

# Writing Moderation Policy

## Overview - Why moderate?

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The reason we moderate is to check the consistency of teachers' judgments once they have made their assessments. Schools need to identify and resolve any differences within and across year groups, key stages and across the whole school.

To make the process manageable you may wish to have a focus for each moderation meeting rather than trying to moderate all assessments made. It may be that you moderate pupils on a level boundary or those at level 3 in KS1 for example.

\*the term level is used to encompass the wider meaning of the term, depending on school assessment criteria this could be stage, year expectations etc

## What evidence needs to be reviewed?

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Agree on how many pupils to include in the moderation sample, normally 1-2 per teacher. Up to around 12 children but this will depend on the amount of work that needs to be looked at.

Good evidence includes:

- Writing across all curriculum areas
- Writing from 'weekly writing\*' files/folders, literacy books and curriculum books
- and non-scaffolded work
- A mixture of supported and unaided, independent writing (should be identified)
- Final and edited pieces of work
- Before/after examples written pre and post teaching
- Writing applied to a range of contexts
- Several text types from the same topic
- Taught concepts applied independently
- Writing for a purpose
- Longer and shorter pieces of writing
- Range of text types (not just narrative) include recount, instruction, reports, explanations, arguments, persuasion and poetry.

All writing needs to have indication where support has been given by the teacher or by their peers.

\*weekly writing files refers to the practice of 'Big writing' or weekly independent extended writing which many schools use to produce writing for assessment.

## How the writing is to be moderated

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Moderation meetings should take place in each of the six terms.

The evidence in each sample should be reviewed by at least 3 teachers.

Any disagreements should be noted and discussed with the school English or Assessment lead teacher before agreeing on a level.

Levels agreed at moderation should be the levels used for teacher assessment, any disagreements should be recorded and acted upon.

In a 1 form entry school moderation can easily take place across a key stage or across the whole school.

In larger schools you may want to organize your moderation appropriately.

### Autumn Terms

Moderation between:

YR, Y1 and Y2

Y3 and Y4

Y5 and Y6

### Spring Terms

Moderation between:

YR and Y1

Y2 and Y3

Y4, Y5 and Y6

### Summer Terms:

YR and Y1

Y2 and Y3

Y4 and Y5

Y6 (moderately separately using a larger sample)

## Post moderation meetings

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SLT, English lead and assessment lead teacher should:

- Review the assessments made
- Identify issues and follow up where necessary with individual teachers
- Create a file of moderated work with a range of examples of each level/stage
- Make appropriate adjustments to assessment process where needed.