



Key stage 1 moderation: essential requirements and effective practice for local authorities

These tables set out requirements for robust local authority (LA) moderation and identify essential requirements and examples of effective practice. They are designed to help you plan and carry out your statutory moderation duties.

Moderation plan

You must plan an annual programme to ensure that your statutory duty in relation to the moderation of key stage 1 (KS1) teacher assessment (TA) is met.

Essential requirements	Additional effective practice
<ul style="list-style-type: none">• The Standards and Testing Agency (STA) requires a completed moderation plan for KS1 in the autumn term. This will inform our intervention during the 2014 to 2015 moderation year.• An accountable LA officer who has strategic responsibility for the planning of KS1 moderation must be detailed in the plan.• The plan must contain sufficient detail to inform our scrutiny of how you will ensure your statutory duties are met.• The plan must address and evidence any STA action points from the 2013 to 2014 moderation year.• The plan must include a specific appeals procedure in relation to the moderation of KS1 TA judgements.• On request, you must provide us with moderation outcomes so	<ul style="list-style-type: none">• Details of the moderation process are communicated to all relevant stakeholders early in the autumn term.• The stakeholder group includes at least:<ul style="list-style-type: none">• LA colleagues• headteachers• teachers• moderation team• LA data teams• Planning is shared across LAs to support consistency.

<p>that we can measure the effectiveness of your processes and data validation.</p> <ul style="list-style-type: none">• Your moderation process must be evaluated each autumn term in consultation with stakeholders and the plan revised accordingly.	<ul style="list-style-type: none">• The plan should address and evidence any STA consideration points from the 2013 to 2014 moderation year.• Your evaluation includes school and moderator feedback and any outcomes are shared with schools.
--	---

External moderation team

You must recruit a moderation team with appropriate and recent experience of KS1 assessment to ensure you carry out consistent and accurate moderation of TA judgements.

Essential requirements	Additional effective practice
<ul style="list-style-type: none">• You must have an effective process for the recruitment of LA external moderators.• All LA external moderators must be qualified teachers with recent and relevant experience of KS1 assessment and moderation. They must be able to demonstrate their ability to:<ul style="list-style-type: none">• objectively review evidence against national standards• engage teachers in a professional moderation discussion in line with our requirements• provide accurate written and verbal feedback	<ul style="list-style-type: none">• The recruitment process contains elements which determine a candidate's knowledge of national standards.• As part of their induction, newly appointed moderators have access to a mentor and opportunities to shadow a more experienced colleague.

Quality assurance and training moderators

You need to quality assure and train moderators so that assessment is consistent nationally. This will ensure your LA undertakes consistent and accurate moderation of TA judgements.

Essential requirements	Additional effective practice
<ul style="list-style-type: none">• You must provide an effective moderator training programme which refers to national standards to ensure validity and reliability of the moderation process.• Quality assurance of LA external moderator practice must be carried out to ensure consistent and effective practice.	<ul style="list-style-type: none">• Each LA external moderator receives a quality assurance shadow visit as early as possible in the moderation window.• The moderation manager has a comprehensive understanding of assessment and appropriate subject knowledge.• The moderation manager and team participate in inter-LA moderation activities.• Pairing arrangements between moderators from different LAs provide opportunities for the promotion of consistency.

Moderation visits

LA school visit sample size for 2014 / 2015

You must ensure that at least 25% of all maintained schools with pupils at the end of KS1 are moderated annually. For 2014 / 15, LAs are required to moderate 50% of infant schools. This is not automatically in addition to the 25% sample. Only where the 25% sample does not include 50% of infant schools for 2014 / 2015, you must ensure that additional visits are undertaken to meet this requirement. Please note that lower / first schools are considered infant for this sample. LAs affected by the increase will be funded accordingly. All schools must receive an external moderation visit once every 4 years.

Preparing for moderation visits

You must ensure that schools are aware of external moderation processes. Visits must be arranged and pupils selected in line with our requirements.

Essential requirements	Additional effective practice
<ul style="list-style-type: none"> • Ensure that LA external moderators do not visit schools with which they have a potential or perceived conflict of interest. For example, LA external moderators who are serving teachers should not visit schools in their immediate vicinity. Similarly, LA external moderators should not visit schools where they have recently provided support or intervention activities, such as those designed to raise pupil attainment. • Maintain an accurate record of historical external moderation visits including the reasons for each visit. • Offer provision of a training programme for all year 2 teachers (with additional focus on NQTs / new to year 2). • Communicate moderation arrangements to all schools. • Ensure that schools are selected for a moderation visit on a four-year cycle or more frequently if there: <ul style="list-style-type: none"> • are previous issues / risk of inaccuracy • are Ofsted category / STA concerns 	<ul style="list-style-type: none"> • Maintain further records that draw on LA intelligence to aid the targeting of future moderation visits (including monitoring non-attendance at training). • Consistent and effective communications with schools include: <ul style="list-style-type: none"> • headteacher briefings • regular updates • LA moderation handbook / timeline • Provide opportunities for schools to standardise and moderate against national standards (within and beyond schools including cross-phase). • Provide opportunities for schools not receiving an external moderation visit to attend a central moderation meeting. This will help to ensure consistency of national standards across the LA.

<ul style="list-style-type: none">• are new to year 2 / NQTs• is a new headteacher / senior management team <ul style="list-style-type: none">• Be aware of arrangements for moderating academies and independent schools.• Notify schools of the visit within the final week of the 2014 to 2015 spring term.• External moderation visits take place during the summer term.	
---	--

Selecting the sample of pupils for moderation

Your external moderator must select the sample of pupils for moderation. Schools should submit their TA judgements for their year 2 pupils to their LA, to enable the moderator to identify the pupils' work they wish to validate.

Essential requirements	Additional effective practice
<ul style="list-style-type: none"> • In advance of the moderation visit you must receive a ranked list of year 2 TA judgements from the school. The list should be by class, for reading, writing and mathematics. • LA notification of the chosen pupils in the sample to be given to schools either on the day of the visit or no earlier than a day in advance. • The LA external moderator selects a minimum sample of 10% across the cohort or in the case of a single class, a minimum of 3 pupils for each of reading, writing and mathematics. The sample must cover the full range of attainment (levels 1 to 3 and any level 4s); this will form the basis of the professional discussion. • The LA external moderator must select pupils for reading, writing and mathematics to maximise the number of different pupils' work within the sample. • The exact number of pupils discussed during the external moderation visit will vary, depending on the school's size and circumstances. Final sample selection must rest with the LA external moderator. • Ensure that nationally moderated subjects take precedent during the moderation visit ahead of other aspects, such as speaking and listening, P-scales and science. 	<ul style="list-style-type: none"> • Schools may ask LA external moderators to discuss the work of additional pupils, to help them review the quality of their TA judgements. Providing there is time and opportunity, moderators should try to accommodate this.

Suitable evidence for moderation

Your external moderator will review evidence produced during everyday teaching in year 2 to get a strong sense of pupils' attainment and the accuracy of teachers' assessment. This will avoid creating any additional workload for the year 2 teacher.

Essential requirements	Additional effective practice
<ul style="list-style-type: none">• Teachers must provide examples of pupils' independent work for each moderated subject when justifying their TA, as well as examples of direct modelling, use of prompts and / or guided group work.• Teachers must ensure that LA external moderators are clear about the amount of support a pupil has received in completing a particular piece of work.• LA external moderator(s) must request to see the results of the statutory tasks and tests to identify how the levels have been used to inform the school's TA.	<ul style="list-style-type: none">• Teachers supply evidence for moderation which has been clearly labelled with:<ul style="list-style-type: none">• date of the work• level of independence• any support provided by classroom assistants

The external moderation professional discussion

A professional discussion between the year 2 teachers and the LA external moderator is essential so that teachers can talk through their judgements and supporting evidence.

Essential requirements	Additional effective practice
<ul style="list-style-type: none"> • Visits take place at an agreed time within the school day, with all year 2 teachers released for the visit. • The LA external moderator reviews the evidence for each selected pupil before or during the professional discussion. • Reading, writing and mathematics are all discussed during external school moderation visits. • During the professional discussion the teacher is allowed to present evidence, including tasks and tests, and articulate the reasons for their judgements. This is to demonstrate their understanding of national standards. • Throughout the professional discussion reference must be made solely to the national curriculum level descriptions. • Teachers need to be provided with feedback which must be shared with the headteacher. Where judgements are not agreed a follow up school visit must be arranged. • Where the moderation of writing takes place at cluster meetings, it is essential that all year 2 teachers engage in discussion with the LA external moderator to ensure that judgements are in line with national standards. Discussion between teachers, for external moderation, is not sufficient. 	<ul style="list-style-type: none"> • Whole school assessment processes are evaluated during the professional discussion. • Outcomes of internal moderation are considered within the professional discussion. LA external moderators establish how schools undertake internal and cluster moderation processes and check that they are referencing national curriculum level descriptions. • LAs ensure that teachers are familiar with any additional STA guidance materials and LA external moderators reference these (where relevant) during the moderation visit. • Other school staff (including any year 3 representatives) have an opportunity to observe the moderation visit.

Validating teacher assessment judgements

To ensure that TA judgements are in line with national standards, the LA external moderator must be able to validate each judgement with the teacher.

Essential requirements	Additional effective practice
<ul style="list-style-type: none">• The LA external moderator must ensure that the moderated TA judgement for each pupil in the same sample is clearly stated to the teacher during the moderation professional discussion.• Where the LA external moderator judges that the assessment is not in line with national standards, they must detail why.• If there is insufficient evidence or concerns about the accuracy of the teachers' judgements, moderators must request additional evidence and / or expand the sample.• If the moderator is unable to validate judgements due to a systematic lack of evidence they may refer the school to us for maladministration investigation.• Where the moderation of writing takes place outside of school visits at cluster meetings, all of the above applies.	<ul style="list-style-type: none">• To support transition, key stage 2 teachers should be present to understand the moderated judgements of pupils moving into year 3.

Agreed sign off of the external moderation visit

The LA external moderator will provide a written confirmation of the moderation visit to the school. This will confirm whether the school's TA is considered to be consistent with national standards.

Essential requirements	Additional effective practice
<ul style="list-style-type: none"> • The LA external moderator must provide the school with a completed LA record of the visit which includes: <ul style="list-style-type: none"> • the pre-moderated visit school judgements • the agreed moderated judgements • any moderated judgements for which the LA would consider further evidence from the school • any moderated judgements for which the LA would not consider further evidence from the school • any moderated judgements that the school appeal • The LA must ensure that the record of the visit contains pupil identifier information. This is to support STA collection of TA data changes as a result of moderation in the 2015 summer term. • The LA external moderator must ensure that the record of the visit is signed by the headteacher (or delegate) and LA external moderator. • Where the moderation of writing takes place outside of school visits at cluster meetings, all of the above applies. 	<ul style="list-style-type: none"> • Verbal and written feedback is provided to each year 2 teacher, including points for development, strengths and any concerns. • Verbal and written feedback on whole school processes is provided to the headteacher or delegate. • Where schools have an effective whole school approach to assessment, this is recognised and reflected in feedback to the school.

Data submission

All schools must submit accurate TA data. This must reflect any changes made as a result of an LA moderation visit.

Essential requirements	Additional effective practice
<ul style="list-style-type: none">• Where data submission from a school differs from the moderated data, the LA must investigate this. If required they should refer the issue to STA.• LAs must have an defined data validation process utilising recorded pupil identifiers and outcomes from the moderation visit before submission of data to the DfE to ensure that outcomes of external moderation are reflected accurately in the submitted data.• LAs must investigate any unexpected pattern of attainment for any school and investigate any concerns.	<ul style="list-style-type: none">• LA knowledge is used to inform scrutiny of TA submission data.• Close links are maintained between the moderation team and the data team within the LA. This will aid the data validation process.

Appeals

You are required to have an appeals process and share it with your schools. LA external moderators should refer to it during the moderation visit.

Essential requirements	Additional effective practice
<ul style="list-style-type: none">• Schools must be aware of the LA appeals process before the LA moderation visit.• Schools must have evidence to support any appeal claim before the appeal is processed (the evidence can only be based on that viewed during the LA moderation visit).	<ul style="list-style-type: none">• LAs proactively communicate the appeals process to all schools.