

Statutory Writing Moderation – FAQ

As moderation manager, I have been asked questions about clarifying assessment in writing, particularly in relation to statutory moderation. It is important that we have a common understanding around assessment to ensure consistency in teacher assessment.

❑ ***If a child has a particular weakness in a statement in the expected standard, can they still be assessed at greater depth?***

Yes, providing all of the other statements at EXS and GDS are evidenced and there is a good reason for why the teacher believes the pupil has a specific weakness. This can usually be evidenced through showing how the pupil has received other support (additional support) over time to help develop the area with particular weakness. *[for further information see p13 of the teacher assessment guidance 2018]*

❑ ***If we use success criteria, can the work evidence independent writing?***

“Teachers may choose to use success criteria in lessons to help pupils to understand what they have learnt and help them to judge whether a pupil has met the objectives for a piece of writing. Using success criteria does not mean that a pupil’s writing is not independent; they 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.” (teacher assessment guidance 2018)

Teachers can use success criteria and the work that pupils produce can still be independent. However, if the teacher then chooses to go back through the criteria with the pupil providing further guidance this is likely to lead to work that is not independent. If success criteria are overdetailed, they can impact on the independent nature of the writing for example:

- I have started a sentence with If, When or Because
- I have inserted a comma after a fronted adverbial
- I have written a sentence in the passive voice to create suspense e.g. They were trapped!

Success criteria should encourage pupils to focus on the criteria against which the work will be assessed without modelling or over scaffolding the expected outcome.

[for further information see p13 and 14 of the teacher assessment guidance 2018]

❑ ***Assessment in writing is best fit, isn’t it?***

Absolutely not! **All of the statements** within the standard (and previous standard) need to be met before the standard is awarded. There is a ‘flexible approach’ which means that a pupil might have a particular weakness in an area or within part of a statement. The teacher needs to have evidence that this is a particular weakness for this pupil and that it is preventing an accurate judgment being made of the pupil’s ability. **This is not best fit** which implies you do not need to meet all of the statements.

[for further information see p13 of the teacher assessment guidance 2018]

❑ ***Will work still be independent if I provide word lists for pupils?***

Word lists (on tables/ display) containing statutory spellings for years 5 and 6 may be used to remind/ prompt pupils to use the words on the statutory word lists. We have been advised by an STA representative that work can still be assessed as independent should pupils select words from these lists providing they are not directed to look at them (as they may also independently choose to look up a word in a dictionary). Spelling tests or exercises may be used as evidence for the ‘pupil can’ statement. If pupils do not use any of the words from the statutory lists in their day-to-day writing, evidence from these tests and exercises alone is sufficient.

There is no requirement for a pupil to evidence correct spelling of all the words on the statutory word lists. Pupils should also evidence use of a dictionary to help them spell more ambitious vocabulary (moderators should ask about this when looking at writing).