



Moderation in Cambridgeshire

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Outline

1. Moderation Requirements
2. Particular Weakness
3. Independent Evidence
4. Professional Discussion
5. Questions

Moderation in Cambridgeshire



Strategic Lead for Moderation: Emma Fuller

Moderation Manager: Gary Casey

Lead Moderator KS1: Gary Casey

Lead Moderator KS2: Alice Philpin

KS1 & KS2 Moderator Selection

Stage 1

Experienced moderators



Stage 2

New moderators – selection



Stage 3

Standardisation exercises



Stage 4

Face to face training use of evidence &
training on the professional discussion



Moderation Requirements

Quote from a Cambs Y2 teacher:

“The moderators are not there to see which school has the best data, they want to see how accurate your teacher judgement is.”

Schools are expected to have ‘robust internal assessment processes’ to ensure accurate teacher assessments are made at the end of each key stage. **KS1 Teacher Assessment Guidance**

Moderation Requirements

- **Secure Fit Model** – independent evidence to support attainment of each TAF statement has to be provided apart from writing where ‘particular weakness’ can be used.
- If a statement is not evidenced the pupil cannot be that standard.
- Options at that point...

Particular Weakness

- Does not mean best fit
- In STA training they said...

'that this is to allow the teacher judgement of a pupil's achievement of a standard to overrule the meeting of every 'pupil can' statement in very particular cases where the teacher has good reason to believe that the standard awarded is the correct one and provided they can justify it in a moderation dialogue... for example, a KS2 girl whose home language is German and so has an issue with the use of the possessive apostrophe (which is not generally used in her home language) still being able to achieve Greater Depth, or a KS1 boy whose writing was clearly meeting the Expected Standard but had a small issue with tense consistency.

Independent Evidence

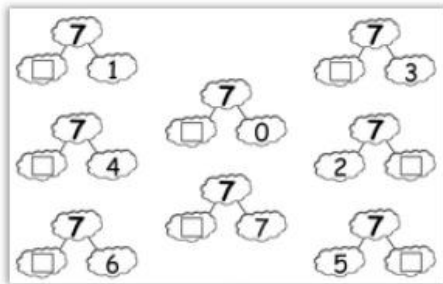
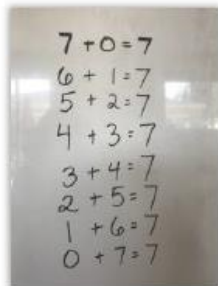
Whilst the teacher's knowledge of pupils can inform judgements, the judgements must be based on sound and demonstrable evidence.

(Para 5.5 KS1 and KS2 TA Guidance)

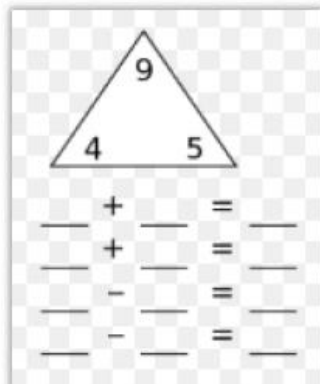
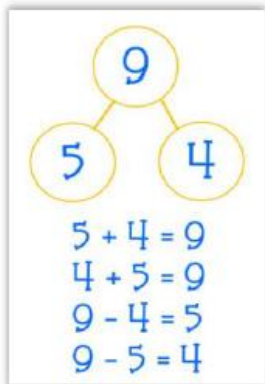
- Day to day work in books
- KS1 SAT papers
- Reading records
- Cross curricular work
- Classroom tests / exercises

Number Bonds

- Give all number bonds for a given number without being told how many there are, given one of the two factor pairs or given the exact number of templates to complete for each number.



- Give fact families of four related number sentences (two addition and two subtraction) without being prompted that there are four to find or given partially completed frameworks to fill in.



Y6 Writing

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

Professional Discussion

- Want to know about the nature of internal moderation
- Do answers show an understanding of the TAF and it being applied to children we don't see the work of?
- How will outcomes from the moderation visit impact on the wider cohort?
- Why is the work of this child expected and not greater depth?
- Teachers may be asked to locate the evidence for a particular TAF statement.

KS1 Maths Exemplification Materials



Cambridgeshire
County Council

2018 national curriculum assessments

Key stage 1

Teacher assessment
exemplification

Mathematics

Working towards the expected standard

Statement
Context

The pupil can read and write numbers in numerals up to 100.
Pupils worked in pairs to play a game, sitting with a whiteboard frame between them. Pupil A read numbers from a 100 square to pupil B, who then had to write them down on their side of the whiteboard. The teacher covered specific numbers on the grid for pupils to read, so that easy checking could take place.
The pupils each had a turn at reading and writing the numbers and, although the first example is not fully correct, both pupils demonstrated sufficient ability to read and write numbers correctly.



Numbers for reading were covered with a square to aid the teacher to match the writing of numbers to those read.

Children sat with a whiteboard frame between them, so that the writer can not see the numbers on the 100 square.



Pupil A's writing of the number that pupil B read to her.



Standards
& Testing
Agency

Pupil B's writing of the numbers that Pupil A read to her.

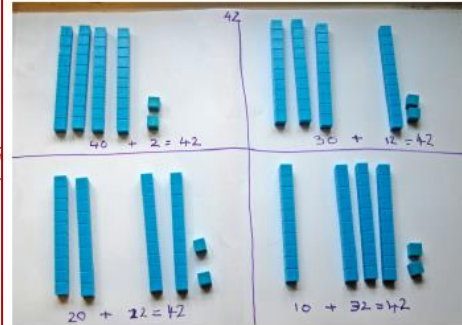
Working at the expected standard

Statement
Context

The pupil can partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.

Following work on place value, the pupils were asked to show their understanding by partitioning two-digit numbers in different ways. A range of apparatus was available to show their understanding.

The pupils were asked to select a two-digit number from the middle of the table and to partition it in different ways, using the apparatus to show their thinking. The evidence below is from a pupil who chose the base ten equipment and the photographs show her work.



The pupil said, "42 is the same as 40 and 2," and showed this with the base ten equipment. She then said, "I can also show 42 as 30 and 12, 20 and 22, and 10 and 32." She demonstrated this with the equipment.

Working at greater depth

Statement
Context

The pupil can use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + 22$, 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?').

The pupil reasoned about the two sides of the equation to find the missing number. For example, in the first question, she recognised that 14 on the right hand side of the equation is 3 more than 11 on the left hand side of the equation, and therefore that the missing number had to be 3 more than 25 to keep the two sides the same. She then checked both calculations to show that they were the same.

L1 To solve missing number problems

$$29 + 11 = 25 + 14 \quad \checkmark$$

29	11	= 39
25	14	= 39

$$17 + 15 = 32 + 12 \quad \checkmark$$

17	15	= 32
20	12	= 32

$$8 + 18 + 5 = 3 + 17 + 15 \quad \checkmark$$

8	15	18	= 31
3	13	15	= 31

KS1 TAF statements that cause issues each year

- Partition two digit numbers into **different** combinations of tens and ones. (EXS)
- make **links** between the book they are reading and other books they have read. (GDS)
- Recall and use multiplication and division facts for 2, 5 and 10 and make **deductions** outside known multiplication facts. (GDS)

Upcoming Courses

Preparing for Assessment Session 2 – Online

23/3/23 & 24/3/23 9.30am until 11.30am

(Free for schools who have purchased Element 2 of the Primary Offer)

[School Improvement Service online calendar \(bookingbug.com\)](https://bookingbug.com)

Meeting for schools who will be moderated in 2023:

KS2 Moderation Meeting – 17th May 9.30am until 12.30pm. Over Community Centre

KS1 Moderation Meeting – 17th May 1.30pm until 4.30pm. Over Community Centre

Any Questions..?



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