

2019 KS1 Summary Evaluation

The management of Oxfordshire statutory moderation was outsourced for the third year running to EES during the 2018-2019 assessment cycle.

Sixty-five schools received a KS1 moderation visit; thirty-seven LA schools and twenty-eight academies or free schools.

Moderator Recruitment, Training and Preparation

Twenty-two KS1 moderators attended two training sessions: the national training delivered on behalf of STA and additional local training. All moderators passed the national KS1 test. All new moderators received a shadow visit prior to moderating independently in schools and additionally, experienced moderators were observed during their visits, on a rolling programme, as part of the quality assurance process.

Moderators said that they felt well prepared: all the documentation was provided electronically and could be referred to prior to and during visits, the training was excellent, and support notes were a useful tool to refer to at a later date.

Training was clear, focussed, detailed and thorough. It clarified details of the moderation process, the statutory requirements and ensured that moderators were fully informed about any recent messages from STA. Moderators said that the training helped them have the confidence to talk to teachers in a supportive way when reviewing evidence. Moderators appreciated the opportunity to ask questions and that all questions were answered. They also appreciated the opportunities for discussion with colleagues to ensure consistency. For new colleagues, shadow visits were invaluable. Moderators found the training valuable CPD.

Moderators particularly appreciated the support they received throughout the moderation process from both the Moderation Manager and from shadow moderators. Particularly, prompt replies through email or phone proved invaluable and being able to contact the moderation manager during a visit was reassuring. Moderators found the Moderation Manager supportive, knowledgeable and encouraging. They felt they could ask any question, no matter how simple. The feedback that was received for the first few visit notes was appreciated.

New moderators had lots of discussion during their shadow visits and they appreciated the advice, time and support provided by their mentors.

Teachers were keen to discuss additional pupils and moderators were pleased to support teachers where time was permitting. The professional dialogues were central to the moderation process.

Visits

Oxfordshire use a school visit model for moderation. Where schools had two Year 2 classes or less, the visit took up to half a day, more classes meant that the visit could last a full day. Generally, visits were conducted by one moderator but ten visits involved two moderators for training or quality assurance purposes.

Visit notes were typed during the visit and were emailed to the school the following day or, in the case of additional evidence being required, the day after receiving the additional evidence.

This year, head teachers were given the option to sign a local agreement which meant that moderators could provide pupil lists twenty four hours before the moderation visit. Fifty-seven schools opted to sign this local agreement.

Schools were very welcoming and teachers knew what to expect because they had read the moderation guidance document and / or attended training.

Most teachers were well prepared with a range of useful evidence. They had writing across a range of genres available and understood what would be considered independent. Occasionally, more detailed discussions about greater depth in writing and reading were needed. Video evidence for reading was a valuable addition to support moderation where available. Teachers were confident in their preparation for moderation, particularly where schools had been involved in cross-school moderation during the year.

The statutory requirements with regard to pupils with a particular weakness in writing was often understood by teachers, although a small proportion of schools thought, incorrectly, that this could also apply to reading and Maths.

In order to support transition and involve the wider school staff, head teachers or delegates were available towards the end of the meeting in order to discuss the outcomes and any recommendations or next steps. In many schools, other colleagues were present for part or all of the meeting.

The Visit Notes

All visit notes were completed electronically. This enabled the LA to access the information on the visit note and fulfil its statutory duty to quality assure the data schools submit.

Moderators commented that the moderation visit notes were easy to follow and helped shape discussions with teachers, whilst head teachers said how clear they were.

With the change in emphasis from 'best fit' to 'secure fit', moderators no longer record a description of a child's attainment when the judgment for a pupil had been agreed. A commentary was only recorded where a judgment couldn't be agreed. Moderators said this allowed more time to discuss the evidence with teachers and any comments could be made at the end of the visit note in the 'strengths and recommendations' section. Feedback from Head Teachers suggested that this did not negatively impact on the moderation process in any way.

Understanding of Year 2 Teachers

All schools used the TA Frameworks to make their end of Key Stage 1 judgments, some in combination with additional systems from their academy trust. Teachers were generally confident in their judgments and used a range of evidence to make these judgments. However, a very small number of schools had not checked evidence against each of the statements for the greater depth standard in reading.

The areas which were less secure:

- Greater depth
- Reading, particularly evidence to support the greater depth standard
- Writing, particularly punctuation and use of conjunctions

For the first time, there were no elements of Maths which were insecure

Feedback from Stakeholders

Initial contact was prompt and arrangements were clearly outlined in the introductory email with attached moderation guidance. This guidance provided detailed information about the moderation process and answers to any queries teachers had, could be answered from the notes. This was then followed up by a phone call conversation with head teachers.

Head Teachers said that visits were very useful for teachers with some strong developmental discussions. They were impressed by the professionalism of moderators who 'enabled the teachers to give their best in a relaxed but professional manner'. Academy Trusts commented on the consistency between the moderations with different moderators in schools in the Trust. There was clear professional dialogue between moderator, class teacher and school leadership and the process was rigorous and framed within a professional discussion which led to a fair reflection of the assessment processes in schools.

Teachers appreciated the opportunity to share their understanding of the standards; discuss their pupils' attainment and appreciated the willingness of moderators to look at work from additional pupils. Teachers felt that they were listened to and the process was very fair.

Head Teachers noted the clear visit reports reflected the discussion and decisions of the day accurately. These arrived very quickly after the moderation visit.

Head teachers thanked their moderators and teachers. They said that it was 'positive, professionally supportive and productive.'

Moderators very much enjoyed being involved in moderation this year and found it valuable professional development. They found it interesting to visit other schools and gain insight of the different approaches taken. All moderators who have remained in the same role, said they would like to be considered for KS1 moderation next year.

Consistency of Judgements

Almost all schools had engaged in moderation activities within school, across partnership schools and within MATs in 2019.

Where schools had more than one class in year 2, judgments were almost always consistent between the classes. Judgments in the majority of schools were consistent with national standards.

Approximately two hundred and fourteen pupils were moderated in reading, in writing and in maths. Thirty judgements were changed as a result of moderation, which represented approximately five percent. However, this proportion was lower in reading and maths and higher in writing.

In reading, there were four judgments changes (2%). Three judgments were moved up and one moved down. Additional evidence was sort for a further three pupils in reading, following which, the school judgment was agreed.

| Reading | | | | | |
|--------------------|-----------|-----------|----------------------|---------|-----------|
| Judgments moved up | WTS - EXS | EXS - GDS | Judgments moved down | EXS_WTS | WTS - PKS |
| | 1 | 2 | | 0 | 1 |

In writing, seventeen judgments were changed (8%); nine were moved up and eight moved down. Additional evidence was sort for a further eight pupils in writing, following which, the school judgment was agreed.

| Writing | | | | | | |
|--------------------|-----------|-----------|----------------------|-----------|-----------|-----------|
| Judgments moved up | WTS - EXS | EXS - GDS | Judgments moved down | GDS - EXS | EXS - WTS | WTS - PKS |
| | 9 | 0 | | 5 | 2 | 1 |

In Maths, nine judgments were changed (4%); five were moved up and four moved down. Additional evidence was sort for a further eight pupils in maths, following which, the school judgment was agreed.

| Maths | | | | | | |
|--------------------|-----------|-----------|----------------------|-----------|-----------|-----------|
| Judgments moved up | WTS - EXS | EXS - GDS | Judgments moved down | GDS - EXS | EXS - WTS | WTS - PKS |
| | 3 | 2 | | 2 | 1 | 1 |

The proportion of judgments changed during the moderation process rose by 0.5% from 2018. None of the changes above were disputed following discussion with the moderator.

There were no formal appeals in 2019.

The KS1 and KS2 moderation managers would like to thank all teachers and senior leaders for their hard work and support again in 2019.