



Clarification: key stage 1 and 2 teacher assessment and moderation guidance

The purpose of this document is to give schools and local authorities (LAs) a summary of recent changes and clarification about key stage 1 (KS1) and key stage 2 (KS2) tests, teacher assessments (TA) and LA moderation for 2016.

Teacher assessment submission date change

Dates for submission of KS1 and KS2 TA have been pushed back to 30 June 2016. This will allow schools additional time to gather evidence and finalise their TA judgements.

Clarification of the evidence required to support TA judgements at the end of a key stage

- The evidence must show that the pupil demonstrates attainment of all the 'pupil can' statements within the standard they have been awarded.
- The teacher must be confident the pupil meets the 'pupil can' statements in the preceding standards but there is no requirement to produce specific evidence for them. It is likely that the pupil's work for the standard they have been awarded will also evidence the 'pupil can' statements of the preceding standard(s).
- There is no requirement to provide tick sheets for an LA external moderation visit.
- Schools are free to use their existing processes for teacher assessment and internal / external moderation.

Clarification of KS2 writing 'working at the expected standard' Morgan and Leigh examples

In the new system the threshold of the expected standard for KS2 is broadly equivalent to the previous level 4b, but pupils working at the expected standard will have a range of attainment.

The exemplification materials contain 2 examples of pupils who are 'working at the expected standard'. These show the range of pupils that will be assessed in this standard.

- Morgan is a pupil with sufficient evidence for a TA judgement of 'working at the expected standard'. This collection of work demonstrates how the expected standard is broadly equivalent to the old level 4b.
- Leigh is close to being awarded 'working at greater depth', but does not meet all of the 'pupil can' statements for that standard, and is therefore also judged as 'working at the expected standard'.

To note, there has not been any statement that 'working at greater depth' is equivalent to level 5.

LA moderation process change

- LA external moderation is a supportive process with the LA moderator reviewing a sample of pupils' work as representative of the cohort and then holding a professional dialogue with teachers to confirm that teacher assessment standards are being applied appropriately by the school. As a result of this process, local authorities may require schools to amend teacher judgements for individual pupils if it is determined that judgements are not in line with national standards.
- Your LA will tell your school if you are going to get a moderation visit on or after 20 May 2016. LAs will carry out moderation visits from 23 May to 30 June 2016. Schools will receive adequate notice of the visit.
- It may be the case that there are some pupils the school believes will demonstrate additional evidence before the TA submission date. This will be discussed as part of the moderation process. The school and LA can agree to re-moderate these pupils.

Clarification of handwriting and joined up/cursive handwriting for KS1 and KS2

- To be awarded 'working towards' or 'working at expected' standards, pupils do not need to demonstrate joined up handwriting.
- To be awarded 'working at greater depth' at the end of key stage 1, pupils must demonstrate joined up handwriting, using the diagonal and horizontal strokes needed to join letters in most of their writing, as well as all of the statements relating to handwriting in the preceding standards.
- To be awarded 'working at greater depth' at the end of key stage 2, pupils must meet all of the statements relating to handwriting in the preceding standards.

Clarification on the use of the exemplification materials for KS1 and KS2

If teachers are confident in their judgements, they do not need to refer to the exemplification materials. The exemplification materials are there to help teachers make their judgements where they want additional guidance.

Clarification on evidence for writing that is allowed as 'working independently'

If writing evidence has been redrafted by the pupil, this is acceptable as independent work. The redrafted work may be in response to self, peer, or group evaluation, or after discussion with the teacher.

Pupils can also independently use classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites.

It would not be independent if the work was modelled or heavily scaffolded, copied or paraphrased or where the teacher has directed the pupil to change specific words or punctuation.

Clarification on exclamations for KS1 and KS2

The national curriculum states that an exclamation is one of the four forms of sentences. An exclamation must be introduced by a phrase with 'what' or 'how' and should be followed by a subject + verb + any other elements. It is typically demarcated by an exclamation mark, for example:

What big teeth you have, Grandma!

How beautiful Cinderella looks in that dress!

The definition of an exclamation should not be confused with the uses of the exclamation mark for punctuation. The exclamation mark can be used in a variety of sentence forms and not just in exclamations.

Pupils at KS1 who are 'working at the expected' and/or 'working at greater depth' standards must use sentences with different forms in their writing.

Clarification on the use of an exclamation mark for KS1 and KS2

An exclamation mark is a punctuation mark that can end statements, commands and exclamations, or be placed after a phrase or single word (eg an interjection). An exclamation mark shows that the writer wants to indicate a certain effect, such as heightened emotion eg 'Be my friend!' [command].

The use of an exclamation mark does not change a sentence into an exclamation.

Ofsted and Regional School Commissioners (RSCs) treatment of the interim TA frameworks – change

- As this is the first year of schools working with the new interim assessment frameworks, the Minister for Schools has written to the Chief Inspector asking him to ensure that Ofsted inspectors take into account national performance and contextual factors when considering a school's performance in writing at KS2, which is used as part of the floor standard.
- The Minister has also asked RSCs to be mindful of the impact of these new arrangements in making decisions about issuing warning notices and tackling underperformance following this year's results.

Updated guidance

In addition to this document, we are updating related national curriculum assessment documents to reflect these clarifications on www.gov.uk/sta.