

## **ADDENDUM TO THE RED BOOK**

This addendum includes updated information that was unavailable when the Red Book was written.

### **Key Stage 1 moderation**

#### **Timeline**

<b>Date</b>	<b>Actions</b>
Early in Term 5	Schools are informed if they are to attend the district moderation of writing.
20 <sup>th</sup> May (earliest)	Schools are informed if they are to receive a moderation visit.
6 <sup>th</sup> – 30 <sup>th</sup> June	Moderation visits take place.
21 <sup>st</sup> -28 <sup>th</sup> June	District moderation of writing
24 <sup>th</sup> June	Deadline for Year R data and phonics screening check outcomes to be reported to Management Information.
30 <sup>th</sup> June	Deadline for teachers assessment judgements to be reported to Management Information
6 <sup>th</sup> July	KS1 postal appeals meeting

### **Key Stage 1 Moderation Visits**

#### **Prior to the moderation visit**

1. Emails are sent to schools informing them of a KS1 moderation visit, the name of their moderator and the date and time of the visit. The moderator will contact the school to introduce himself/herself and ensure that the date and time of the visit is agreeable with the school.
2. The email will also include a proforma for schools to complete, giving details of the children in the Year 2 cohort and their teacher assessment judgements. It will need to be emailed to the Assessment Team at [assessment@kent.gov.uk](mailto:assessment@kent.gov.uk) as soon as possible after 20<sup>th</sup> May.
3. The Assessment Team will forward the details to the moderator who will then choose a sample to moderate during the visit.
4. The moderator will select different children for each subject; reading, writing and mathematics. The sample size will cover the full range of attainment within the cohort and include children from all classes with Year 2 children.
5. The sample size for each subject is:

<b>Cohort size</b>	<b>30 children or fewer</b>	<b>More than 30 children</b>
<b>Minimum sample</b>	3	10% of the cohort

6. The moderator will notify the school of the chosen children in the sample size either on the working day before the visit, or one the day of the visit. The school may wish to add other children to the sample size.

### **During the moderation visit**

- The main focus of the visit is to scrutinise and validate teacher assessment judgments using the “pupil can” statements from the Interim Framework. The moderator will look at evidence of day-to-day work, children’s independent work and the scripts and results from the statutory tests (if not taken early for standardisation purposes).
- The STA states that independent work for writing is acceptable if:
  - The child has used classroom resources, such as dictionaries, independently.
  - The work “has been redrafted by the pupil [which] may be in response to self, peer or group evaluation or after discussion with the teacher.”
  - Work would not be independent if it “was modelled or heavily scaffolded, copied or paraphrased, or where the teacher has directed the pupil to change specific words or punctuation.”
- The moderator will talk to **all** Year 2 teachers about how they have reached their teacher assessment judgements including, where appropriate, the steps taken to ensure consistent assessments across parallel classes.
- The teacher needs to be confident that the child meets the “pupil can” statements in the preceding standards but will not be required to produce evidence for them. It is likely that the child’s work for the standard they have been awarded will also evidence the “pupil can” statements of the preceding standard(s).
- Discussion with Year 3 teachers relating to consistency of judgements, and transition between the Key Stages.
- Hearing 3-4 children read, if it is agreed as part of the professional dialogue with the teacher, to confirm teacher assessment judgements.
- The moderator may ask to see additional evidence if s/he feels there is insufficient evidence available.

### **At the end of the moderation visit**

- The moderator will give feedback to the Headteacher or member of SLT which will include the outcomes from the visit, points for development, strengths and any concerns.
- Where assessments are not in line with national standards, the moderator will inform the school of what needs to be done next.
- The moderator will provide the school with a completed “Record of Moderated Judgements”. **This needs to be signed by the Headteacher or member of SLT, the class teacher(s) and the moderator.**
- **The school must report the moderated standards to Management Information; if a school does not agree with any decision, additional evidence must be submitted to the KS1 Postal Appeals meeting taking place on 6<sup>th</sup> July 2016.**

# Key Stage 1 District Moderation of Writing

## Moderation Meetings

These will take place between 21<sup>st</sup> and 28<sup>th</sup> June 2016 at venues across the county. The meetings provide opportunities for discussions about consistency, standards and effective practice in assessment.

Each moderation session will take half a day and will run from 9.00 - 12.00, and from 1.00 – 4.00. Each Kent school with Key Stage 1 pupils will be requested to send **all** Year 2 teachers to attend the meeting. This is a recommendation from the Standards and Testing Agency. The LA feels that participation in the moderation process represents a valuable opportunity for continued professional development.

Schools will be invited to send one Year 3 teacher to participate in the moderation process and understand how Year 2 teachers have arrived at their judgements. This invitation will be extended to include junior schools.

## Format of the Moderation Meetings

During meetings, Years 2 and 3 teachers will work in small groups scrutinising the samples of children's work using the statements in the Interim Framework. If the groups agree on the assessments made by their colleagues, those assessments are confirmed. However, changes to the assessments are sometimes made by the groups and in cases where they cannot come to an agreement, the evidence will be passed to another table to act as an independent group to make and feedback a decision.

## The Role of the Moderation Team

The Moderation Team for 2016 will consist of current KS1 practitioners, experienced KS1 moderators and primary school Headteachers. The LA may be monitored in its duties by STA personnel.

A moderator will sit at each table to facilitate the process and ensure consistency of moderation within the LA. A log will be kept of all evidence moderated by the table. The outcome is recorded as a means of quality assurance.

The moderator or Moderation Manager may request extra samples from schools where their judgement differs. Further samples may be requested from any school where concerns are raised on the consistency of the standards awarded.

The Moderation Manager will ensure that the Headteacher of the school is notified where there are changes made to the awarded standards as part of the moderation process.

## The sample size

Below is the sample size to be brought to the district moderation of writing. Evidence must come from all Year 2 classes in the school:

Cohort size	30 children or fewer	More than 30 children
Minimum number Range of attainment	3	10% of the cohort

## Endorsement

It is expected that the majority of schools will have their judgements validated at the end of the process; where this is the case, the Headteacher will receive a completed form from the moderation.

Where there are more significant concerns raised that cannot be addressed at the moderation meeting the Moderation Manager will arrange with the Headteacher to visit the school and undertake a more detailed moderation of assessments. This is generally quite rare.

## Evidence to bring to the moderation meeting

### Year 2 teachers:

For each child in the sample all Year 2 must bring evidence from September onwards that supports teacher assessments in:

- **Independent** writing across a range of variety of work and curriculum areas  
**and**
- The papers and results from the spelling, punctuation and spelling tests.

### Evidence may include:

- A range of children's original extended independent writing; this must include rough as well as final work.
- Work from other lessons, such as topic work, science, RE, geography and history.
- Notes on plans and evidence – annotations and jottings.
- Children's own reflections about their writing.
- Teachers' and additional adults' observations.
- **Photocopied work is not acceptable.**

### Evidence that is not helpful:

- Homework tasks.
- Paired or group work
- Work aided by an adult (teacher or teaching assistant)
- Unmarked work
- Photocopied work

# PRE- KEY STAGE 1: PUPILS WORKING BELOW THE TEST STANDARD:

## INTERIM TEACHER ASSESSMENT FRAMEWORK

- For the 2015-16 academic year only.
- For those children at Key Stage 1 who have reached the chronological age where an outcome must be reported for school accountability, but when the child is deemed not to have completed the Key Stage 1 programme of study in English reading, writing and/or mathematics.
- P scales will continue to be used as the reporting framework for those pupils with SEND working below this standard in 2015 to 2016.
- The interim pre-Key Stage 1 standard for English reading, writing and mathematics is called “foundations for the expected standard”.

### **Main Principles**

- This additional standard supplements the interim framework for teacher assessment in English reading. It is not intended to be used to track progress throughout the key stage.
- In most cases, pupils assessed against this standard will not have taken the Key Stage 1 tests. However, having administered the test to a particular pupil, the school may feel that it is more appropriate to assess the pupil against this standard rather than the interim framework for teacher assessment. The decision to enter a pupil for National Curriculum tests remains the responsibility of the Headteacher. Sample test materials and test frameworks have been made available to support schools in making those judgements.
- If a school decides not to enter a pupil for the tests, or if a teacher does not have evidence that a pupil consistently meets all the statements in the ‘working towards’ standard in the interim framework for teacher assessment, the interim pre-Key Stage standard should be used to provide a statutory assessment outcome for the pupil unless their attainment is being reported using P scales.
- As with the interim framework, the interim pre-Key Stage standard does not include full coverage of the content of the National Curriculum and focuses on key aspects for assessment. This standard should not guide individual programmes of study, classroom practice or methodology.
- Teachers must base their teacher assessment judgement on a **broad range** of evidence for each pupil. Individual pieces of work should be assessed according to a school’s assessment policy and not against this interim pre-key stage standard.
- The standard contains a number of ‘pupil can’ statements. To demonstrate that pupils have met this standard, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within the standard.

## Writing

- Some of the statements contain qualifiers (e.g. 'some', 'many' and 'most') to indicate that pupils will not always consistently demonstrate the skill required. However, where qualifiers have been used, they have consistent meaning with 'most' indicating that the statement is generally met with only occasional errors and 'some' indicating that the skill/knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.
- Where pupils have a physical disability that prevents them from being able to write, the statement(s) relating to handwriting can be excluded from the teacher assessment. It is expected that schools will be making reasonable adjustments as part of normal classroom practice.

## Foundations for the Expected standard

### Writing

<b>Key stage 1 writing: Foundations for the expected standard</b>
<p>The pupil can:</p> <ul style="list-style-type: none"><li>• write the correct letter in response to hearing each sound of the alphabet<sup>2</sup></li><li>• segment spoken words<sup>3</sup> into sounds and write the letters corresponding to those sounds</li><li>• form most lower-case letters in the correct direction, starting and finishing in the right place</li><li>• use spacing between words with support from the teacher (e.g. to remind the pupil to do this)</li><li>• compose a short sentence and communicate it orally or using the pupil's usual method of communication to convey meaning with support from the teacher (e.g. teacher helps pupil to build sentence through questioning).</li></ul>

### Reading

<b>Key stage 1 reading: Foundations for the expected standard</b>
<p>The pupil can:</p> <ul style="list-style-type: none"><li>• respond speedily by saying or communicating the correct sound for all the letters of the alphabet</li><li>• blend the sounds for all letters of the alphabet into words<sup>1</sup></li><li>• sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences (GPCs)</li><li>• answer literal questions about a familiar book that is read to them.</li></ul>

## Mathematics

### Key stage 1 mathematics: Foundations for the expected standard

- The pupil can demonstrate an understanding of place value of 10s and 1s in a two digit number, using resources to support them if necessary (e.g. representing a two digit number using resources for tens and ones; comparing two numbers up to 20 to identify the larger and smaller number without apparatus).
- The pupil can count forwards and back from 0 to 20, understanding that numbers increase and decrease in size and identify a number that is one more or one less than a given number (e.g. identify missing numbers on a number scale from 0 to 20).
- The pupil can read and write numerals from 0 to 9 and demonstrate an understanding of the mathematical symbols of, add, subtract and equal to.
- The pupil can use number bonds from 1 to 5 (e.g. partitioning the number 5 as 0+5, 1+4, 2+3, 3 + 2, 4 + 1, 5 + 0; use concrete objects to demonstrate the commutative law and inverse relationships involving addition and subtraction e.g.  $3 + 2 = 5$ , therefore  $2 + 3 = 5$  and  $5 - 3 = 2$  and  $5 - 2 = 3$ ).
- The pupil can solve problems involving the addition and subtraction of single digit numbers up to 10.
- The pupil can put up to 20 items into groups of 2 or 5 or into 2 or 5 equal groups (e.g. give the pupil 5 hoops and 15 objects and ask them to share them equally between the hoops).

### Updated CPD Information

#### Writing Moderation Workshop for teachers of Years 2 and 6 using the Interim Frameworks

Delegates will use the Interim Frameworks to assess writing at the end of the key stage.

Delegates are asked to bring:

~ A copy of the relevant Interim Framework for Key Stage 1

~ A copy of the Pre-Key Stage 1 or 2 Interim Framework

~Writing evidence, eg: books, cross-curricular work, for at least **10 children** across the range of attainment.

**Time: 9.00-12.00**

District	Date		Venue	Course code
East	03/05/2016	9.00-12.00	Aylesham Community Project	SCH 16/732
North	04/05/2016	9.00-12.00	Inn-on-the Lake	SCH 16/733
West	05/05/2016	9.00-12.00	The Mercure, Tunbridge Wells	SCH 16/735
South	06/05/2016	9.00-12.00	The Conningbrook Hotel, Ashford	SCH 16/734

## District Moderation of Writing

District	Date	Time	Venue	Course code
Dover	21/06/2016	9.00-12.00	The Ark Christian Centre, Dover	SCH 16/240
Thanet	21/06/2016	1.00-4.00	The Ark Christian Centre, Dover	SCH 16/249
Maidstone	22/06/2016	9.00-12.00	Hadlow Manor Hotel, Tonbridge	SCH 16/246
Tonbridge & Malling	22/06/2016	1.00-4.00	Hadlow Manor Hotel, Tonbridge	SCH 16/252
Canterbury	23/06/2016	9.00-12.00	The Coniston Hotel & Restaurant, Sittingbourne	SCH 16/239
Swale	23/06/2016	1.00-4.00	The Coniston Hotel & Restaurant, Sittingbourne,	SCH 16/248
Dartford	24/06/2016	9.00-12.00	Inn on the Lake, Gravesend,	SCH 16/238
Gravesham	24/06/2016	1.00-4.00	Inn on the Lake, Gravesend,	SCH 16/247
Sevenoaks	27/06/2016	9.00-12.00	Salomons Conference Centre, Southborough	SCH 16/245
Tunbridge Wells	27/06/2016	1.00-4.00	Salomons Conference Centre, Southborough	SCH 16/251
Ashford	28/06/2016	9.00-12.00	Kent Invicta Chamber of Commerce, Ashford Business Point	SCH 16/244
Shepway	28/06/2016	1.00-4.00	Kent Invicta Chamber of Commerce, Ashford Business Point	SCH 16/250