



**NATIONAL  
CURRICULUM  
ASSESSMENT**

**2016**

Bracknell Forest's Assessment and Moderation  
Guidance for Schools.

# NATIONAL CURRICULUM ASSESSMENT KEY STAGES 1 AND 2 (including phonics) 2016

## TO BE READ IN CONJUNCTION WITH:

- Assessment and reporting arrangements KS1 2016
- Guidance for KS1 teacher assessment moderation 2016
- Check administrators' guide: Phonic screening check 2016
- Assessment and reporting arrangements KS2 2016
- Guidance for KS2 teacher assessment moderation 2016
- Test administrators' guide: 2016
- Information on <https://www.gov.uk/government/publications/2016-assessment-and-reporting-arrangements-pdf-format-versions>



## INTRODUCTION

2016 sees the introduction of a new interim assessment framework. We are entering the world without levels which is causing some anxiety amongst educationalists. There remain some unknowns in terms of national benchmarks and progress measures which will be come clearer in the autumn term 2016. The Government's expectation is that 85% of KS2 pupils will achieve age related expectations in reading, writing and mathematics. The floor standard for 2016 remains at 65% combined reading, writing and mathematics.

We have put together an assessment and moderation booklet to support leaders in schools with the interim framework for 2016.

All the details regarding arrangements for the Phonic Screening Check, Key Stage 1 and Key Stage 2 statutory assessments and teacher assessment for 2016 are in the booklets provided by the Standards and Testing Agency (STA) and on the website [www.education.gov.uk/assessment](http://www.education.gov.uk/assessment). It is important that this Local Authority (LA) booklet is read alongside the statutory documents from STA.

This booklet describes the local assessment arrangements, in line with national requirements, agreed for:

- Bracknell Forest for the Phonic Screening Check, Key Stage 1 teacher assessments and Key Stage 2 tests and teacher assessments.

Level descriptions are no longer used and I Can Statements have been introduced for 2016. These can be found within the exemplification materials online at <https://www.gov.uk/government/collections/national-curriculum-assessments-2016-teacher-assessment-exemplification>, which are currently the statutory tool for making a teacher assessment judgement. We have added a series of checklists, to support school leaders and teachers in effective preparation for statutory assessment. A list of contact emails and phone numbers are also included.

Statutory assessment arrangements are discussed at half termly Headteacher briefings and English and mathematic subject leader meetings.

Assessment arrangements for EYFS are led by Diane Pye the EYFS Moderation Manager. Briefing meetings are held termly and quality assurance meetings are held annually. EYFS leaders are kept informed and up to date with key changes at lead meetings. Key dates can be found in the Continuing Professional Development INSET booklet. The EYFS profile handbook can be found here (put link to handbook)



Rachel Morgan  
Senior Primary Adviser

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## CONTACT DETAILS

### National Curriculum assessments helpline

Telephone: 0300 303 3013  
E-mail: [assessments@education.gov.uk](mailto:assessments@education.gov.uk)  
Web: [www.education.gov.uk/assessment](http://www.education.gov.uk/assessment)  
Address: 53-55 Butts Road, Earlsdon Park, Coventry CV1 3BH

### Contact details for general queries regarding assessment

#### EY, KS1 and Phonics:

Michelle McDonald-Prince Tel: 0118 936 6426  
E-mail: [michelle.mcdonald-prince@bracknell-forest.gov.uk](mailto:michelle.mcdonald-prince@bracknell-forest.gov.uk)

#### KS2:

Michelle Williams Tel: 0118 936 6410  
E-mail: [michelle.williams@bracknell-forest.gov.uk](mailto:michelle.williams@bracknell-forest.gov.uk)

#### EY LA Moderation Manager:

Diane Pye Tel: 0118 936 6425  
E-mail: [diane.pye@bracknell-forest.gov.uk](mailto:diane.pye@bracknell-forest.gov.uk)

#### KS1 and KS2 LA Moderation Manager:

Rachel Morgan Tel: 01344 354037  
E-mail: [rachel.morgan@bracknell-forest.gov.uk](mailto:rachel.morgan@bracknell-forest.gov.uk)

For technical help with SIMS please contact the school ICT helpdesk  
Tel: 01344 351100 E-mail: [ICT.HelpDesk@Bracknell-Forest.gov.uk](mailto:ICT.HelpDesk@Bracknell-Forest.gov.uk)

## Key Information and Dates

### Early Years Foundation Stage

**w/c 2<sup>nd</sup> May 2016:** LA moderation visits

**6<sup>th</sup> June 2016:** National EYFS data collection opens

**23<sup>rd</sup> June 2016:** Deadline to submit data to the LA

### Year 1 Phonics

**March 2016 2016:** Phonics screening check 'Check administrators' guide' available on the DfE website.

**22<sup>nd</sup> April 2016:** LA to provide schools with details of Year 2 pupils registered for Phonics Screening Check

**6<sup>th</sup> June 2016:** Deadline for schools to submit a copy of their phonic screening check timetable to the LA.

**W/c 13<sup>th</sup> June 2016:** Schools administer phonics screening check.

**Friday 24<sup>th</sup> June 2016:** Deadline for submission of phonics data to the LA.

**Monday 27<sup>th</sup> June 2016:** Phonics threshold released on DfE website.

**1<sup>st</sup> July 2016:** Deadline for Headteacher's declaration form for phonics screening check on NCA Tools website.

### Key Stage 1

**Friday 27<sup>th</sup> November 2015:** Deadline for schools to order standard and modified versions of Key Stage 1 tasks and tests.

**w/c 18<sup>th</sup> April 2016:** Schools will receive Key Stage 1 tasks and tests.

**May 2016:** Key Stage 1 tests to be administered

**20<sup>th</sup> May 2016:** Schools notified of moderation visits

**June 3<sup>rd</sup> 2016:** Publication of raw scores to scaled scores conversion table on GOV.uk

**w/c 20<sup>th</sup> June:** KS1 moderation visits commence

**30<sup>th</sup> June:** deadline for submission of Key Stage 1 data

**1<sup>st</sup> July 2016:** Deadline for Headteacher's declaration form for Key Stage 1 tests on NCA Tools website.

## Key Stage 2

**Friday 27<sup>th</sup> November 2015:** Deadline for schools to order standard and modified versions materials.

**Monday 1<sup>st</sup> February 2016:** 'Access arrangements' section of NCA Tools opens for applications for additional time, early opening and compensatory marks.

**Monday 22<sup>nd</sup> February 2016:** 'Pupil registration' section of NCA Tools opens.

**Monday 29<sup>th</sup> February 2016:** Deadline for schools to submit applications for early opening and compensatory marks.

**Friday 18<sup>th</sup> March 2016:** Deadline for schools to complete pupil registration.

**Monday 11<sup>th</sup> April 2016:** Deadline for schools to submit applications for additional time – **PLEASE NOTE THAT FOR BRACKNELL FOREST, THIS DEADLINE IS THE FIRST DAY BACK AFTER THE EASTER HOLIDAYS**

**Monday 9<sup>th</sup> to Thursday 12<sup>th</sup> May 2016:** National curriculum test dates

**Monday 16<sup>th</sup> May 2016:** 'Teacher Assessment' section of NCA tools opens.

**Friday 20<sup>th</sup> May 2016:** Deadline for schools to submit the Headteacher's declaration form.

Deadline for schools to submit special consideration applications.

Deadline for schools to submit notifications that pupils have used a scribe, transcript, word processor or electric or technical aid, or that the tests were administered at another location.

**Friday 20<sup>th</sup> May 2016:** Schools notified of LA moderation visit

**Monday 23<sup>rd</sup> May 2016:** Mark schemes available to download from NCA tools.

**Monday 6 June - Friday 17 June 2016:** Science sampling test period. Selected schools will be contacted to arrange a suitable date during this period for the administration of the tests.

**w/c 13<sup>th</sup> June 2016:** KS2 writing LA moderation visits commence

**30<sup>th</sup> June 2016:** Deadline for schools to submit KS2 teacher assessment data

**Tuesday 5<sup>th</sup> July 2016:** Pupils' results (raw scores and scaled scores) will be available on NCA tools. Tables to explain the conversion will be published on Gov.uk

**Friday 15<sup>th</sup> July 2016:** – Deadline for schools to submit review applications. Any applications after this date will not be accepted.

**Friday 2<sup>nd</sup> September 2016:** Reviewed outcomes returned to school

**Mid-October 2016:** DfE to release information relating to Value Added calculations

## Training and Support dates

<b>Training Courses</b>	
<b>Title</b>	<b>Date</b>
New to Yr6 (2 session)	22 <sup>nd</sup> Sept 15 & 1 <sup>st</sup> March 2016
New to Yr2 (2 sessions)	29 <sup>th</sup> Sept 2015 & 2 <sup>nd</sup> March 2016
Observation and assessment planning in the Foundation Stage	14 <sup>th</sup> October 2015
Yr6/7 writing moderation meeting	12 <sup>th</sup> November 2015
Changes to the KS2 Assessment (mths and English)	7 <sup>th</sup> Jan 2016
Changes to KS1 Assessment for year two teachers	13 <sup>th</sup> Jan 2016
Yr 6/7 writing moderation	28 <sup>th</sup> Jan 2016
EYFS moderation cluster Quality Assurance EYFSP data	23 <sup>rd</sup> Feb 2016 repeated on 1st March
Briefing for Headteachers and year two teachers re Assessment changes at KS1 and KS2	3 <sup>rd</sup> March 2016
EYFS Quality assurance	7 <sup>th</sup> June repeated 8 <sup>th</sup> & 16 <sup>th</sup> June 2016
Yr6/7 writing moderation meeting (schs not being moderated)	9 <sup>th</sup> June 2016
Moderation cluster meetings for all schools – KS1 assessment	15 <sup>th</sup> June

### **Schools' ICT workshops: Keystage Wizard**

*Further details will be sent to schools nearer the time by Schools' ICT Support.*

### **Data submission drop in:**

End of Key stage drop in – Tuesday 21<sup>st</sup> June 2016

For those who wish to come away from school to complete their data submissions. A member of the ICT Schools' support team will be available to help with any queries.

**9.30am to 3.30pm in Cromwell room at the Education Centre.**



## ASSESSMENT CHECKLIST FOR SENIOR LEADERS

### Headteachers

- Ensure that a copy of this document is given to all staff involved with statutory assessment;
- Ensure you are registered for STA Assessment updates and forward them to all staff involved with statutory assessment;
- Include information on children's attainment and progress, by cohort and pupil group, in your termly report to Governors;
- Circulate summary RaiseOnline and FFT documents as appropriate to Governors and your senior leaders;
- Ensure that appropriate staff attend LA Assessment and Moderation training/events;
- Ensure that security arrangements are in place for check or test materials;
- Ensure delivery note is available in case of an audit visit.
- Submit Headteacher's declarations forms for all key stage assessments;
- Check and sign off all assessment data before it is submitted to the LA or STA;
- Report child and school results to parents;

### Senior Leaders with responsibility for assessment

- Share an electronic copy of this document with the inclusion/SEN leader, teachers and subject leaders as appropriate;
- Book onto assessment and moderation events relevant to your role;
- Ensure that the Headteacher, Inclusion Leader, teachers and subject leaders are kept up-to-date with key assessment information;
- Read summary RaiseOnline and FFT documents as appropriate;
- Organise half termly internal moderation of teacher assessment judgements for reading, writing, mathematics and science;
- Make links with neighbouring schools for external moderation of teacher assessment judgements of reading, writing, mathematics and science on a termly rotation;

## **Governors**

- Ensure that Assessment Policy is up-to-date and regularly reviewed;
- Ensure that the termly report from your Headteacher contains information on children's attainment and progress, by cohort and pupil group;
- Read the termly report from your School Improvement Adviser;
- Read summary RaiseOnline and data dashboard;
- Discuss and agree attainment and progress targets with senior school staff;
- Ensure PPG funding is used to accelerate the progress of vulnerable pupils across your school in reaching at least age related expectations;
- Attend relevant training related to assessment;



# KEY STAGE 1

## KEY STAGE 1 TEACHER ASSESSMENT CHECKLIST

- Read the Assessment and Reporting Arrangements booklet from STA;
- Download test administrators' guide from STA and read thoroughly;
- Ensure that materials have been delivered, checked, signed and stored securely;
- Download the Key Stage 1 sample materials;
- Administer the tests for reading and mathematics to every child in May;
- Take part in regular internal moderation of teacher assessment judgements for reading, writing, mathematics and science;
- Take part in external moderation of teacher assessment judgements with neighbouring schools for reading, writing, mathematics and science on a regular basis;
- Make teacher assessment judgements based on pupils' work, teacher's records and observation using the Interim Teacher Assessment Frameworks
- Notify parents of assessment outcomes for their individual child

If applicable

- Submit up-to-date teacher assessment information to your lead moderator before moderation visit;
- Check that there will be some cover for your class during the moderation visit;
- Ensure that pupils work and evidence for reading, writing and mathematics is ready for the moderators. This could include reading records, current reading book and a reading book that is at an appropriate level that the child has not yet read, mathematics and writing books, test papers, teacher notes from group work, observation notes, etc.

**Please note that it is likely that the pupils selected for reading moderation may be required to read to the moderator or the class teacher, during the moderation visit. This is a change from previous years.**

## PHONIC SCREENING CHECKLIST

### Year 1 and Year 2 teachers

- Read the Assessment and Reporting Arrangements booklet from STA;
- Download Check administrators' guide from STA and read thoroughly;
- Ensure that materials have been delivered, checked, signed and stored securely;
- Ensure delivery note is available in case of an audit visit;
- Download the phonic screening check sample materials;
- Watch the phonic screening check training video;
- Email a timetable, indicating the times and dates when screening will be administered, to the LA by 6<sup>th</sup> June 2016;
- Prepare a comfortable, welcoming room in line with the requirements;
- Administer the check between Monday 13<sup>th</sup> and Friday 17<sup>th</sup> June;
- Ensure that any absentees during the screening week, are screened by Friday 24<sup>th</sup> June 2016;
- Submit data to the LA by Friday 24<sup>th</sup> June 2016;
- Prepare a supportive and sensitive letter to parents for children who are still working towards the expected standard;
- Notify parents of the outcomes of the phonic screening check for their individual child before the end of the summer term.

## LOCAL AUTHORITY MONITORING VISITS

Local authorities have a statutory duty to make an unannounced, monitoring visit to at least 10% of maintained schools in their authority. These visits may take place before, during or after the check period. Monitoring visits are carried out by LA officers who have a clear understanding of the monitoring visit requirements and who are familiar with the guidance on check administration. STA representatives may also make monitoring visits to maintained schools or academies.

The purpose of the visits is to ensure that the security and confidentiality of the check materials are maintained, and that the check is administered correctly and consistently in accordance with the published guidance. They also give Headteachers a formal opportunity to demonstrate how the check is administered in their schools.

On arrival at the school the monitoring visitor will ask to speak to the Headteacher or the teacher responsible for the administration of the check. They will ask to see where the unopened check materials are stored and ensure that the school has received the correct number of check packs. Schools should be able to present an annotated copy of their delivery note. The monitoring visitors will confirm that all of the check materials are sealed, stored securely and have not been previously opened.

Monitoring visitors will speak to the Headteacher or the teacher responsible for the administration of the check and, where possible, the teachers who will be administering the check. This is to ensure that appropriate staff administer the check and that they fully understand the administration arrangements, including how to score the check. The check must be administered on a one-to-one basis by a teacher who is known to the child. It should not be administered by a teaching assistant because the role requires a teacher's professional judgement about which responses are correct. The teacher must not be a relative or parent of the child taking the check.

The monitoring visitors will establish that the room for the check is suitable; wall displays are covered up or, if uncovered, do not offer any assistance or distraction to children. The environment for the check should be quiet, comfortable, well lit and welcoming for the child. It should be adapted to put them at ease and ensure they do their best.

The monitoring visitors will ask whether any checks are being administered that they can observe. They will ask whether the particular children scheduled for the check will be comfortable to be observed, as it is important that they are not put off by the presence of visitors. If a child is likely to be put off, the visitors will observe another child instead. The monitoring visitors will discuss how their presence should be explained to the child who is going to be observed. Between two and five checks will be observed, depending on the size of the school. Monitoring visitors will discuss administration of the check and scoring decisions with the teacher at the end of each check observed, but they will not overrule the teacher's judgement on a child's responses to the check.

Before leaving the school, the monitoring visitors will meet with the Headteacher or delegated member of staff to discuss the findings of the visit. They will sign the monitoring visit form to confirm the visit took place and that any feedback about the administration of the check has been given to the school. The Headteacher should also sign the form. A copy of the monitoring visit form will be left with the Headteacher, or delegated member of staff.

## MODERATION TEAM FOR KS1

Elisabeth Norris	Lead moderator, <a href="mailto:michelle.mcdonald-prince@bracknell-forest.gov.uk">michelle.mcdonald-prince@bracknell-forest.gov.uk</a>
Alex Peuple	Assistant Headteacher, Wildmoor Heath Primary
Antoinette Butler Willis	Headteacher, Crownwood Primary
Hannah O'Neil	Deputy Headteacher, Ascot Heath Infants
Kate Gregory	KS1 Lead, Whitegrove Primary
Philippa Moulson	Deputy Headteacher, College Town Infants
Steve Bogg	LA Teaching, Learning and Assessment Adviser
Terry Naylor	Yr2 teacher, Jennett's Park Primary

## MODERATORS' VISITS TO YEAR 2

At least 25% of schools will receive a visit from a moderation pair to look in more detail at their assessment practice and outcomes. Schools will be informed on the 20<sup>th</sup> May 2016 if they are included in the sample. The sample will comprise:

- schools who have not been visited in the last 3 years;
- changes within the school (teachers new to Year 2 or NQTs in Year 2);
- schools identified by the LA who may require support with the assessment / moderation process.

Schools in the sample will receive a visit from the KS1 lead moderator and school based moderator. These visits will be arranged between the lead moderator and the Headteacher at a mutually convenient time during the week of 20<sup>th</sup> and 27<sup>th</sup> June.

The lead moderator will identify a sample of 10% from each class, for reading, writing and mathematics. The names of the children selected will be agreed with leaders at the school on the day of the visit. It is not expected that schools will need to provide additional information about these children, other than the normal assessment records that the teacher holds for all children and their books.

At the visit the moderation pair will ask for a copy of the Teacher Assessment at the end of KS1 taken from the Moderation Notebook. This can be found on page 20 of this document.

During the visit the moderation pair will agree teacher assessments for the children in reading, writing and mathematics. They will spend time with Year 2 teachers discussing children's evidence and how judgements have been reached, and if appropriate talking to the child.

Before leaving the school, the moderation pair will meet with the Headteacher or delegated member of staff to discuss the findings of the visit. They will sign the Moderation Notebook form (page 17) to confirm the visit took place and that any feedback about the administration of the check has been given to the school. The Headteacher should also sign the form. A copy of the moderation visit form will be left with the Headteacher, or delegated member of staff. A scanned copy of the form will be available on Perspective Lite.

Further information can be found in the STA booklet 'Guidance for key stage 1 teacher assessment moderation 2016'.

A school can request a moderation visit, outside the statutory moderation process. This can be requested for any time of year and should be made in writing to Rachel Morgan. Moderation outside the statutory process will be chargeable.



Statutory  
Key Stage 1  
Moderation 2016

Moderation Notebook  
Reading, writing & mathematics

Moderators' names.....

School.....DFE Number.....

Year 2 Teacher .....

One class.....

Record of visit

Date:

Summary of key points:

Recommendations:

Headteacher's signature:

Moderators' signatures:

.....

.....





## Teacher Assessment at the end of KS1

Please complete this page prior to the moderation visit

**Outline the opportunities provided for year 2 teachers to become familiar with, and use, the interim TA frameworks and the national exemplification materials.**

**Outline the opportunities provided for the year 2 teachers to undertake standardisation and moderation exercises both with school colleagues and colleagues from other schools:**

**Impact of attendance at moderation meetings (held centrally or in school clusters):**

*Which teachers? What difference did it make?*

**Impact of attendance at any relevant training courses:**

*Which teachers? Training attended? Specific impact?*

**Are your KS1 cohort results likely to be different to the targets set for 2016? If yes, please explain why and what the difference is likely to be.**

**Any other comments:**

# Reading

Evidence for specific children (10% of the class)

**Child's name:**

**Evidence discussed (date and title):**

**Teacher's submitted TA (circle):**

PKF

WTS/EXS/GDS

- 1. *SAT*
- 2. *Miscue analysis*
- 3. *Cross curricular evidence*
- 4. *Teacher's ongoing assessments/records*
- 5. *Tracking sheets (data)*
- 6. *Verbal discussion with teacher*

**Standard assigned at visit:**

PKF

WTS/EXS/GDS

**Moderators' comments:**

# Writing

Evidence for specific children (10% of the class)

**Child's name**

**Teacher's submitted TA (circle):**

PKF

WTS/EXS/GDS

**1. SPaG SAT**

**2. Day-to-day class work**

**3. Independent writing**

**4. Cross curricular evidence**

**5. Teacher's ongoing assessments/records**

**6. Tracking sheets (data)**

**7. Verbal discussion with teacher**

**Standard assigned at visit:**

PKF

WTS/EXS/GDS

**Evidence discussed (date and title):**

**Moderators' comments:**

**Mathematics**  
Evidence for specific children (10% of the class)

**Child's name**

**Teacher's submitted TA (circle):**

PKF

WTS/EXS/GDS

- 1. *Day-to-day class work*
- 2. *SAT*
- 3. *Cross curricular evidence*
- 4. *Teacher's ongoing assessments/records*
- 5. *Tracking sheets (data)*
- 6. *Verbal discussion with teacher*

**Standard assigned at visit:**

PKF

WTS/EXS/GDS

**Evidence discussed (date and title):**

**Moderators' comments:**

**Bracknell Forest**  
**Children, Young People & Learning**  
 Learning and Achievement

**2016 Key Stage 1 Moderation feedback form**  
 for schools following a moderation visit

**Overall how would you rate the support on offer for KS1 assessment?**

*[Please take into account training offered e.g. induction for staff new to Y2, assessment advice]*

*Inadequate support available*

*Very good support available*

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**Did you find the Assessment and Moderation booklet helpful?**

*Not at all helpful*

*Extremely helpful*

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**Before the moderation visit, how prepared did you feel for what would be expected by the LA moderators?**

*[Please take into consideration any letters received, officers spoken to, visits undertaken and advice sought.]*

*Not prepared at all*

*Fully prepared*

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**Did you find the documentation (letter and booklet) helpful?**

*Unhelpful*

*Very helpful*

--	--	--	--	--

**In advance of the moderation visit, were you aware of who to contact for advice and support at the LA?**

*Not at all confident*

*Very confident*

--	--	--	--	--

**Following the moderation visit was the feedback received judged to be a fair reflection of the visit, offer useful information and inform next steps?**

*Inadequate feedback*

*Appropriate feedback*

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**Overall how did you find the moderation experience?**

*Negative*

*Positive*

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*Do you have any further comments linked to the moderation visit?*

*Please comment on any aspects of assessment/moderation that you find particularly effective in your school.*

*In order to develop our support for KS1 assessment and moderation for next year, please indicate ways you feel the LA's programme of support/training could be improved.*

Name : .....

Position : .....

School : .....

*Thank you for your time*

*Please return this to:  
Michelle McDonald-Prince  
Bracknell Forest Education Centre  
Easthampstead Park  
Wokingham  
RG40 3DF*

## Key Stage 1 Moderation Appeals Procedure

Local Authorities (LA) are required to have an appeals process for Key Stage 1 moderation of reading, writing and mathematics in 2016. Headteachers are responsible for the submission of accurate teacher assessment data which must reflect any changes made as a result of an LA moderation visit.

In Bracknell Forest we have a clear, established, two stage appeals process.

### Stage 1

A copy of the appeals' form will be sent to schools that are receiving a moderation visit, prior to that visit.

If, following the visit by LA moderation team, a school has concerns about the judgements made, the Headteacher should e-mail Rachel Morgan, the LA moderation manager for statutory assessment ([rachel.morgan@bracknell-forest.gov.uk](mailto:rachel.morgan@bracknell-forest.gov.uk)). Contact should be made as soon as possible after the initial visit, and not more than five working days afterwards. Any appeal must include detail of the reasons for the appeal. A second visit, by members of the LA School Improvement Team will be arranged on Tuesday 28<sup>th</sup> June or Wednesday 29<sup>th</sup> June 2016, depending upon availability of LA personnel. In line with STA guidance, evidence for the appeal can only be based on that viewed during the moderation visit.

### Stage 2

In the unlikely event that Stage 1 does not successfully address the appeal, the Headteacher should express their request for a further appeal to the person undertaking the second visit. They will then request that either copies of the child's work or actual books be taken for further consideration.

These documents will be passed to a member of the LA Assessment Team. On Friday 30<sup>th</sup> June 2016, any such work will be taken for moderation to a panel comprising advisers from other LAs. In 2016 this will include Reading and West Berkshire LAs.

The outcomes of this appeals process will be communicated to the Headteacher the same afternoon and any child's work will be returned to the school as soon as possible after this time.

### Submission of Teacher Assessment Judgements

Schools must submit Teacher Assessment judgements to the LA by **the 30<sup>th</sup> June 2016**.

Where schools are selected for moderation data must not be submitted until the visit has taken place.

A school must only re-submit data post TA submission when required to do so by the STA or the LA. The LA will verify the submission for accuracy. If any concerns arise the LA will investigate and consider referring the issue to the STA maladministration team.

## MODERATION CLUSTER MEETING - FOR SCHOOLS NOT BEING FORMALLY MODERATED

In order to ensure that teacher assessment judgements are secure and consistent all schools not being formally moderated are required to attend a moderation meeting at The Education Centre on the 15<sup>th</sup> June, 3.30-5.30pm.

Each teacher should bring a range of evidence to support Teacher Assessments e.g. reading records, guided reading notes, work samples, children's books, observation notes and evidence for six children, **Please choose children eligible for Pupil Premium funding if possible**. Pupil's evidence should reflect a range of styles in writing and the full range of attainment in mathematics.

Evidence and work from <b>six</b> different children	<ol style="list-style-type: none"><li>1. <i>Reading working at ARE</i></li><li>2. <i>Writing working at ARE</i></li><li>3. <i>Mathematics working at ARE</i></li><li>4. <i>Reading working at above ARE</i></li><li>5. <i>Writing working at above ARE</i></li><li>6. <i>Mathematics working at above ARE</i></li></ol>
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The Moderation Cluster Context Sheet on the following page should be completed for each child whose evidence is being brought to the session. The final section of the sheet will be completed at the meeting to verify judgements from the group and support the accuracy of teacher assessment. This sheet will then be photocopied, the original returned immediately to the school. Copies from each school will be collated to analyse strengths and areas for development across Bracknell Forest. A copy will also be shared with your School Improvement Adviser. A Bracknell Forest summary of strengths and areas for development will be shared with Headteachers and English and Mathematics Subject Leaders.

If a school is unable to attend the Moderation Cluster Meeting, due to exceptional circumstances the KS1 Lead Moderator will arrange a special visit to the school, which will be chargeable.

### MODERATION CLUSTER MEETING CHECKLIST

- Book onto one of the Moderation Cluster Meeting for June;
- Identify children eligible for Pupil Premium funding;
- Complete, in advance, an Moderation Cluster Context Sheet for each child whose work you are bringing;
- Attend session with Y1 and Y3 school colleagues as appropriate.

# MODERATION CLUSTER MEETING CONTEXT SHEET

## Key Stage 1 – 15<sup>TH</sup> June 2016

**Complete one for each child and bring to the session**

Name of School:		
Subject:	Attainment:	
What does the evidence tell you about the child's performance?	Is this child eligible for PPG?	
	What else is it useful to know about the child?	
Why wasn't this child awarded above ARE?	What are the child's next learning steps?	
How has this standard judgement been moderated within school?		
<b>TO BE COMPLETED BY A MODERATOR <u>AT</u> THE MODERATION SESSION</b>		
Initials from other teachers	Standard Agreed	Moderator Comments and Initials (if a change of Standard)
<b>SHEET TO BE COLLECTED IN, PHOTOCOPIED (for LA and SIA) AND RETURNED TO SCHOOL</b>		

# KS2

Key Stage 2

## KEY STAGE 2 TEST CHECKLIST

### Year 6 teachers

- Book onto Y6 training briefings as appropriate
- Read the Assessment and reporting arrangements booklet from STA;
- Ensure that the correct test materials have been ordered;
- Ensure that special arrangements have been requested for children that need additional time etc;
- Download Test administrators' guide from STA and read thoroughly;
- Ensure that materials have been delivered, checked, signed and stored securely;
- Prepare area for tests in line with the requirements;
- Administer the tests on Monday 9<sup>th</sup> to Thursday 12<sup>th</sup> May;
- Submit teacher assessment judgements to STA by Friday 30<sup>th</sup> June;
- Notify parents of assessment outcomes for their individual child before the end of the summer term.

## LOCAL AUTHORITY MONITORING VISITS

Local authorities have a statutory duty to make an unannounced, monitoring visit to at least 10% of maintained schools in their authority. These visits may take place before, during or after the test period. Monitoring visits are carried out by LA officers who have a clear understanding of the monitoring visit requirements and who are familiar with the guidance on test administration. STA will direct the LA to monitor a selected sample of schools and representatives may also make monitoring visits to maintained schools or academies.

The purpose of the visits is to ensure that the security and confidentiality of the test materials are maintained, and that the tests are administered correctly and consistently in accordance with the published guidance. They also give Headteachers a formal opportunity to demonstrate how the tests are administered in their schools.

On arrival at the school the monitoring visitors will ask to speak to the Headteacher or the teacher responsible for the administration of the tests. They will ask to see where the unopened test materials are stored and ensure that the school has received the correct number of test packs. Schools should be able to present an annotated copy of their delivery note. The monitoring visitors will confirm that all of the test materials are sealed, stored securely and have not been previously opened.

Monitoring visitors will speak to the Headteacher or the teacher responsible for the administration of the tests and, where possible, the teachers who will be administering the tests. This is to ensure that appropriate staff administer the tests and that they fully understand the administration arrangements.

The monitoring visitors will establish that the room for the tests is suitable; and wall displays are covered up or, if uncovered, do not offer any assistance or distraction to children. The environment for the check should be quiet, comfortable and well lit.

If the visit is during the test period, the monitoring visitors will observe a test being administered.

Before leaving the school, the monitoring visitors will meet with the Headteacher or delegated member of staff to discuss the findings of the visit. They will sign the monitoring visit form to confirm the visit took place and that any feedback about the administration of the tests has been given to the school. The Headteacher should also sign the form. A copy of the monitoring visit form will be left with the Headteacher, or delegated member of staff.

## KEY STAGE 2 TEACHER ASSESSMENT CHECKLIST

This checklist will need to be available for each class if your school is moderated.  
Please tick and date each point.

- Book onto Yr6/7 writing moderation meetings;
  - Plan, as a bare minimum, half termly opportunities for independent extended writing, across a range of genres for different purposes and intended audiences;
  - Take part in half termly internal moderation of teacher assessment judgements for independent extended writing;
  - Take part in termly external moderation of teacher assessment judgements with neighbouring schools for independent extended writing;
  - Ensure that all children have the opportunity to complete a piece of independent extended writing weekly, across a range of genres for different purposes and intended audiences;
  - Make teacher assessment judgements based on pupils' recent work, across a range of genres for different purposes and intended audiences, using the I Can Statements for writing;
- If applicable
- Check that there will be some cover for your class during the moderation visit;
  - Ensure pupil work and evidence is ready for the moderators.



## MODERATION TEAM FOR KS2

Zoe Livingstone	Lead moderator, <a href="mailto:zoe.livingstone@bracknell-forest.gov.uk">zoe.livingstone@bracknell-forest.gov.uk</a>
Karen Cameron	Deputy Headteacher, Birch Hill Primary
Martin Gater	Deputy Headteacher, Wildmoor Heath Primary
Neil Davies	Headteacher, St Michael's Easthampstead CE Primary
Ruth Deacon	Key Stage 2 Leader, Uplands Primary
Sarah Waller	Literacy Subject Leader , St Joseph's RC Primary
Steve Bogg	LA Teaching, Learning and Assessment Adviser

## MODERATORS' VISITS TO YEAR 6

At least 25% of schools will receive a visit from a moderation pair to look in more detail at their assessment practice and outcomes. Schools will be informed on 20<sup>th</sup> May 2016 if they are included in the sample. The sample will comprise:

- schools who have not been visited in the last 3 years;
- changes with the school (teachers new to Year 6 or NQTs in Year 6);
- schools identified by the LA who may require support with the assessment / moderation process.

Schools in the sample will receive a visit from the KS2 Moderation Lead and school based Moderator. These visits will be arranged between the lead moderator and the Headteacher at a mutually convenient time, either during the week of 13<sup>th</sup> and 20<sup>th</sup> June .

The lead moderator will identify with the school a sample of 15%, across classes and the standards. It is not expected that schools will need to provide additional information about these children, other than the normal assessment records that the teacher holds for all children and their books.

At the visit the moderation pair will ask for a copy of the Key Stage 2 Teacher Assessment Checklist from page 37 of this document.

During the visit the moderation pair will agree writing teacher assessments for the sample of children. They will spend time with Year 6 teachers discussing children's evidence and how judgements have been reached, and if appropriate talking to the child. The agreed standard is the one that must be submitted.

Before leaving the school, the moderation pair will meet with the Headteacher or delegated member of staff to discuss the findings of the visit. They will sign the moderation visit form to confirm the visit took place and that any feedback about the administration of the check has been given to the school. The Headteacher should also sign the form. A copy of the moderation visit form will be left with the Headteacher, or delegated member of staff. A scanned copy of the form will be available on Perspective Lite.

Further information can be found in the STA booklet 'Guidance for key stage 2 teacher assessment moderation 2016'.

A school can request a moderation visit, outside the statutory moderation process. This can be requested for any time of year and should be made in writing to Rachel Morgan. Moderation outside the statutory process will be chargeable.

**Moderation Notebook  
KS2 Writing**

**Statutory  
Key Stage 2  
Moderation 2016**

Moderators' names.....

School.....DFE Number.....

Year 6 Teacher .....

One class.....

Record of visit

Date:

Summary of key points:

Recommendations:

Head teacher's signature:

.....

Moderators' signatures:

.....

**Summary of moderation findings:**

Child's name	Pre-validated TA judgement	Moderators' validated judgement	Further evidence will be considered by the LA – yes/no	Moderated judgements to be appealed by the school	Standard recorded at data check (MMP to complete)
A					
B					
C					
D					
E					
F					
G					
H					
I					

**Key:**

PKF – Pre-key stage foundation

WTS – Working towards expected standard

EXS – Working at expected standard

GDS – Working at greater depth within expected standard

**Please note below the names of any pupils who, with additional evidence, are expected to achieve a different standard than that listed by June 30<sup>th</sup>.**

Child's name	Pre-validated TA judgement	If moderated, validated standard	Additional evidence required for new standard

**NB.** If there are any appeals, the evidence used by the school to make the TA judgement, and presented to the moderators, must be listed by the moderation team in this notebook in preparation for the return visit.

The appeal can only be based on evidence shown to the LA external moderator during the LA moderation visit.

## Teacher Assessment at the end of KS2

Please complete this page prior to the moderation visit

**Outline the opportunities provided for year 6 teachers to become familiar with, and use, the interim TA frameworks and the national exemplification materials.**

**Outline the opportunities provided for the year 2 teachers to undertake standardisation and moderation exercises both with school colleagues and colleagues from other schools:**

**Impact of attendance at moderation meetings (held centrally or in school clusters):**

*Which teachers? What difference did it make?*

**Impact of attendance at any relevant training courses:**

*Which teachers? Training attended? Specific impact?*

**Are your KS2 cohort results likely to be different to the targets set for 2016? If yes, please explain why and what the difference is likely to be**

**Any other comments:**

.

# Writing

Evidence for specific children (15% of the class)

Child's name: \_\_\_\_\_

Teacher's submitted TA (circle):

PKF

WTS/EXS/GDS

1. *Day-to-day class work*

2. *Independent writing*

3. *Cross curricular evidence*

4. *Teacher's ongoing assessments/records*

5. *Tracking sheets (data)*

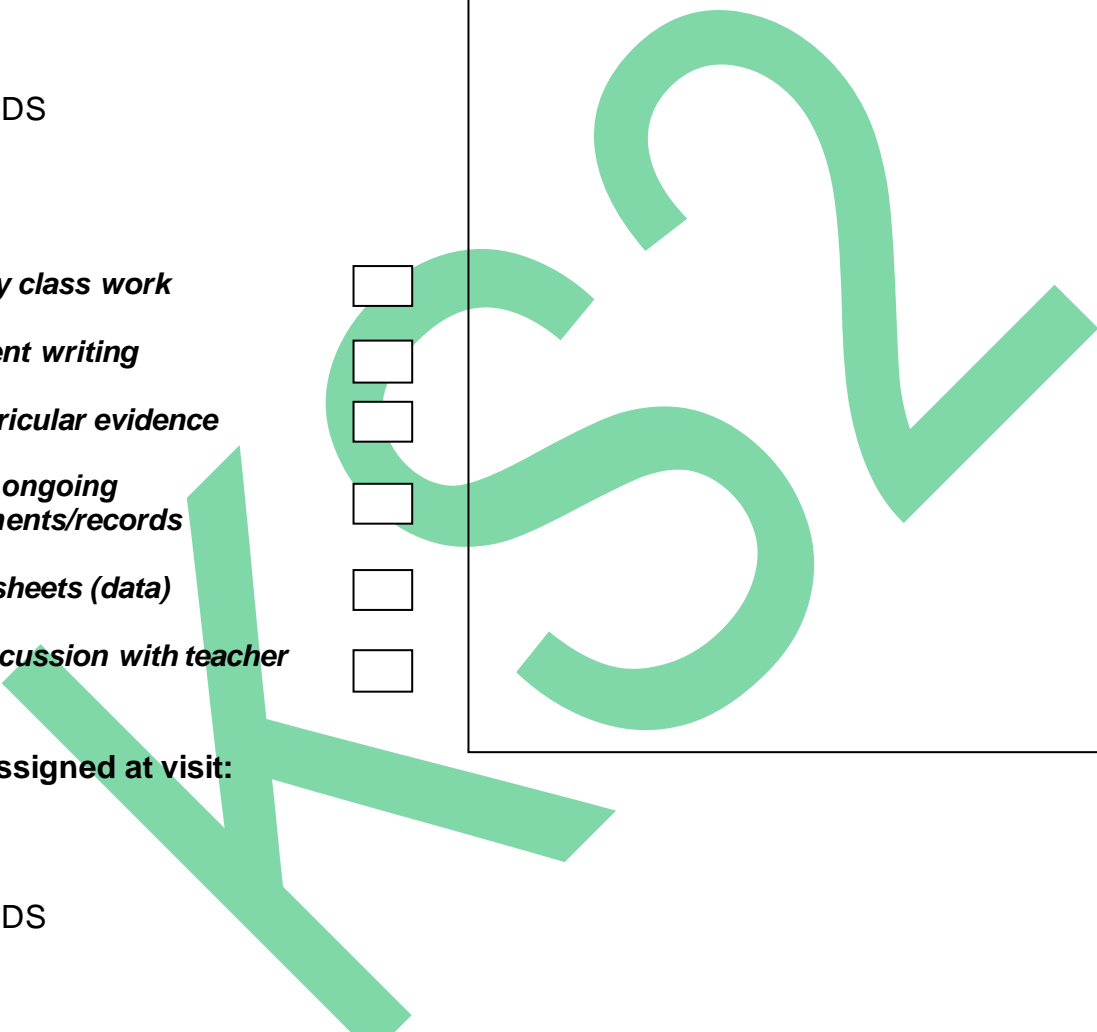
6. *Verbal discussion with teacher*

Standard assigned at visit:

PKF

WTS/EXS/GDS

Evidence discussed (date and title):



Moderators' comments:

Empty box for moderators' comments.

**Bracknell Forest  
Children, Young People & Learning  
Learning and Achievement**

**2016 Key Stage 2 Moderation feedback form  
for schools following a moderation visit**

**Overall how would you rate the support on offer for KS2 assessment?**

*[Please take into account training offered e.g. induction for staff new to Y6, assessment advice]*

*Inadequate support available*

*Very good support available*

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**Did you find the Assessment and Moderation booklet helpful?**

*Not at all helpful*

*Extremely helpful*

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**Before the moderation visit, how prepared did you feel for what would be expected by the LA moderators?**

*[Please take into consideration any letters received, officers spoken to, visits undertaken and advice sought.]*

*Not prepared at all*

*Fully prepared*

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**Did you find the documentation (letter and booklet) helpful?**

*Unhelpful*

*Very helpful*

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**In advance of the moderation visit, were you aware of who to contact for advice and support at the LA?**

*Not at all confident*

*Very confident*

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**Following the moderation visit was the feedback received judged to be a fair reflection of the visit, offer useful information and inform next steps?**

*Inadequate feedback*

*Appropriate feedback*

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**Overall how did you find the moderation experience?**

*Negative*

*Positive*

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*Do you have any further comments linked to the moderation visit?*

*Please comment on any aspects of assessment/moderation that you find particularly effective in your school.*

*In order to develop our support for KS1 assessment and moderation for next year, please indicate ways you feel the LA's programme of support/training could be improved.*

Name : .....

Position : .....

School : .....

*Thank you for your time*

*Please return this to:  
Michelle McDonald-Prince  
Bracknell Forest Education Centre  
Easthampstead Park  
Wokingham  
RG40 3DF*



## Key Stage 2 Moderation Appeals Procedure

Local Authorities (LA) are required to have an appeals process for Key Stage 2 moderation of writing in 2016. Headteachers are responsible for the submission of accurate teacher assessment data which must reflect any changes made as a result of an LA moderation visit.

In Bracknell Forest we have a clear, established, two stage appeals process.

### Stage 1

If following the visit by LA moderators a school has concerns about the judgements made, the Headteacher should e-mail Rachel Morgan, the LA moderation manager for statutory assessment ([rachel.morgan@bracknell-forest.gov.uk](mailto:rachel.morgan@bracknell-forest.gov.uk)). Contact should be made as soon as possible after the initial visit, and not more than 5 working days afterward. Any appeal must include details of the reasons for the appeal. A second visit, by members of the LA School Improvement Team will be arranged on Monday 27<sup>th</sup> or Tuesday 28<sup>th</sup> June 2016. In line with STA guidance, evidence for the appeal can only be based on that viewed during the moderation visit.

In the unlikely event that Stage 1 does not successfully address the appeal, the Headteacher should express their request for a further appeal to the person undertaking the second visit. They will then request that either copies of the child's work or actual books be taken for further consideration. These documents will be passed to a member of the LA's Assessment Team. On Wednesday 29<sup>th</sup> June, any such work will be taken for moderation to a panel comprising advisers from other LA's. In 2016 this will include Reading and West Berkshire LAs. The outcomes of this appeals process will be communicated to the Headteacher the same afternoon and any child's work will be returned to the school as soon as possible after this time. If, after these processes are complete, an appeal cannot be resolved, it may be referred to the STA by the LA.

### Submission of Teacher Assessment Judgements

Schools must submit Teacher Assessment judgements to the STA by the **30<sup>th</sup> June 2016**.

A school must only re-submit data post TA submission date when required to do so by the STA or LA. The LA will verify any re-submissions for accuracy. If any concerns arise the LA will investigate and consider referring the issue to the STA maladministration team.

## MODERATION CLUSTER MEETING - FOR SCHOOLS NOT BEING FORMALLY MODERATED

In order to ensure that teacher assessment judgements are secure and consistent all schools not being formally moderated are required to attend a moderation meeting at The Education Centre on the 9<sup>th</sup> June, 3.30-5.30pm. All secondary colleagues have been invited to this session and have attended previous session earlier this year.

Each teacher should bring a range of evidence to support writing Teacher Assessments e.g. a range of independent and supported writing covering all subjects across a range of genres. **Please choose children eligible for Pupil Premium funding if possible.** Please choose four children from a class: a child who is not meeting the expected standard; two who are at the expected standard and one working at greater depth.

Evidence and work from <b>four</b> different children	<ol style="list-style-type: none"><li>1. <i>Working below expected standard</i></li><li>2. <i>Working at expected standard</i></li><li>3. <i>Working at expected standard</i></li><li>4. <i>Working at greater depth</i></li></ol>
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The Moderation Cluster Context Sheet on the following page should be completed for each child whose evidence is being brought to the session. The final section of the sheet will be completed at the meeting to verify judgements from the group and support the accuracy of teacher assessment. This sheet will then be photocopied, the original returned immediately to the school. Copies from each school will be collated to analyse strengths and areas for development across Bracknell Forest. A copy will also be shared with your School Improvement Adviser. A Bracknell Forest summary of strengths and areas for development will be shared with Headteachers and English Subject Leaders.

If a school is unable to attend the Moderation Cluster Meeting, due to exceptional circumstances the KS2 Lead Moderator will arrange a special visit to the school, which will be chargeable.

### MODERATION CLUSTER MEETING CHECKLIST

- Book onto the Moderation Cluster Meeting for June;
- Identify children eligible for Pupil Premium funding;
- Complete, in advance, an Moderation Cluster Context Sheet for each child whose work you are bringing.

# MODERATION CLUSTER MEETING CONTEXT SHEET

Key Stage 2 – 9<sup>th</sup> June 2016

**Complete one for each child and bring to the session**

Name of School:		
Subject:	Attainment:	
What does the evidence tell you about the child's performance?	Is this child eligible for PPG?	
	What else is it useful to know about the child?	
Why wasn't this child awarded above ARE?	What are the child's next learning steps?	
How has this standard judgement been moderated within school?		
<b>TO BE COMPLETED BY A MODERATOR <u>AT</u> THE MODERATION SESSION</b>		
Initials from other teachers	Standard Agreed	Moderator Comments and Initials (if a change of standard)
<b>SHEET TO BE COLLECTED IN, PHOTOCOPIED (for LA and SIA) AND RETURNED TO SCHOOL</b>		

## QUALITY ASSURANCE PROTOCOLS

The LA receives data from schools each year in relation to the Phonic Screening Check and Key Stage 1 teacher assessment. The validity and accuracy of that data is scrutinised by both School Improvement professionals and Data professionals so that an accurate dataset is prepared for onward submission to the Department of Education. The focus of scrutiny may be different for each of these teams, but best practice will result from combined processes alongside shared responsibility with school leaders.

As part of effective quality assurance **schools** should:

- Have in place a programme of internal moderation to include class teachers, assessment and subject leaders plus members of the SLT where appropriate;
- Have in place a process for moderation with neighbouring schools;
- Have in place a process to book and attend LA specific training and cluster events;
- Have in place a process for checking and questioning staff on phonic screening check data and teacher assessments prior to data submission;
- Check data for accurate postal codes and UPN numbers;
- Inform Data Professionals of any child who is being taught outside the expected age range e.g. this may be due to a child staying in Reception for another year;
- Provide the LA with a contact name and email for the person who will be submitting the data to the LA;
- Submit and resubmit data (where appropriate) by the agreed deadlines.

As part of effective quality assurance **the LA** should:

- Inform schools of their quality assurance process early;
- Allow time for data scrutiny by LA Moderation Manager and Data Professionals;
- Ensure that inconsistencies between school submitted data, previous performance and targets identified by data professionals of the LA Moderation Manager are communicated promptly to School Improvement Advisers of any activity taking place in schools regarding moderation activities and their outcomes;
- Ensure that School Improvement Advisers discuss any inconsistencies and the reasons for this with the Headteacher, by phone, email or the Summer Term SIA visit;
- Provide additional moderation advice as needed;
- Be clear about timescales for review and resubmission of data;

Effective quality assurance rests on knowledge of both the assessment process and of the schools which are returning data. The LA Moderation Manager, the School Improvement

Partners and Data Professionals should seek to ensure that the final dataset presents an accurate picture of children's learning and development.

The following questions are prompts for a dialogue rather than rules which data must obey:

- Does the school's data reflect LA knowledge of the cohort?
- Is there a difference in data between classes where there is more than one form of entry?
- Is the school's data significantly or unexpectedly adrift from LA or national patterns?
- Is the school's data significantly or unexpectedly adrift from previous performance?
- Are there patterns of attainment which are unexpected in terms of what is known about children's learning and development in general?

Quality assurance may also include a 'first cut' data analysis and feedback from the LA to the school, which may be beneficial for a school's internal quality assurance processes. In these cases the Headteacher and School Improvement Adviser will be kept fully informed with details of any queries. At this point any other questions or queries about the data should be raised with Senior Primary Adviser.

Any potential inconsistencies **must** be co-ordinated with Data Professionals so that duplicate data sets are not created and that correctly amended data is included in the submission to the Department of Education.

## **CONCERNS AND COMPLAINTS**

### **Year 1 Phonic Screening**

General advice and support will be provided by the LA Moderation Manger leading on the phonic screening check. Headteachers should contact the Senior Primary Adviser immediately if there are any concerns prior to the screening week, during the screening check period or after.

### **Key Stage 1 Moderation**

There are many opportunities for informal concerns to be raised with the Moderation Team through the moderation cluster meeting in June. General advice and support will be provided by the Lead Moderator for Key Stage 1 assessment. If there are any disagreements related to moderated level judgements, then the appeals procedure.

### **Key Stage 2 Monitoring Visits**

General advice and support will be provided by the Lead Moderator for Key Stage 2 writing assessment. Headteachers should contact LA Moderation Manager immediately if there are any concerns either just prior to the test week or during the test week.

### **Year 6 Writing Moderation**

There will be many opportunities for informal concerns to be raised with the Moderation Team through the Yr6/7 writing moderation meetings. General advice and support will be provided by the KS2 Lead Moderator . If there are any disagreements related to moderated standards, please refer to the appeals process.

## KEY DOCUMENTS FOR REFERENCE

Assessment and Reporting Arrangements 2016 for EYFS <https://www.gov.uk/guidance/2016-early-years-foundation-stage-assessment-and-reporting-arrangements-ara>

Assessment and Reporting Arrangements 2016 for Key Stage 1  
<https://www.gov.uk/guidance/2016-key-stage-1-assessment-and-reporting-arrangements-ara>

Assessment and Reporting Arrangements 2016 for Key Stage 2  
<https://www.gov.uk/guidance/2016-key-stage-2-assessment-and-reporting-arrangements-ara>

National Curriculum Assessments: Sample tests materials  
<https://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials>

Key Stage 1 Interim Assessment Frameworks  
<https://www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-1>

Key Stage 2 Interim Assessment Frameworks  
<https://www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2>

Key Stage 1 moderation requirements for schools  
<https://www.gov.uk/government/publications/teacher-assessment-moderation-requirements-for-key-stage-1>

Key Stage 2 moderation requirements for school  
<https://www.gov.uk/government/publications/teacher-assessment-moderation-requirements-for-key-stage-2>