

# KS2 Moderation Handbook 2024-2025



# **KS2 MODERATION HANDBOOK**

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## PURPOSE OF THIS BOOKLET

### Introduction:

#### Key Stage 2 Assessment and Moderation Arrangements 2024-25

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 2025

[2025 key stage 2 assessment and reporting arrangements - GOV.UK](#)

KS2 Teacher Assessment Guidance 2025

[Key stage 2 teacher assessment guidance 2025 - GOV.UK](#)

KS2 Teacher Assessment Frameworks

[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](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 Manager

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

### Contacts

Lucy Nutt                      Head of School and Early Years  
 Work mobile:                07855143610  
 E-mail:                        [Lucy.Nutt@enfield.gov.uk](mailto:Lucy.Nutt@enfield.gov.uk)

Beatrix Simpson            KS2 Moderation Manager and SIA  
 Work mobile:                07800914506  
 E-mail:                        [Beatrix.Simpson@enfield.gov.uk](mailto:Beatrix.Simpson@enfield.gov.uk)

Enquiries:                    SEYIS team  
 E-mail:                        [seyis@enfield.gov.uk](mailto:seyis@enfield.gov.uk)

## END OF KEY STAGE 2 WRITING ASSESSMENTS - 2024

### Key changes for 2024-25

#### Academy compliance

This year local authorities and academies will have a longer window to put in place moderation agreements. STA have removed the checking and amendment window, and instead a list of academies will be provided to local authorities and they will be required to ensure that either, they have an agreement in place or have discussed with any academies who have nominated them but are yet to put an agreement in place. The statutory requirement is for local authorities to deliver moderation; therefore they must ensure that all academies within their geographic area have a moderation agreement in place with a local authority.

Academies must go on to the [Primary Assessment Gateway \(PAG\)](#) and notify STA if they are using a non-geographic local authority for KS2 monitoring and moderation. It is good practice for academies to inform their geographic local authority if they intend to use an alternative local authority.

### 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 appeal 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 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 maintained schools and 25% of Academies and Independent schools
- briefings for headteachers

- two rounds of cross-schools moderation workshops
- Training for Y6 teachers
- 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 2025 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 and participating Independent schools will be presumed to be working with their geographical LA. Schools must have a written agreement in place with their chosen LA. 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 2025.

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 intention is to moderate a minimum of 25% of maintained schools and 25% of Academies and participating Independent 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 2023 assessment cycle, including maladministration

**Those schools selected for an LA external moderation visit will be notified on or after Friday 16th May 2025.**

Selected schools will receive an LA external moderation visit between Monday 2 June 2025 and Tuesday 24th June 2025.

## 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 2025 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 English writing TA is different from other subjects. This difference reflects the nature of the subject and that a degree of subjectivity 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 'pupil can' statements within the standard at which they are judged to be working. A pupil's writing should meet all the statements within that standard (since they represent the key elements of English writing within the national curriculum). However, teachers can use their discretion to ensure that a 'particular weakness' does not prevent an accurate judgement of a pupil's overall attainment. If a pupil is judged to have a 'particular weakness', a teacher's professional judgement about whether the pupil has met the standard overall takes precedence over the need for the pupil to meet all 'pupil can' statements. This does not mean that a teacher's professional judgement takes precedence over that of a moderator. Teachers must be able to justify their decisions with evidence 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 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.

*Taken from 2024-25 Teacher Assessment guidance*



## Independent Writing

Teachers' judgements must only be based on writing that has been 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. A piece of independent writing may therefore 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. This could be because the teacher has provided the pupil with domain-specific words or corrected their spelling.

Teachers may use success criteria in lessons to help them judge whether a pupil has met the objectives for a piece of writing and to help pupils understand what they have learnt. Using success criteria does not mean that a pupil's writing is not independent. Teachers 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 had 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 a dictionary or thesaurus, without being prompted to do so by the teacher

Writing is not independent if it has been:

- modelled or heavily scaffolded – as part of external moderation, LA moderators can discuss where modelled or scaffold writing is found and they may ask for further examples of pupil work to support the standard and judgement.
- copied or paraphrased
- edited or re-written because of direct intervention by a teacher or other adult – for example, when the pupil has been directed to change specific words for greater impact, where 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 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 can provide additional evidence of pupils' independent spelling.

When assessing pupils' writing, phonetically plausible but incorrect spellings should be regarded as errors unless the statement makes it explicit that they can be accepted.

The frameworks refer to the word lists within the spelling appendix to the [national curriculum](#) to exemplify words that pupils should be able to spell. At KS2, the lists for years 3, 4, 5 and 6 within the national curriculum are statutory. These are a mixture of words pupils frequently use in their writing and words they often spell incorrectly. As these form part of the curriculum, and should be assessed on an ongoing basis, they should generally be evident in pupils' writing. However, if pupils do not use any of the words from the statutory lists in their day-to-day writing, evidence from tests and exercises alone is sufficient.

## Handwriting

A pupil's standard of handwriting should be evident throughout their writing. When assessing it, teachers should consider evidence from a pupil's independent writing to judge whether the statements have been met. Handwriting books or handwriting exercises can provide additional evidence, but these would not be sufficient on their own. Although computers and digital devices can be used, sufficient handwritten examples meeting the 'pupil can' statements should be available to support TA judgements.

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 or use another method of recording, where appropriate. When pupils are using a word processor, it is advised that the spelling and grammar check functions are disabled. The teacher can then verify that the pupil is able to meet the relevant 'pupil can' statements independently.

## Pupils outside the moderation sample

When moderating, the focus is on pupils who are part of the representative sample. The sample is indicative of the rest of the cohort's judgements. Moderation is about ensuring the accuracy of the teacher's judgements and understanding of the standards. Therefore, judgements made for the pupils in the moderation sample will always have implications for similar judgements made for pupils outside that sample.

Where issues are identified in application of the standards, the moderator will make changes to the standards awarded to the pupils in the sample. The moderator and teacher will need to expand the sample to discuss, but not necessarily review in detail, the evidence for any similar pupils in the cohort.

Any potential changes to judgements between the moderation visit and the TA data submission (including re-moderation as outlined in section 10), must be noted on the LA record of visit. If this only affects a small number of pupils, each pupil's unique pupil number (UPN) can be recorded, but when there is a larger number, the moderator could simply record the number of pupils where a change might be made.

## KS2 Writing 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 written agreements in place</li> <li>• an outline of the timetable for the day including designated time for the profession discussion with teachers</li> </ul>
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	<ul style="list-style-type: none"> <li>• explanation of the LA 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 Interim 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 remoderation)</li> </ul>

### Duration of Visits

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

## EVIDENCE REQUIRED

<p><b>Independent writing</b></p> <p><b>Writing is likely to be independent if it:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• enables pupils to apply their learning independently, possibly with an element of choice, for example writing from the perspective of a chosen character</li> <li>• has been independently edited and / or redrafted by the pupil. This may be in response to self, peer, or group evaluation</li> <li>• 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</li> <li>• is informed by clear learning objectives and limited success criteria which are not over detailed and do not over-aid pupils</li> </ul> <p><b>Writing is not independent if it has been:</b></p> <ul style="list-style-type: none"> <li>• modelled or heavily scaffolded</li> <li>• copied or paraphrased</li> <li>• supported by success criteria that are over-detailed and over-aids pupils</li> <li>• 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</li> <li>• produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text</li> </ul> <p><b>Word lists</b></p>
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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 2024-25 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 2024 -25Teacher Assessment guidance)*

## **Data collection and submission**

Schools must:

- submit accurate TA data on the [PAG](#) by Friday 27 June 2025
- not submit their data until after the external moderation visit has taken place (if selected)
- only re-submit successfully submitted data after Friday 27 June when required to do so by STA or the LA – if authorisation is not provided, STA should be informed by contacting the maladministration team: [sta.maladministration@education.gov.uk](mailto:sta.maladministration@education.gov.uk).

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

## AGREEMENT RE-MODERATION AND APPEALS AND QUALITY ASSURANCE

Re-moderation only applies where pupils have the potential to meet the next standard before the deadline for data submission. It is not a method of further moderation to avoid appeals, nor is it part of the appeals process. 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 for the next standard and have the potential to meet it. If the school and the LA moderator 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, then re-moderation can be undertaken. The LA's record of the visit should clearly set out the next steps for these pupils.

If the school's TA judgements are not fully accepted by the LA moderator, any pupils who the school and the LA moderator agree will be re-moderated, must have evidence reviewed by the LA before submission of the TA data. This also applies to pupils outside of the representative sample.

**Re-moderation will take place on 25 June 2025 at the Civic Centre**

### Appeals

In instances when the moderator's judgement of a school's 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, the school 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**

**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 LAs 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. 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.**

### **Quality Assurance**

Moderation Manager and Moderation Consultant will select a sample of schools to visit on the day of moderation.

# **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 2025 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)

## LOCAL AGREEMENT

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

My Ref:

Date:

Dear Headteacher

Local Area Agreement for Statutory Assessment Moderation for maintained schools, participating academies, free schools and independent schools 2025.

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.**

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.seyis@enfield.gov.uk) by 26 April 2025

**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.....

I do not agree to work within Enfield's Local Area Agreement for moderation.

Reason:

Signed (Headteacher): \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

I look forward to working with you.

Kind regards,

Lucy Nutt  
Head of School and Early Years Improvement Service

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

**Headteacher/Delegate Discussion Form 2025**

<p><b>Discussion with Headteacher / Delegate</b></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 2025

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		Amended judgement

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

- LA re-moderation (submit the evidence)
- 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.**

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SCHOOLS & EARLY YEARS IMPROVEMENT SERVICE**

**SCHOOL VISIT SUMMARY FORM**

**KEY STAGE 2 STATUTORY WRITING ASSESSMENT  
MODERATION VISIT 2025**

**SCHOOL:**

**DATE:**

**HEADTEACHER:**

**NAME OF YEAR 6 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 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.