

Governors' Guide to Statutory Moderation and Local Authority Monitoring

The Standards & Testing Agency (STA) is an executive agency within the Department for Education. It is responsible for the development and delivery of all statutory assessments from early years to the end of key stage 2. STA documents explain statutory requirements and guidance for assessment and reporting arrangements, including external moderation. Some of the documents that schools use to support the administration of tests and the teacher assessment process are below:

Early Years Foundation Stage Profile Moderation

The Department for Education (DfE) has confirmed that the EYFS profile remains statutory for 2019/20. The following guidance supports practitioners to make accurate judgements about each child's attainment at the end of the EYFS and for local authorities (LAs) when exercising their function under the EYFS.



The [statutory framework](#) for the EYFS sets the standards for learning, development and welfare for children from birth to 31 August following a child's fifth birthday.

The EYFS profile 2020 explains how practitioners should complete the profile. A practitioner should be a member of staff who has a thorough working knowledge of the EYFS learning and development requirements and is deemed by the headteacher to be competent to accurately assess children against the ELGs and complete the profile for each child. Headteachers should make sure those involved in assessing the EYFS have a thorough understanding of the handbook.

The Assessment and Recording Arrangements provides further guidance on the assessment and reporting of the EYFS profile.

For EYFSP moderation enquiries you can contact the EYFSP moderation manager, Lisa Morris, at lmorris@solihull.gov.uk.

Key Stages 1 and 2

2019-20 [Key stage 1](#) Assessment and Reporting Arrangements



2019-20 [Key stage 1](#) teacher assessment guidance



2019-20 [Key stage 2](#) Assessment and Reporting Arrangements



2019-20 [Key stage 2](#) teacher assessment guidance



The **Assessment and Reporting Arrangements** publications provide statutory guidance for assessing and reporting the national curriculum at key stages 1 and 2. The assessment and reporting arrangements apply to maintained schools, maintained special schools, academies (including free schools), pupil referral units (PRUs), hospital schools, Service Children's Education (SCE) schools and participating independent schools with pupils in KS1/2.

The **Teacher Assessment Guidance** has been produced to help schools and local authorities (LAs) understand the statutory requirements for teacher assessment. It also provides non-statutory guidance to support assessment processes that are both rigorous and proportionate.

Each year the local authority supports STA by:

1. Undertaking unannounced phonics and KS2 SAT visits
2. Moderating teacher assessment at KS1 and 2

1. Unannounced monitoring visits

Phonics

The phonics screening check is a **short and simple assessment of phonic decoding**. All pupils in year 1 must take the check, unless they have no understanding of grapheme-phoneme correspondences. This includes pupils who join the school just before, or during, the check window.

At least 10% of schools administering the phonics screening check in an LA must receive a visit. This includes:

- participating pupil referral units or special schools
- academies that have chosen to be monitored by the LA
- maintained nursery schools with registered pupils who will reach the age of 6 before the end of the school year

LAs should not arrange for more than one visit to an individual school unless STA has raised specific concerns.

- 10% of visits take place during the week before the check
- 80% of visits are carried out during the phonics screening check period
- 10% of visits take place immediately after the phonics screening check period

Further guidance and information about the phonics screening check and the monitoring visits can be found [here](#).

Key stage 2 SATs

The LA has a duty to make unannounced visits to schools to check that they are following the security arrangements and administering the phonics check and key stage 2 tests in accordance with all published guidance and storing key stage 1 test papers securely.

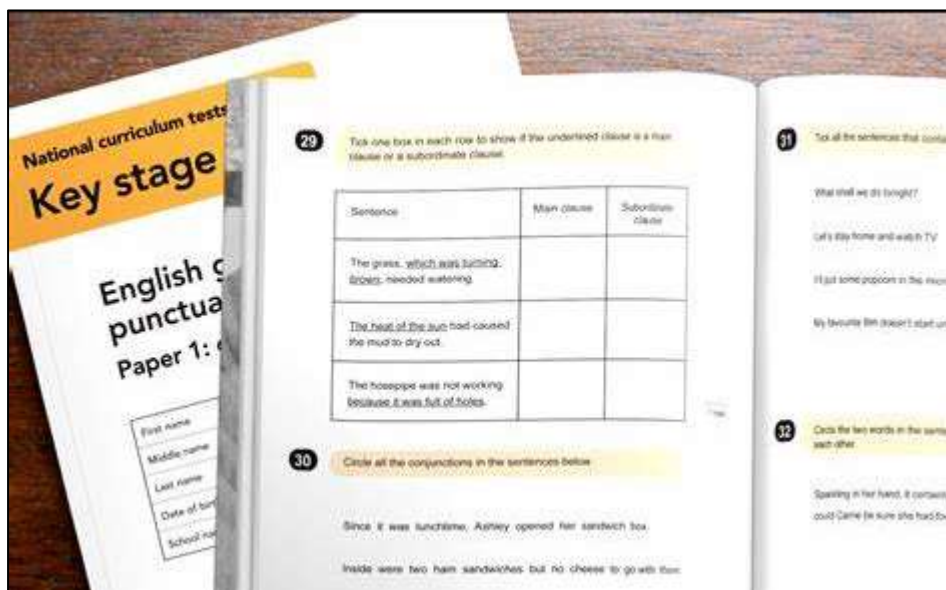
Each year, the LA will make monitoring visits to at least ten per cent of maintained schools, before, during and after the test period.

Schools may receive more than one visit in every ten years due to the following considerations:

- new teaching staff
- newly qualified teacher in year 1 or year 6
- new senior leadership team
- schools with a year 1 or year 6 cohort for the first time
- Ofsted concern
- unusual patterns of attainment
- date and / or outcome of last monitoring visit

- concern relating to the 2018 to 2019 assessment cycle, including maladministration
- LA or STA concern or where KS1 and KS2 assessments are inconsistent;
- to ensure no obvious pattern for visits is set.

A local authority adviser will make an unannounced visit to selected schools before, during or after during the test administration period. They may arrive the week before to check storage of materials and to check delivery documentation. During the administration period, they will also observe the check/test being administered and see the processes in place for returning papers to the secured storage area in addition. After the administration period, the adviser will look at the processes in place for storing completed papers and to ensure papers have been collected appropriately.



2. External moderation of teacher assessment

Statutory moderation is an integral part of assessment ensuring that standards of assessment in EYFS and reading, writing and mathematics at KS1, and writing at KS2, are consistent among teachers, schools and LAs and that they are maintained from year to year. External moderation visits are only one part of the assessment process.



LAs are required, on behalf of the Secretary of State for Education to externally moderate at least 25% of its Early Years settings. Each year the LA also selects at least 25% of its schools and 25% of its academies with key stage 1 pupils for an external moderation visit to moderate mathematics, writing and reading teacher assessments. At least 25% of schools and academies with key stage 2 pupils are also selected for moderation of writing teacher assessments. This means that all schools will receive a visit **at least** once during each four year cycle.

Schools may receive more than one visit in every four years due to the following considerations:

- new teaching staff
- newly qualified teacher in reception, year 2 or year 6
- new senior leadership team
- schools with a reception, year 2 or year 6 cohort for the first time
- Ofsted concern
- unusual patterns of attainment
- date and / or outcome of last external moderation visit
- concern relating to the 2018 to 2019 assessment cycle, including maladministration
- where assessment is felt to be at particular risk of inaccuracy
- LA or STA concern or where EYFSP, KS1 and KS2 assessments are inconsistent;
- to ensure no obvious pattern for visits is set.

The headteacher (or representative) is responsible for ensuring the accuracy of the teacher assessment (TA) judgements in their school.

The best way for a school to prepare for a moderation visit is to have robust internal assessment processes, based on teachers' strong understanding of the TA frameworks and the national exemplification materials and to engage in internal and cross-school moderation.

Should you have any questions about these processes, you can contact the LA moderation manager, Donna Wright, at dowright@solihull.gov.uk