

## **Reminders for moderators KS 1 and 2**

To ensure consistency across all the moderation of writing in Bradford schools, the following detail should dispel any lingering myths. We are receiving a lot of queries from schools around handwriting and what can be considered to be independent work. The text in bold is taken directly from the current STA documents.

### **Clarification on Handwriting for Teacher Assessment at the end of KS1 and 2**

Gov.UK documents published in October 2016:

[2017 teacher assessment external moderation: Key Stage 1](#)

[2017 teacher assessment external moderation: Key Stage 2](#)

**Any pupil whose work does not evidence one, or more than one, of the statements relating to handwriting can be awarded the ‘working towards the expected standard’ or ‘working at the expected standard, but cannot be awarded ‘working at greater depth within the expected standard’.**

In other words, the handwriting statements only matter for a child who you are awarding greater depth. So you can get working towards without having the handwriting judgements, you can get expected without the handwriting judgements but you cannot have greater depth without having all the handwriting statements.

### **Clarification on the use of success criteria**

STA national training for LA officers Jan/Feb 2017

(Further detail is given in the Gov.UK documents for external moderation)

#### **Success criteria**

**If success criteria are over-detailed, 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 eg. *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.**

As long as success criteria do not give specific examples, the work is not over-scaffolded. It really makes little difference if they are in children’s books, on a sheet on the table, on a whiteboard, or on a working wall. The children still need to interpret the statements and apply them independently. For example, “I can use conjunctions...”. The children need to know what a conjunction is in order to apply this knowledge appropriately.