

Enfield Key Stage 2 Moderation Handbook 2022



KS2 MODERATION HANDBOOK

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PURPOSE OF THIS BOOKLET

Introduction:

Key Stage 2 Assessment and Moderation Arrangements 2022

This booklet contains information and guidance on assessment for the end of Key Stage 2 Writing Assessment in Enfield schools.

It does not seek to replace or replicate the STA Assessment and Reporting Arrangements (ARA) but concentrates on issues specific to the process in Enfield schools.

It should be used as a point of reference alongside the KS2 ARA and the STA requirements for schools and LAs. Supporting documentation can be found below:

KS2 ARA 2022

<https://www.gov.uk/government/publications/2022-key-stage-2-assessment-and-reporting-arrangements-ara>

KS2 Teacher Assessment Guidance

<https://www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance/key-stage-2-teacher-assessment-guidance>

KS2 Teacher Assessment Frameworks 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740345/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_2_WEBHO.pdf

KS2 Writing Exemplification 2018

<https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing>

Target Audience

The booklet is relevant to all involved in end of Key Stage 2 Writing Assessment:

- Headteachers
- Assessment Leaders
- Year 6 and year 7 teachers
- Administrative staff involved with inputting and submitting data
- LA Moderation Team and LA Managers

The booklet or relevant sections from it may be photocopied for distribution as required by schools.

Contacts

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END OF KEY STAGE 2 WRITING ASSESSMENTS - 2022

Key changes for 2021-2022

Local changes in this cycle affecting moderation and teacher assessment arrangements

If, at the time of statutory moderation, social distancing is required, We will follow Public Health Guidance. We will ensure that schools are informed as soon as possible of any changes or amendments.

National changes in this cycle affecting moderation and teacher assessment arrangements

The DfE has confirmed that all existing statutory KS1 and KS2 assessments will return in 2021/22, following their usual timetable. This includes the KS1 and KS2 NCTs and all teacher assessments.

As these assessments will be returning for the first time since 2019, without any adaptations, the results will not be published in KS2 performance tables in academic year 2021/22. The department will, however, still produce the normal suite of KS2 accountability measures at school level and share these securely with primary schools, academy trusts, local authorities, and Ofsted for school improvement purposes and to help identify schools most in need of support.

The engagement model replaces P scales 1 - 4 and is a new statutory teacher assessment tool for pupils working below the standard of the national curriculum and not engaged in subject-specific study.

Other national changes in this cycle

As in the Autumn of 2020, Year 2 pupils will take a phonics screening check in the second half of Autumn 2021.

The multiplication tables check (MTC) must be administered to year 4 pupils, between Monday 6 June and Friday 24 June.

In 2022, schools will need to make and submit TA judgements for pupils working at the standard of the national curriculum assessments in science. There is no science sampling this academic year.

ARRANGEMENTS

- Moderation teams include lead moderators, pool moderators, senior practitioners and members of the Schools Standards and Support Service.
- A protocol defining the role of the LA on behalf of STA in undertaking moderation and monitoring visits is contained within this booklet.
- An appeals process for the reconsideration of the end of Key Stage 2 assessment, after the moderation, has been established.

Purpose of the Moderation

External Moderation is statutory, and Enfield has a duty to ensure the end of Key Stage 2 assessment takes place, that the tests and tasks are correctly administered and that teacher assessments are accurate.

Moderation is an integral part of the 2022 assessment arrangements ensuring that standards of assessment are consistent among teachers, schools and LAs and that they are maintained from year to year. It is not a process for checking that every assessment made by every teacher for every child is 'correct'. Rather it is a means for the LA to be confident that schools understand national standards and are applying them consistently and that teachers' assessment will produce outcomes which are fair to children and provide an accurate picture of progress for parents.

Local Authority statutory visits are only one part of the teacher assessment process. It is important for teachers to build a shared understanding of national standards and to discuss their assessment of children's work with colleagues, including those from neighbouring schools.

The LA ensures that external moderators do not visit schools where they have a potential or perceived conflict of interest. Moderators are requested to declare any such conflicts formally to the KS2 Moderation Manager prior to the visit.

This year in Enfield the approach to moderation in KS2 will focus upon:

- review and validation of teacher assessments
- professional dialogue with teacher
- statutory moderation visits to a minimum 25% of schools
- briefings for headteachers
- one round of moderation cluster workshop
- training for schools to be moderated
- training for LA moderators

In confirming judgements, teachers and LA external moderators **must** use the Teacher Assessment Frameworks.

Schools are accountable for submitting accurate and valid key stage 2 writing teacher assessment judgements. Regardless of whether schools receive an LA moderation visit in 2022 headteachers should ensure that robust moderation processes (internal and with other schools / stakeholders) are followed and that the TAFs are referred to for statutory assessments at the end of KS2.

Monitoring and Moderation arrangements for Academies and Independent schools

All academies will be presumed to be working with their geographical LA. Academies must have a written agreement in place with their chosen LA by December 21. If academies wish to use a non-geographical LA, they must notify STA through NCA tools. STA will notify all LAs of which Academies they should include in their monitoring and moderation plans for 2022 in February.

Participating Independent schools must have a written agreement in place with the LA that will monitor the KS2 tests and complete moderation of their TA.

There are NO additional charges for any schools regarding re-moderation or the appeals process.

Moderation Management

The STA require the LA to nominate a Moderation Manager, who is responsible for all matters concerned with statutory assessment in Enfield schools and is the strategic lead. The Moderation Manager will oversee the KS2 moderation process. This will be carried out by Beatrix Simpson.

The LA may be monitored in its duties by STA personnel.

Selecting Schools to be moderated

The LA is required to ensure that all schools are moderated at least once in a four-year cycle.

The 2022 moderation starts a new moderation cycle. The intention is to moderate a minimum of 25% of schools each year and this could include those moderated in previous years.

Some schools are moderated more frequently depending on individual circumstances. Triggers for external moderation may include:

- new teaching staff
- new senior leadership team
- school with a year 6 cohort for the first time
- Ofsted concern
- Unusual patterns of attainment
- Date and / or outcome of last external moderation visit
- Concern relating to the 2019 assessment cycle, including maladministration

Those schools selected for an LA external moderation visit will be notified on or after Friday 13 May 2022.

Selected schools will receive an LA external moderation visit between **Monday 6th June 2022 and 28 June 2022**. The visit will take place before the LA deadline for schools to submit their TA judgements to the DfE.

PRIOR TO THE MODERATION VISIT

Selecting the sample of pupils for moderation

There is NO statutory requirement to request TA data in advance in order to select pupils prior to the visit. In keeping with statutory requirements, the pupil selection will be made on the day of the visit. Schools will be required to have ready an up-to-date list of all pupils in the cohort including the following information:

- Name of pupil
- UPN
- Class Name
- Gender
- Ethnicity
- KS2 TA writing judgement

The external moderator/s will select an initial sample of 15% of pupils from across the cohort or, in the case of a single class a minimum of 5 pupils. Moderators may select additional pupils during the visit to ensure that the full range of attainment is covered and where schools have indicated that there may be changes by the submission date.

Assessing pupils with disabilities

All schools are required to make reasonable adjustments for pupils with disabilities. Disability is defined, in the Equality Act 2010, as a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The [Special Educational Needs and Disability code of practice: 0 to 25 years](#) includes a reminder of the breadth of the definition of disability. Teachers should also recognise the progress of individual pupils, setting targets that reference agreed outcomes within the code of practice where appropriate.

Additional Moderators

Selected schools will also be asked to return a signed **written agreement** in order for the LA to send more than one moderator as this is **not** a statutory requirement. This is done for the following reasons:

- Shadowing and training
- Quality assurance
- Management of large cohorts

A copy of the written agreement is included in this booklet.

Schools must ensure that:

- TA judgements against the TA framework are available for external moderation and have been subject to internal moderation prior to an LA external moderation visit
- Evidence of pupils' work is available for external moderation in order to demonstrate attainment of the 'pupil can' statements at the standard awarded. This should be in the form of day-to-day work.

THE MODERATION VISIT

During the external moderation visit

- Schools must:
- ensure that the LA external moderator(s) have a quiet area to conduct the external moderation visit
- meet requests from the LA external moderator(s) for samples of pupils' day-to-day classwork or any other information reasonably required
- ensure that the evidence presented demonstrates each of the 'pupil can' statements within the standard at which pupils have been judged
- ensure that the year 6 teachers are released for all, or part of, the visit for a professional discussion of the evidence presented
- encourage teachers to draw upon examples of pupils' written work from across the curriculum to support their judgements, although work in the subject being assessed alone may produce the depth of evidence required
- identify independent work, and clarify the degree of support a pupil has received

The above table has been taken from 2022 Teacher Assessment guidance: KS2

Validating teacher assessment judgements

To demonstrate that a pupil has met the standard within the TA frameworks, the LA external moderator will review the evidence presented and validate each judgement within the sample. The evidence must show that the pupil demonstrates attainment of all of the 'pupil can' statements within the standard they have been awarded. This process will be supported by professional dialogue with the teachers. Moderators may request additional evidence and/or expand the sample if there is insufficient evidence. Schools should have current pupil data available at the time of the visit.

A more flexible approach

The approach to teacher assessment of English writing differs from that adopted in other subjects. This difference recognises and reflects the nature of the subject and that a degree of subjectivity is needed to assess it. Teachers are therefore afforded more flexibility in reaching a rounded judgement about a pupil's overall attainment in writing.

A teacher must still assess a pupil against all of the 'pupil can' statements within the standard at which they are judged to be working. While a pupil's writing should meet all the statements within that standard (since these represent the key elements of English writing within the national curriculum), teachers can use their discretion to ensure that a **particular weakness** does not prevent an accurate judgement of a pupil's overall attainment being made. A teacher's professional judgement takes precedence, but teachers must be able to justify their decisions during moderation.

When a teacher deems that a pupil meets a standard despite a **particular weakness**, they must have **good reason** to judge that this is the most accurate standard to describe the pupil's overall attainment. The reason for this is likely to vary from pupil to pupil but, in all instances, teachers must be confident that the weakness is an exception in terms of the pupil's overall attainment.

A particular weakness can relate to a part or the whole of a statement (or statements), the only consideration is whether it prevents an accurate judgement from being made overall. A **particular weakness** may well relate to a specific learning difficulty, but it is not limited to this. In addition, a specific learning difficulty does not automatically constitute a **particular weakness** which would prevent an accurate judgement. The same overall standard must be applied equally to all pupils. This approach applies to English writing only.

Taken from 2022 Teacher Assessment guidance

KS2 Writing Moderation Visit Timetable

<p>Step 1</p>	<p>Moderators to meet with the Headteacher / Delegate to confirm arrangements for the visit to include:</p> <ul style="list-style-type: none"> ● the role of the Headteacher / Delegate in the process; ● clarification of written agreements in place ● an outline of the timetable for the day including designated time for the profession discussion with teachers ● explanation of the LA re-moderation process ● making school aware of the LA's appeals process at the beginning of the visit
<p>Step 2</p>	<p>Moderators to:</p> <ul style="list-style-type: none"> ● meet initially with teachers to discuss pupil selection and organisation of evidence ● carry out review of evidence and teacher assessment judgements using the Interim Teacher Assessments Framework ● ensure that sufficient quality time is designated to the professional dialogue with teachers
<p>Step 3</p>	<p>Moderators will meet with class teachers and engage in a professional dialogue to confirm accurate judgements are made and teachers have a clear understanding of national standards.</p> <p>Moderators may need some time to collate evidence and discuss next steps prior to the final stage. The process will also recognise any strengths and specific points for development in relation to their moderation practice.</p>
<p>Step 4</p>	<p>Moderators to meet with the Headteacher / Delegate to review the outcomes of the moderation process. Moderators will provide the school with a completed LA record of visit which includes:</p> <ul style="list-style-type: none"> ● the agreed validated judgements for all moderated pupils ● any revised judgements if the LA external moderators judged that there was insufficient evidence for the standard awarded, or if the LA moderators considered the pupil to be working at a higher standard ● any decisions that the school intends to appeal ● any concerns that require further action by the school or LA (such as a remoderation)

Duration of Visits

Visits may take half to a full day depending on the school's circumstances.

EVIDENCE REQUIRED

Independent writing

Writing is likely to be independent if it:

- emerges from a quality text, topic, visit, or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about
- enables pupils to apply their learning independently, possibly with an element of choice, for example writing from the perspective of a chosen character
- has been independently edited and / or redrafted by the pupil. This may be in response to self, peer, or group evaluation
- is produced by pupils who have independently drawn on classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites for support or ideas
- is informed by clear learning objectives and limited success criteria which are not over detailed and do not over-aid pupils

Writing is not independent if it has been:

- modelled or heavily scaffolded
- copied or paraphrased
- supported by success criteria that are over-detailed and over-aids pupils
- edited as a result of direct intervention by a teacher or other adult, for example where the pupil has been directed to change specific words for greater impact, or where incorrect or omitted punctuation has been indicated
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text

Word lists

The word lists in the National Curriculum English programme of study Appendix 17 for years 3 and 4, and years 5 and 6, are statutory. They include words that pupils use frequently in their writing, but often misspell. Pupils are not required to evidence all of these words across their range of writing. However, where listed words are used, some, or most, must be spelt correctly in line with the interim TA framework 'pupil can' statements.

(Taken from 2022 Teacher Assessment guidance)

For full details regarding spelling and handwriting guidance please see the above guidance

The variety of evidence

- Children's exercise books and other examples of written work in a variety of forms and for a range of purposes and audiences, taken from the whole of year 6. This should include 'rough' work as well as 'finished' examples
- Written work from other subjects as well as English, including cross-curricular projects
- Examples of children's independent writing
- Other evidence which the school considers relevant

The range of evidence

LA external moderators will expect to see a range of writing that includes both fiction and non-fiction forms. If the evidence for children's writing is limited in variety and range of texts, it is likely that the school's teacher assessment in writing will not be consistent with national standards. LA moderators will not dictate what schools' evidence should look like or how it is presented for an external moderation visit. In particular, the LA will not expect portfolios or checklists of evidence.

TEACHERS MUST USE THE TEACHER ASSESSMENT FRAMEWORKS TO ENSURE THAT THEIR TEACHER ASSESSMENT JUDGEMENTS ARE IN LINE WITH NATIONAL STANDARDS. FAILURE TO DO SO COULD RESULT IN MALADMINISTRATION.

END OF VISIT

If the school and the LA external moderators agree some pupils have the potential to meet the proposed standard before the data submission deadline, the LA record of visit should also include the next steps:

- if school TA judgements were accepted in full by the LA, the additional evidence must have been internally re-moderated by the school and submitted by the TA submission date, or
- if school TA judgements were not accepted in full by the LA, the additional evidence must be submitted to the LA for review prior to the TA submission date

Re-moderation

At the time of the external moderation visit, there may be pupils who have not yet demonstrated a small number of the 'pupil can' statements. If the school and the LA external moderator(s) agree that these pupils will be able to consistently demonstrate the relevant knowledge or skills after the external moderation visit, but before the deadline for TA submission, the LA can agree to accept additional evidence for the pupils in order to validate the proposed standard. The LA's record of the visit should also include the next steps.

If all of the schools' TA judgements were accepted in full by LA external moderator(s), any pupils that the school and the LA external moderator(s) agree demonstrate the potential to meet the next standard (before the data submission deadline), can have evidence internally moderated by the school without the need for a LA review of evidence.

If the schools' TA judgements were not fully accepted by the LA external moderator(s), any pupils that the school and the LA external moderator(s) agree demonstrate the potential to meet the next standard (before the data submission deadline), must have evidence reviewed by the LA before final submission of the TA data.

(Taken from 2022 Teacher Assessment guidance)

Data collection and submission

28th June 2022 deadline to submit KS2 TA data on the Primary Assessment Gateway

The submission of TA data to the LA or DfE represents a declaration that the Headteacher deems it to be correct and accurate.

AGREEMENT, APPEALS AND QUALITY ASSURANCE

Appeals

In instances when the moderator's judgement of a writing teacher assessment differs from that of the school the following procedures apply:

Stage 1

The moderation team will inform the school representative of their judgement relating to the assessment for an individual pupil's overall teacher assessment outcome. The moderator's judgement will be supported by a detailed explanation.

If the school representative accepts the moderator's judgement for that particular sample, it will be changed to the judgement determined by the moderator.

All overall teacher assessments made by the school at the same standard will be made available to the moderators for further sampling. If further samples of that overall teacher assessment are found to reflect awards at variance with the moderator's judgements, the school will be required to reconsider its assessments at the standard in question.

The Headteacher will be notified of the moderator's judgement and the required procedures to be acted upon.
If the Headteacher agrees with the moderator's judgement at Stage 1 no further action need be taken.

Stage 2

If the school disagrees with the moderator's judgement, it should request that the overall teacher assessment sample at the disputed standard be submitted to the LA's Moderation Manager. Schools wishing to appeal against any decision may resubmit their samples by **23 June 2022**.

Re-moderation will take place on 24 June 2022 at the CLC

The LA's Moderation Manager will consider the evidence the following day and inform the school and the named moderators of the outcome.

If the Moderation Manager supports the school's judgement relating to the award of the standard for an individual pupil's overall teacher assessment outcome, the Moderation Manager's judgement will act as endorsement of the school's judgement for overall teacher assessment at that particular standard.

If the Moderation Manager supports the moderator's judgement relating to the award of the standard for an individual pupil's overall teacher assessment outcome, the school will be informed of this decision and other samples to support that particular standard will need to be submitted to the Moderation Manager for verification.

If the Headteacher agrees with the outcome of the Moderation Manager's decision at Stage 2 no further action need be taken.

Stage 3

If the school does not accept the Moderation Manager's judgement, external moderation can be requested.

Moderation Managers from Enfield LA and the neighbouring LA will provide cross LA moderation.

Schools requiring external moderation should inform Enfield LA's Moderation Manager of their request. The Moderation Manager will arrange for the samples of work in question to be sent to the KS2 External Moderation Manager for moderation by 23 June 2022. The KS2 External Moderation Manager will inform Enfield's Moderation Manager of his/her judgement and will provide written verification of that judgement for the school.

This judgement will be final.

KS2 WRITING

MODERATION DOCUMENTS

Confirmation email re KS2 moderation visit

Dear Headteacher / Delegate

Following our telephone conversation on ... **(date)** I can confirm that the statutory KS2 external moderation visit will take place on:

(date and time)

According to the written agreement, the following moderators will be attending:

Lead 1:

Pool Moderator/Senior Practitioner:

Pool moderator:

Please note it is not statutory for more than one moderator to attend and you may revert to the statutory arrangement of one moderator if you so wish. (Local Agreement)

I attach the Enfield Moderation Arrangements Handbook 2022 and the STA KS2 TA Assessment Guidance for your information.

Thank you once again for your cooperation. I look forward to visiting you and meeting your teachers.

Kind regards

...

(Lead Moderator)

FAO: All Headteachers
at maintained, academies and
free schools

Please reply Lucy Nutt
to: Head of School & Early Years
Improvement Services
Enfield Council
113 Parsonage Lane
Enfield EN2 0AN

E-mail: lucy.nutt@enfield.gov.uk

Mobile: 07855 143610

Date: 4 April 2022

Dear Headteacher

Local Area Agreement for Statutory Assessment Moderation for maintained schools, academies, and free schools 2022

Enfield Local Authority moderation and monitoring processes are compliant with all aspects of STA's moderation and monitoring models. We attend STA training, and all moderators are approved by STA. We are consistently validated by STA in all key stages.

We deviate from STA statutory requirements for moderation in just one respect and as such are required to set up a local area agreement with you.

- **We have a minimum of two moderators, per school moderation visit in all key stages.**

Paired moderator model

Enfield LA operates a model of a minimum of two moderators per school per visit based on the following rationale:

- Ensuring consistency in the interpretation of the "more flexible approach" to assessing writing in the revised "pupil can" statements.
- Ensuring consistency of the "most, many and some" qualifiers in the application of "pupil can statements.
- Ensuring a professional dialogue and collaborative process between LA moderators and teachers and other school staff.
- Ensuring a level of quality assurance.
- Ensuring efficient use of time for schools with larger cohorts and appropriate support for small schools who have fewer opportunities to moderate with others.
- Ensuring new moderators can be inducted and trained appropriately.

If you agree with this amendment to STA guidelines, please fill out the details below and return it electronically to SEYIS seyis@enfield.gov.uk by 27 April 2022

I do agree to work within Enfield's Local Area Agreement for moderation.

Signed (Headteacher): _____

School: _____

Date: _____

If you do not agree to the deviation from STA guidelines for external moderation outlined in this document, please fill out the details below and return it electronically to SEYIS seyis@enfield.gov.uk by 27 April 2022

Reason:

Signed (Headteacher): _____

School: _____

Date: _____

I look forward to working with you.

Kind regards,

Lucy Nutt
Head of School and Early Years Improvement Service



Tony Theodoulou
Executive Director People
Enfield Council
Civic Centre, Silver Street
Enfield EN1 3XY
www.enfield.gov.uk

 If you need this document in another language or [format](#) contact the service using the details above.

**LONDON BOROUGH OF ENFIELD
SCHOOLS & EARLY YEARS IMPROVEMENT SERVICE**

Headteacher/Delegate Discussion Form 2022

<p>Discussion with Headteacher / Delegate</p>	<p>What is the process for teacher assessment in your school?</p> <p>How often is the progress of Y6 pupils reviewed by SLT (pupil progress meetings)</p> <p>How do you ensure that teachers understand national standards and the use of the teacher assessment frameworks?</p> <p>How is external / internal moderation organised?</p> <p>What training and support have teachers including new to year 6 received?</p> <p>Are you aware of the LAs re-moderation process?</p> <p>Are you aware of the Local Authority appeals process regarding an external moderation visit?</p>
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Where submitted data (PAG) differs from the moderated data, the LA must investigate the difference and refer the issue to STA if required.

Headteacher

Lead Moderator

Date:

Judgement of Pupil Attainment at KS2 2022

Name of school	
DFE Number	
Names of Moderators	
Date of Visit	
Year 6 teacher/class	
Number of Year 6 pupils in the cohort:	

WRITING range of Standards in cohort:	Pre-National Curriculum (PK)	Working towards the expected standard (WTS)		Working at the expected standard (EXS)	Working at greater depth within the expected standard (GDS)
		Standard presented	Standard agreed Y/N	Comments/Judgement code a/b/c Specify any <i>particular weakness</i> discussed	

Please use the following codes in the case of potential data changes after the moderation visit:

- The LA would consider further evidence from the school.
- The LA would **not** consider further evidence from the school.
- Appeals procedure applies.

NB: This form will be completed by the lead moderator during the final discussion with the Headteacher and class teacher/s and submitted to the KS2 Moderation Manager.

SCHOOL VISIT SUMMARY FORM

**KEY STAGE 2 STATUTORY WRITING ASSESSMENT
MODERATION VISIT 2022**

SCHOOL:

DATE:

HEADTEACHER:

NAME OF YEAR 6 TEACHER(S)

Overall feedback

<p>Strengths:</p> <p>Action points:</p>
Re-moderation to take place in school: Yes / No
Re-moderation conducted by LA: Yes / No
School is appealing outcome of visit: Yes / No
LA EXTERNAL MODERATOR(S)
HEADTEACHER / SLT:

Where submitted data differs from the moderated data, the LA must investigate the difference and refer the issue to STA if required.

School and Early Years Improvement Service

City Learning Centre
Parsonage Lane
Enfield EN2 0AB

www.enfield.gov.uk

