

Writing Moderation Feedback

2019



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What changed this year?

- No statutory changes to framework
- Addition of new pre-keystage standards
- Greater emphasis on GDS in moderator training
- Process in Devon adapted to enable more professional dialogue

Feedback from STA

Areas of effective practice observed included:

- the robust and rigorous moderator recruitment process, supplemented by comprehensive training, which includes a task that requires potential moderators to role play the professional discussion using evidence from a pupil in their own class
- the clear communication with schools selected for moderation, which includes all current and relevant statutory materials, and ensures that schools are fully prepared for the external moderation visit
- the LAs determination to establish a coherent and consistent moderation process, which was reflected in the lead moderator's professional and purposeful explanation of the moderation process during the observed school visit

Recommended areas for development for your moderation plan in the 2019 to 2020 academic year are:

- to emphasise to schools the importance of year 6 teachers being available for professional discussion of the evidence presented during an external moderation visit
- to continue to evolve the model of professional discussion so that year 6 teachers fully articulate their understanding of the standards, enabling moderators to understand how their TA judgements have been reached .

Feedback from schools

- 49 schools responded to the online survey
- 100% felt that the process had enabled professional dialogue and a shared understanding of the NC standards
- Majority of feedback positive with a few issues identified:
 - Not having KS1 and 2 in same year
 - Continue to develop consistency of moderators
 - Challenges with admin
 - Stress created by re-moderation process
 - Issues with timings e.g. 2 week ½ terms and residentials

Feedback from moderators

The day itself was surprisingly enjoyable. We were able to talk with confidence about our children as writers - not as tick lists. We showcased them as a writer, evidencing the statements as we went.

- Some teachers found this process a challenge:
 - Need to relate directly to standards
 - Need to be confident to identify specific evidence in work
 - The more experience of this the more confident they were

When we had reached a conclusion I felt satisfied that it was the right one and that I was more aware of the standards, especially for greater depth writing.

Most conversations were about GDS:

- Clarity about the need to evidence the standards
- Need for wide and varied writing opportunities (register and formality)
- Time to write at length and maintain control
- Increased independence and choice
- Balanced evidence across narrative and non-narrative writing
- Need for high quality text models
- Need to focus on developing rich and ambitious vocabulary use

KS1

Working at greater depth

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[^]
- spell most common exception words*
- 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.

KS2

Working at greater depth

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 writing³ 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.[^]

[There are no additional statements for spelling or handwriting]

Final quick points

- Accuracy of spelling and punctuation
- Limited vocabulary was a restricting factor for both content and spelling
- Teachers need to ensure that the WTS standards have been fully met
- Pre-key stage standards must be used where WTS is not fully met
- In school moderation is essential and cross school/federation moderation opportunities are invaluable

Support available:

- Writing at Greater Depth Training (28th Nov or 23rd Jan)
- Bespoke training for schools and groups of schools
- Support for writing assessment and moderation through the year
- Y6 and Y2 Statutory Assessment Training
- No Nonsense Literacy: Assessment of Writing
- Save the date moderation briefing 21st May 2020