

# Enfield Key Stage 1 Moderation Handbook

2022





# **KS1 MODERATION HANDBOOK**

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# PURPOSE OF THIS BOOKLET

## INTRODUCTION

### Key Stage 1 assessment and moderation arrangements 2022

This booklet contains information and guidance on assessment for the end of Key Stage 1 in Enfield schools.

It complements the STA Assessment and Reporting Arrangements 2022 and Teacher assessment guidance: Key Stage 1 2022 and concentrates on issues specific to the process in Enfield schools.

Supporting documentation can be found below.

- Key Stage 1: Assessment and reporting arrangements (ARA) 2022\_  
<https://www.gov.uk/government/publications/2022-key-stage-1-assessment-and-reporting-arrangements-ara>
  
- 2022 teacher assessment guidance: Key Stage 1 – For schools and local authorities\_  
<https://www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance/key-stage-1-teacher-assessment-guidance>
  
- Teacher Assessment Frameworks at the end of KS1 (TAFs)\_  
<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1#full-publication-update-history>
  
- Interim pre-Key Stage 1: Pupils working below the test standard\_  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/903457/2021\\_Pre-key\\_stage\\_1\\_-\\_pupils\\_working\\_below\\_the\\_national\\_curriculum\\_assessment\\_standard\\_PDFA.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903457/2021_Pre-key_stage_1_-_pupils_working_below_the_national_curriculum_assessment_standard_PDFA.pdf)  
  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/903457/2021\\_Pre-key\\_stage\\_1\\_-\\_pupils\\_working\\_below\\_the\\_national\\_curriculum\\_assessment\\_standard\\_PDFA.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903457/2021_Pre-key_stage_1_-_pupils_working_below_the_national_curriculum_assessment_standard_PDFA.pdf)

### Target audience

The booklet is relevant to all involved in end of Key Stage 1 Assessment:

- Headteachers
- Assessment Leaders
- Year 2 and Year 3 teachers
- Administrative staff involved with inputting and submitting data
- LA Moderators 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 1 ASSESSMENT 2022**

### **Key changes for 2021-22**

#### **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 monitoring visits is contained in this booklet.
- An appeals process for the reconsideration of end of Key Stage 1 assessment, after the moderation, has been established.

## Purpose of the moderation

**External moderation is statutory**, and Enfield has a statutory duty to ensure the end of Key Stage 1 assessment takes place and that the tests have been administered to inform Teacher Assessment.

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 LAs to be confident that their 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 moderation 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 KS1 Moderation Manager prior to the visit.

This year in Enfield the approach to moderation at KS1 will include:

- review and evidence of teacher assessment
- professional dialogue with teachers
- statutory moderation visits to a minimum of 25% of schools
- briefings for Headteachers
- one round of moderation cluster workshops
- training for schools to be moderated
- training for LA Moderators

In confirming judgements, teachers and LA external moderators **must** use the Teacher Assessment Frameworks. Teachers and LA external moderators must scrutinise evidence in order to validate teacher assessments.

Schools are accountable for submitting accurate and valid key stage 1 teacher assessment judgements. Regardless of whether schools received an LA moderation visit in 2022, headteachers should ensure that robust moderation processes (internal and with other schools/stakeholders) are followed and that the Teacher Assessment Frameworks are referred to for statutory assessment at the end of Key Stage 1.

## **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 14 December. 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.

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

### **Moderation management**

Head of School and Early Years is responsible for all matters concerned with statutory assessment in Enfield schools. The Moderation Manager will oversee the Key Stage 1 and key stage 2 moderation process.

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. A minimum of 25% of schools are moderated annually. 2022 is the first year of the new moderation cycle.

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 2 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.

<b>The schools selected for an LA moderation visit will be notified on or after Friday, 13 May 2022</b>
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Selected schools will receive an LA external moderation visit between **Monday, 6 June 2022 and 28 June 2022**. The visit will take place before the LA deadline for schools to submit their TA judgements to LA.



## PRIOR TO THE 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
- KS1 TA judgements for Reading, Writing and Mathematics

The external moderator/s will select an initial sample of 10% of pupils from across the cohort or, in the case of a single class a minimum of 3 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<sup>7</sup> 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.

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

*Taken from 2022 Teacher Assessment Guidance:*

## THE MODERATION VISIT

The moderation visit will be carried out with the Headteacher (or delegate) and **must** also involve professional discussions with Year 2 teachers.

### During an external moderation visit

LA external moderator(s) must:

- ☐ ensure that all individuals present at the external moderation visit are aware of each other's roles and responsibilities, especially when more than one LA external moderator is present
- ☐ ensure that a clear timetable is agreed before the visit, including when teachers are required and when they can be released
- ☐ select an initial sample of 10 per cent of pupils from across the cohort or, in the case of a single class, a minimum of 3 pupils per subject
- ☐ select different pupils for each subject (English reading, English writing and mathematics), to allow the sample to cover as many different pupils as possible
- ☐ review evidence for each pupil in the sample against the 'pupil can' statements from the TA frameworks within the standard they have met
- ☐ hold a professional discussion with the year 2 teacher(s) to understand how the TA judgements have been reached and to discuss any gaps in evidence against the TA frameworks
- ☐ provide the opportunity for year 2 teachers to articulate their understanding of the standards as set out in the TA frameworks
- ☐ be satisfied that pupils' work is independent by using the criteria in this document (see sections page 11 and 12). If a pupil has received additional support, this should be clarified by the school
- ☐ request additional evidence and / or expand the sample if there is insufficient evidence or concern about the accuracy of a judgement. In certain cases, the sample may be expanded to include the whole cohort
- ☐ ensure that LA external moderator(s) directly refer to the LA's appeals process if any judgements have been amended
- ☐ report the school to STA's maladministration team via the NCA helpline on 0300 303 3013, if they are unable to validate judgements due to a systematic lack of evidence
- ☐ **not** dictate what schools' evidence should look like or how it is presented for an external moderation visit; in particular, LAs should not expect portfolios or checklists of evidence.

LA should refer to the KS1 exemplification materials if guidance is required when reviewing evidence.

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, including the pupils' KS1 test papers

ensure that evidence demonstrates each of the 'pupil can' statements within the standard at which pupils have been judged

ensure that year 2 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' 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 professional discussion

The professional discussion between the year 2 teachers and LA external moderator is essential and should be central to the process. This allows the teacher to talk through their judgements, using evidence to support their decision and to articulate their understanding of the standards.

It should provide a shared understanding of how judgements have been reached and the opportunity to discuss any gaps in evidence against the TA frameworks.

Evidence will consist of:

- examples of pupils' work
- KS1 tests
- teachers' knowledge of their pupils

### English writing

When a teacher deems that a pupil meets a standard in English writing despite a **particular weakness**, the moderator(s) should scrutinise whether there was **good reason** to reach this judgement. That simply means that, through a professional discussion, it is clear that the pupil's weakness is an exception to their overall attainment, and that the standard at which they are being judged has been convincingly met.

### 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 moderators(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 data submission of Thursday 28 June 2022, 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 clearly set out the next steps for these pupils.

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.

## End of an external moderation visit

LA external moderator(s) must:

- ☐ provide formal feedback to the headteacher or a representative of the senior leadership team
- ☐ explain how the LA will carry out any agreed re-moderation of evidence
- ☐ ensure that the school is aware of the LA appeals process

They must provide the school with the LA's completed record of the visit, which includes:

- ☐ the agreed, validated judgements for all moderated pupils
- ☐ any revised judgements if the LA external moderator(s) deems that evidence for the standard a pupil was judged to have met was insufficient, or if the LA external moderator(s) 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 re-visit)

The record of the visit must be signed by the headteacher (or representative) and LA external moderator(s).

At the end of the moderation visit, schools must:

- ☐ ensure that the headteacher or representative is available to meet with the LA external moderator(s) to receive formal feedback and to sign the written record of the visit
- ☐ ensure that any changes to TA judgements as a result of an external moderation visit are accurately reflected in their submitted TA data

*The above table has been taken from 2022 teacher assessment guidance: Key Stage 1*

## Validating teacher assessment judgements

To demonstrate that a pupil has met the standard within the TA frameworks, the LA external moderator must review the evidence presented and validate each judgement within the sample. The professional dialogue with teachers is central to this process. Moderators may request additional evidence and/or expand the sample if there is insufficient evidence. Schools must have the current pupil data available at the time of the visit.

## KS1 MODERATION VISIT TIMETABLE

<b>Step 1</b>	<p>Moderators to meet with the Headteacher / Delegate to confirm arrangements for the visit to include:</p> <ul style="list-style-type: none"> <li>• the role of the Headteacher / Delegate in the process</li> <li>• clarification of any written agreement in place</li> <li>• an outline of the timetable for the day including designated time for the profession discussion with teachers</li> <li>• explanations of re-moderation process</li> <li>• making school aware of the LA's appeals process at the beginning of the visit</li> </ul>
<b>Step 2</b>	<p>Moderators to:</p> <ul style="list-style-type: none"> <li>• meet initially with teachers to discuss pupil selection and organisation of evidence</li> <li>• carry out review of evidence and teacher assessment judgements using the Teacher Assessments Framework</li> <li>• ensure that sufficient quality time is designated to the professional dialogue with teachers</li> </ul>
<b>Step 3</b>	<p><b>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.</b></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>
<b>Step 4</b>	<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"> <li>• the agreed validated judgements for all moderated pupils</li> <li>• 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</li> <li>• any decisions that the school intends to appeal</li> <li>• any concerns that require further action by the school or LA (such as a re-moderation)</li> </ul>

### Duration of Visit

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

## SUGGESTED EVIDENCE:

### Maths evidence may include

- Range of independent work across the maths curriculum. This could be from maths/topic books, photos, observation notes, photographs of work done on whiteboards etc.
- Evidence that shows that assessment judgements are based on samples of work completed as part of the Year 2 curriculum.
- A copy of the statutory maths tests and any other tests undertaken throughout the year.

### Reading evidence

- On-going assessment records.
- Guided reading records/book review/parent reading report.
- Guided reading, running records and written comprehensions.
- Children's reading journals with comments on preferences and understanding.
- Evidence in writing, e.g. structured tasks, questions referring to character, themes by the same author, similarities/differences between the characters, settings, plot, the way emotions are portrayed, etc.
- A copy of the statutory reading comprehension test and any other tests undertaken throughout the year.
- Moderators may also wish to listen to a child read as part of the validation process. The child may read to a teacher, as appropriate.

### Writing evidence may include

- Examples of independent work from across the curriculum in children's books.
- Evidence that shows that assessment judgements are based on samples of work completed as part of the Year 2 curriculum.

**Teachers should avoid excessive evidence gathering.** The frameworks make clear that:

- **a pupil's work in the subject being assessed alone may provide sufficient evidence** to support the judgement, although evidence should ideally include work in other curriculum subjects.
- **teachers may consider a single example of a pupil's work to provide evidence for multiple statements.** A teacher will, of course, see multiple statements evidenced across a collection of work.

Enfield LA does not dictate what school's evidence should look like or how it is presented.

Enfield LA does not expect schools to produce portfolios of work or check lists of evidence.

## GUIDANCE FOR ENGLISH WRITING

### A more flexible approach

The approach to TA of English writing differs from that in other subjects. This difference recognises and reflects the nature of the subject and that a degree of flexibility is needed to assess it. Teachers are therefore given 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 about whether a pupil has met the standard overall takes precedence over the need for the pupil to meet all 'pupil can' statements if the pupil is judged to have a particular weakness. This does not mean that a teacher's professional judgement takes precedence over that of a moderator, 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). Teachers should consider whether it prevents an accurate judgement from being made overall. A particular weakness may relate to a specific learning difficulty, but it is not limited to this. Similarly, a learning difficulty does not automatically constitute a particular weakness that would prevent an accurate judgement. The same overall standard must be applied equally to all pupils. This approach applies to English writing only.

### Independent writing

Pupils' writing, on which teachers base their judgements, must be produced independently by the pupil.

Teachers should keep in mind that the national curriculum states writing can also be produced through discussion with the teacher and peers. This is particularly true at KS1, where discussion and oral rehearsal with teachers will feature more. The KS1 TA frameworks state that pupils should demonstrate the 'pupil can' statements after discussion with the teacher.

A piece of writing may provide evidence of a pupil demonstrating some 'pupil can' statements independently, but not others. For example, a pupil may produce an independent piece of writing that meets many of the statements relating to composition and the use of grammar but does not demonstrate independent spelling because the teacher has provided the pupil with some domain-specific words or corrected their spelling. This does not mean that the entire piece is not independent.

Teachers may choose to use success criteria in lessons to help pupils understand what they have learnt and help them judge whether a pupil has met the objectives for a piece of writing. Using success criteria does not mean that a pupil's writing is not independent, they would simply need to avoid modelling or over-scaffolding the expected outcome.

Furthermore, using detailed success criteria as a teaching tool for one aspect of writing could still provide independent evidence of other 'pupil can' statements which have not been mentioned.



### Writing is likely to be independent if it:

- ☐ emerges from a text, topic, visit, or curriculum experience in which pupils have opportunities to discuss and rehearse what is to be written about
- ☐ enables pupils to use their own ideas and provides them with an element of choice, for example writing from the perspective of a character they have chosen themselves
- ☐ has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer, or group evaluation
- ☐ is produced by pupils who have, if required, sought out classroom resources, such as dictionaries or thesauruses, without prompting to do so by the teacher

### Writing is not independent if it has been:

- ☐ modelled or heavily scaffolded
- ☐ copied or paraphrased
- ☐ edited as a result of direct intervention by a teacher or other adult, for example when the pupil has been directed to change specific words for greater impact, when incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct
- ☐ produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text
- ☐ supported by detailed success criteria that specifically direct pupils as to what to include, or where to include it, in their writing, such as directing them to include specific vocabulary, grammatical features, or punctuation

### Spelling

A pupil's standard in spelling should be evident throughout their writing. However, spelling tests, including the optional KS1 English grammar, punctuation and spelling test, can provide evidence of pupils' independent spelling.

When assessing pupils' writing, phonically plausible but incorrect spellings should be regarded as errors unless the statement makes it explicit that they can be accepted (for example, spelling some words correctly and making phonically plausible attempts at others).

The frameworks refer to the word lists within the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to spell. The common exception words listed are non-statutory examples to show words with grapheme-phoneme correspondences, that do not fit in with what has been taught so far. Pupils are not required to use all of the examples of the common exception words; teachers should assess the words that pupils do use, referring to the 'pupil can' statements (for example, spell some/many/most common exception words).

### Handwriting

A pupil's standard of handwriting should be evident throughout their writing. When assessing it, teachers should consider evidence in a pupil's independent writing to judge whether the statements have been met. **Handwriting books or handwriting exercises** can provide additional evidence, but this would not be sufficient on its own.

Pupils who are physically unable to write may use a word processor. Pupils who are physically able to write may also choose to word-process some of their writing, where appropriate. When pupils are using a word processor, it is advised that the spelling and grammar check functions are disabled, in order for the teacher to verify that they are able to meet the relevant 'pupil can' statements independently.

*The above table has been taken from 202 teacher assessment guidance*



## Assessment

### Gathering Evidence – Reading

Guided reading, running records and written comprehensions are the easiest ways to gather evidence but here are some more suggestions.

	Type of evidence
1.	Writing in role - for example a diary entry of a character inferring their feelings at a certain point in the story.
2.	Guided reading records /book review / parent reading report

## END OF VISIT

LA external moderator(s) must:

- provide formal feedback to the headteacher or a representative of the senior leadership team
- explain how the LA will carry out any agreed re-moderation of evidence
- ensure that the school is aware of the LA appeals process

They must provide the school with the LA's completed record of the visit, which includes:

- the agreed, validated judgements for all moderated pupils
- any revised judgements if the LA external moderator(s) deems that evidence for the standard a pupil was judged to have met was insufficient, or if the LA external moderator(s) 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 re-visit)

The record of the visit must be signed by the headteacher (or representative) and LA external moderator(s).

At the end of the moderation visit, schools must:

- ensure that the headteacher or representative is available to meet with the LA external moderator(s) to receive formal feedback and to sign the written record of the visit
- ensure that any changes to TA judgements as a result of an external moderation visit are accurately reflected in their submitted TA data

## 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: Key Stage*

## **DATA COLLECTION**

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

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1066690/Key\\_stage\\_1\\_teacher\\_assessment\\_data\\_collection\\_2022\\_guide.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066690/Key_stage_1_teacher_assessment_data_collection_2022_guide.pdf)

[https://www.gov.uk/guidance/key-stage-1-assessments?utm\\_medium=email&utm\\_campaign=govuk-notifications-topic&utm\\_source=7e230e6d-7d19-4bea-9aa6-ec8221bdefce&utm\\_content=immediately](https://www.gov.uk/guidance/key-stage-1-assessments?utm_medium=email&utm_campaign=govuk-notifications-topic&utm_source=7e230e6d-7d19-4bea-9aa6-ec8221bdefce&utm_content=immediately)

## ENFIELD AGREEMENT AND APPEALS PROCEDURE

### Appeals

In instances when the moderator's judgement of a 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. This request should be made within 48 hours of the original moderation and before the final submission of data.

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 KS1 external Moderation Manager for moderation. The KS1 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.**



# **KS1 MODERATION DOCUMENTS**

FAO: All Headteachers  
at maintained, academies and  
free schools

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

E-mail: [lucy.nutt@enfield.gov.uk](mailto: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](mailto: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](mailto: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](http://www.enfield.gov.uk)

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

## Headteacher /Delegate Discussion Form 2022

Name of Headteacher:..... School:.....

<b>Discussion with Headteacher / Delegate</b>	<p>What is the process for teacher assessment in your school?</p> <p>How often is the progress of Y2 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 2 received?</p> <p>Are you aware of the Local Authority appeals process regarding an external moderation visit?</p> <p>Are you aware of the LAs re-moderation process?</p>
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Where submitted data differs from the moderated data, the LA **must** investigate the difference and refer the issue to STA if required.

Headteacher: .....

Lead Moderator: .....

Date: .....



## Confirmation email re: the moderation process

Dear HT/Assessment Leader/Year 2 Teacher

The purpose of our moderation visit to your school is to confirm whether a school's key stage 1 teacher assessment is consistent with national standards in reading, writing and mathematics and to support/coach teachers through the moderation process.

Following our telephone conversation on ... **(date)** I can confirm the following discussions/agreements:

The moderation visit will take place on ... **(date)**

- We have agreed that the following samples of work and resources will be made available at the start of the visit...
- You have confirmed that the KS1 tests will be available for viewing.
- You have confirmed that the school uses the following assessment tools for reading, writing and mathematics...

Thank you once again for your cooperation. I look forward to working with you during this process.

Kind regards

...

(Lead Moderator)

# **Judgement of Pupil Attainment at KS1**

**Date of visit:**

**This form will be completed by the lead moderator during the final discussion with the Headteacher and class teacher/s. This form will need to be submitted to the KS1 Moderation Manager.**

Name of school:	DfE Number:
Names of Moderators	
Year 2 teacher/class	Number of Y2 pupils in the cohort:

MATHS 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)	
Pupil name <u>and</u> UPN	Standard presented	Standard agreed Y/N	Comments/Judgement code a/b/c		Amended judgement

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

a) The LA external moderators agree the school can internally re-moderate this pupil. b) The LA external moderators agree that additional evidence must be submitted to the LA for review prior to the TA submission. c) Appeals procedure applies.

# Judgement of Pupil Attainment at KS1

Date of visit:

This form will be completed by the lead moderator during the final discussion with the Headteacher and class teacher/s and submitted to the KS1 Moderation Manager.

Name of school:	DfE Number:
Names of Moderators	
Year 2 teacher/class	Number of Y2 pupils in the cohort:

READING 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)	
Pupil name <u>and</u> UPN	Standard presented	Standard agreed Y/N	Comments/Judgement code a/b/c		Amended judgement

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

a) The LA external moderators agree the school can internally re-moderate this pupil. b) The LA external moderators agree that additional evidence must be submitted to the LA for review prior to the TA submission. c) Appeals procedure applies.

## Judgement of Pupil Attainment at KS1

Date of visit:

This form will be completed by the lead moderator during the final discussion with the Headteacher and class teacher/s and submitted to the KS1 Moderation Manager.

Name of school:	DfE Number:
Names of Moderators	
Year 2 teacher/class	Number of Y2 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)	
Pupil name <u>and</u> UPN	Standard presented	Standard agreed Y/N	Comments/Judgement code a/b/c Specify any <i>particular weakness</i> discussed		Amended judgement

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

a) The LA external moderators agree the school can internally re-moderate this pupil. b) The LA external moderators agree that additional evidence must be submitted to the LA for review prior to the TA submission. c) Appeals procedure applies.

# LONDON BOROUGH OF ENFIELD SCHOOL & EARLY YEARS IMPROVEMENT SERVICES

**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 KS1 Moderation Manager

## SCHOOL VISIT SUMMARY FORM KEY STAGE 1 STATUTORY ASSESSMENT MODERATION VISIT 2022

School:

Date:

Headteacher:

Name of Year 2 teacher/s:

### Overall feedback

**Strengths:**

**Action points:**

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 Moderators:

Headteacher/SLT:

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

**NB:** This form will be completed by the Lead Moderator during the final discussion with the Headteacher and class teacher/s.  
Please submit to the Moderation Manager.

## School and Early Years Improvement Service

City Learning Centre  
Parsonage Lane  
Enfield EN2 0AB

[www.enfield.gov.uk](http://www.enfield.gov.uk)

