

## **LA English Reading and Writing Moderation Summer Term 2021**

*“Internal moderation is a non-statutory but vital process conducted by schools internally and, where possible, with other schools. Moderation should be a collaborative process undertaken throughout the academic year and normally with colleagues across key stages. This supports the quality assurance of TA judgements and provides a valuable opportunity for professional development.....[With regards to external, statutory moderation in the summer term] We encourage LAs to plan for their usual face to face moderation arrangements in June 2021, but in accordance with government advice and Public Health England guidance. If the moderator does not meet with the teacher in person, they must satisfy themselves that the teacher’s judgements are accurate and consistent with national standards. This means the moderator must be able to:*

- *check pupils’ work*
- *hold a professional discussion with the year group teacher*
- *expand the sample, if needed*

*LAs not using a face to face model should be careful not to impose additional burdens on schools and must comply with GDPR when pupils’ work is shared.”*

(KS1/2 Teacher assessment guidance 2021)

Solihull LA usually provides opportunities for teachers across the borough to meet and moderate work samples across schools each term. During the pandemic, these moderation sessions were cancelled as it was not appropriate for teachers from different schools to meet face to face for discussions using pupil work samples. However, the LA recognises the importance for moderation to continue and, as staff have become more confident with remote technologies, has decided to trial remote moderation in writing across year groups. This process may also support staff in the event of a remote moderation meeting being required in the summer term.

### **Reading Moderation**

#### **What will the focus be for Reading Moderation?**

Teachers should bring **1 example of a pupil’s evidence** from your particular year group to show that this pupil is working at the **EXPECTED STANDARD**. (For Y2 and Y6 refer to STA frameworks). All other Year groups can moderate against the following:

- Objectives within the year group programme of study, or
- Using the proformas for English on the Solgrid link
- Key performance indicators

*Each teacher will have approximately 10-15minutes to discuss their work for 1 pupil. **You may wish to share an audio example, reading record, teacher comments, reading assessment evidence, spelling record etc. The evidence should support why a pupil is working at the exp standard.***

## **Writing Moderation**

### **What will the focus be for Writing Moderation?**

Teachers should bring **1 example of a pupil's evidence** from your particular year group to show that this pupil is working at the **Exp or GD standard** (For Y2 and Y6 refer to STA frameworks). All other Year groups can moderate against the following:

- Objectives within the year group programme of study, or
- Using the proformas for English on the Solgrid link
- Key performance indicators

*Each teacher will have approximately 10-15minutes to discuss their work for 1 pupil. **The evidence base should reflect the accurate judgment.***

### **What will a remote writing moderation session look like?**

Usually 30-40 teachers would meet face to face from across 2-year groups during an English moderation session. Teachers would work in small groups of 3 or 4 discussing pupil work viewing pupils' books or work samples.

During the trial remote moderation sessions, each session will be limited to a smaller group of attendees for each year group.

A link for a Teams meeting will be sent to each participant. There will be an introductory discussion with the whole group outlining the process. Each person in the group will have the opportunity to share work for their identified pupil against the teacher assessment framework or national curriculum objectives. The group will then make a decision, as in previous moderation sessions, as to whether the work provides enough evidence for meeting each statement.

### **How can I share my pupil's work?**

Whilst pupil work is an essential piece of evidence, it is important to remember that teachers' 'anecdotal' information can also be useful evidence. The most effective anecdotal information comes in the form of explanations of how a pupil has completed a task, what they found tricky, how they have applied that information and a description of the strategies used.

- Scanned or photographed (in line with school policies), uploaded to a computer and then 'screen shared' during the Teams discussion.

For those teachers who are not familiar with screen sharing, please take a look at this [guide](#) and [video](#).

- Using a visualiser. Please see [this video](#) for how to use a visualiser in Teams. Please note: do not change the camera setting at the start of the meeting, wait until you are in the breakout room and then go to 'device settings' (top tool bar> more actions) when you are ready to use the visualiser.

- Using a mobile phone as a visualiser - if you are feeling very adventurous or would like a challenge! Please see this [video](#) for support on how to do this.

It is not advisable to hold work up to the computer/ laptop camera as other teachers are not able to see content clearly.

***Please make sure you are confident in how you are going to share your pupil work BEFORE the moderation session.***

### **What paperwork will I need?**

All LA paperwork can be found [English moderation documents \(solgrid.org.uk\)](https://solgrid.org.uk)

<b>Face to face moderation session paperwork</b>	<b>Remote moderation session paperwork</b>
List of objectives from programme of study/ List of objectives from school assessment tracker/ List of objectives from teacher assessment framework.	Please have a copy of your year group's programme of study in front of you and a copy of the key performance indicators (should a teacher choose to moderate against these). Verbally tell group which objective you are sharing evidence for and then keep a note of their responses for your own records.
<b>Record of Moderation</b> overview sheet ( found in Solgrid link above ) outlining the teacher judgement, school judgements and moderation judgement.	Each teacher can record the moderators' judgement on this form for their own records.

### **Feedback on sessions**

Please be mindful that these are trial sessions and may not run as smoothly as face to face sessions. Some people may be more confident using technologies than others and patience and kindness will help colleagues grow in confidence and improve their skill set. Indeed, the use of the technologies may become a temporary barrier to high quality moderation discussion. However, over time we aim to ensure that effective professional discussion takes place.

***Many thanks for your support***