and thoroughly against the TA frameworks		
To allow teachers to discuss the standards and demonstrate their understanding of them		
To check how/that the school displays learning objectives and success criteria in its pupil books		
To identify any gaps in evidence against the TA framework		
To ensure that the school is training teachers properly		

Activity 2: Reviewing a collection of pupil writing, arriving at a partial judgement and determining next steps

Activity 2a: Reviewing evidence

For the purpose of this training, the following scenario applies:


The collection has been presented by the class teacher as working at greater depth standard (GDS) and has been selected for writing assessment moderation as such.

You will begin your independent review of this collection of writing (step 2 on the flowchart).

- read Pieces A – E. Approach your review as you would in a moderation visit; namely, that you are looking to either validate or challenge the judgement awarded. You are welcome to use the notepad to record your thoughts.
- referring to the TA frameworks, consider the evidence each piece provides firstly for working at the expected standard (EXS). Additionally, what evidence can you gather towards GDS?
- at the end of your review, you will be asked to record your initial reaction to the collection and summarise the evidence presented towards demonstrating that the pupil is either working at EXS or at GDS.

Record your initial reaction to the collection.

- summarise the evidence presented towards demonstrating that the pupil is EXS.
- summarise the evidence that demonstrates achievement of the GDS.
- what further evidence is required to validate the judgement of GDS? Keep this in mind when you come to Activity 3.

 Notepad Piece A (report) <ul style="list-style-type: none">•
Piece B (adventure story) <ul style="list-style-type: none">•
Piece C (story ending) <ul style="list-style-type: none">•
Piece D (letter) <ul style="list-style-type: none">•
Piece E (poem) <ul style="list-style-type: none">•

Activity 2b: Opening the discussion

At this point, you are joined by the class teacher to begin the professional discussion. They have been teaching for 4 years and this is their first experience of moderation.

In the speech bubble below, note how you would initiate this discussion to create a comfortable, professional atmosphere which encourages the teacher to demonstrate their understanding of the statements and standards within the TA frameworks.



Reflection point: Are there any issues you have uncovered so far in this training?
Any points that require clarification, or questions that have been raised?
Record them here:



Activity 2c: Responding appropriately

Record your reactions to this response.

What positives can you draw from the teacher's initial contribution?



What do you feel is lacking in this answer?



Activity 2d: Guiding the professional discussion

With your own thoughts and the above comments in mind, now consider how you would respond to this teacher.

The next step in this scenario would be to slow the teacher down and guide them in adopting a collaborative, focused and systematic review of the evidence.

Of the following two suggested responses, note below which option you lean towards and consider your reasons for this choice.

Option: ____

Reasons for this choice:



Activity 3: Using questioning to pinpoint evidence for a standard and highlight gaps in evidence

Activity 3a: Questioning appropriately

Thoughtful questioning should be prevalent within a professional discussion and can really assist in accumulating evidence for a standard. Below are some statements made by the teacher during the professional discussion. Record questions which would encourage the teacher to extend their answer further and therefore provide more substantive evidence.

The pupil definitely has a good grasp of subordination and co-ordination.



Their writing is really effective, especially piece B where the pupil uses some really nice expanded noun phrases to describe the forest.



Piece C is a really coherent piece.



This pupil has used some ambitious vocabulary.



Activity 3b: Reaching a judgement

Thinking back to your initial review of this collection in Activity 2a, consider the question: in what ways does the pupil's collection not yet show adequate evidence of GDS?



Activity 3c: Concluding the professional discussion

Consider now how you might conclude this particular professional discussion.

You have not been able to validate the TA judgement of working at GDS for this collection of writing, due to missing evidence for one of the greater depth statements and inconsistency in evidence of other statements.

In this scenario, you were TA frameworks able to validate all other assessment judgements in the sample. The teacher and moderator both agreed that this pupil would potentially be able to evidence the missing statements before the deadline for data submission.

Note the option (1, 2 or 3) you therefore consider to be the most suitable path for this scenario.

Option: _____

Final reflection: are there any issues you have uncovered as you conclude this training?
Any points that require clarification, or questions that have been raised?
Record them here:

