

## **2025 KS2 Summary Evaluation\***

The management of statutory moderation in Oxfordshire was outsourced to Juniper Education for the ninth consecutive year during the 2024-2025 assessment cycle.

Sixty-three schools received a KS2 moderation visit: twenty-nine LA schools and thirty-four academies or free schools.

### **Visits**

Oxfordshire uses a school-visit model for moderation. Where schools have two Year 6 classes or fewer, the visit is allocated a half day, whilst schools with more than two classes typically receive full-day visits. Generally, visits are conducted by one moderator but two moderators are used for training or quality assurance purposes. In Oxfordshire, we encourage other members of staff to attend the moderation visit (feedback from head teachers suggests this was a valuable use of time), although to support timekeeping, the professional discussion is generally between the moderator and the class teacher. Moderators meet with head teachers or delegates towards the end of the meeting to discuss outcomes and any recommendations or next steps.

Visit notes are typed during the visit and emailed to the school within forty-eight hours or, in the case of additional evidence being required, the day after receiving the additional evidence. In 2025-26, for data protection reasons, the visit notes will no longer be sent to schools but instead will be uploaded to Pendulum. The visit note is also shared with leaders at the end of the meeting and head teachers can provide feedback on the visit note or after the meeting.

Head teachers are given the option to sign a local agreement which means that moderators can provide pupil lists the working day before the moderation visit. Feedback from head teachers suggests this option should be included in future years to allow teachers to prepare and to ensure the meeting is more time efficient.

### **The Visit Notes**

All visit notes are completed electronically which supports the moderator quality assurance process and enables the LA to access the information on the visit note to fulfil its statutory duty to quality assure the data schools submit.

With the emphasis on 'secure fit' in the teacher assessment frameworks, moderators no longer record a description of a child's attainment when the judgement for a pupil has been agreed. A commentary is only recorded where a judgement has been changed. This allows more time for moderators to discuss evidence with teachers: feedback from head teachers suggests that this positively impacts the moderation process. Comments are recorded at the end of the visit note in the 'strengths and recommendations' section.

Moderators found the visit notes straightforward to complete, aided by clear guidance. Head teachers agreed the notes accurately captured their moderation discussions.

### **Feedback from Schools**

Initial contact was prompt and moderators and schools were able to agree dates which were mutually convenient. Head teachers said that moderators clearly explained the visit and made staff comfortable from this initial contact. The Oxfordshire guidance notes helped clarify any

misconceptions and were useful to refer to prior to the moderation visit. For the second year, Oxfordshire ran a briefing for staff in schools which had been selected for moderation. Feedback from schools suggested that this was extremely useful and teachers appreciated the opportunity to ask questions. This year, it was scheduled during school hours, from 2.30pm, and the timing was better received by schools, so we will plan a similar start time next year.

Head teachers said that moderation visits were a valuable experience which were thorough, fair and professional. They particularly appreciated how moderators enabled colleagues to articulate their understanding of the standards whilst reviewing pupils' writing carefully, supported by their deep knowledge of the standards. Many head teachers said that teachers benefitted from the process and some said that their teachers enjoyed the discussions.

Head teachers new to Oxfordshire LA particularly noted how well the moderation team had helped them prepare for their visit and how much more positive the moderation process was than they were expecting.

One school appealed in 2025. The appeal went to final stage (reviewed by Surrey LA) and the outcome was found in favour of the moderator. This was the only appeal received.

Head teachers expressed appreciation for both moderators and teaching staff involved in the process. Feedback from teachers or senior leaders was all positive in 2025; 100% of evaluations graded their moderation as 'good' or better, 92% excellent.

## **Feedback From Moderators**

Twelve KS2 moderators attended two training sessions; the national training delivered on behalf of STA and additional local training. All colleagues who moderated in 2025 passed the national KS2 test. Moderators were observed during their visits on a rolling programme, as part of the quality assurance process.

Moderators described the training as informative, thought-provoking and noted their confidence expressing the standards improved as a result. All the documentation was provided electronically and could be referred to prior to and during visits. Many moderators use these materials to support training with their own network of schools.

All moderator training was delivered face-to-face in 2024-25. The training took place in a supportive, collaborative environment which fostered rich discussion. It clarified details of the moderation process, the statutory requirements and ensured that moderators were fully informed about messages from the STA. Moderators appreciated opportunities to discuss with colleagues and these rich discussions support consistency within the team. In 2025-26, there will be no new training materials provided from the STA, but moderators have said that they would still appreciate re-visiting earlier training on the standards.

Moderators can contact the moderation manager by email for less urgent queries or by phone or text at any time before, during or after the moderation process for more urgent matters. They find it reassuring to be able to contact the moderation manager during a moderation if necessary and appreciated the prompt replies to queries. Those moderators who received a quality assurance visit found it 'hugely useful' to support their continued growth as a valued moderator.

Moderators very much enjoyed being involved in moderation again this year and all moderators said they would like to be considered for KS2 moderation in 2026.

## Understanding of Standards

All schools used the TA Frameworks to make their end-of-Key-Stage-2 judgements. Teachers were generally confident in the standards and were able to articulate their understanding. In some schools, judgements were rather cautious this year and moderators moved seventeen pupils from working towards the expected standard, up to the expected standard and nine pupils up from the expected standard to the greater depth standard. Many schools asked moderators to look at work from additional pupils.

### Areas which were less secure 2024-25:

- Integrated dialogue which moves the action forward
- Handwriting
- Spelling patterns generally taught in lower KS2
- Greater depth – conscious control

Where schools needed to submit further evidence to support their judgements, it was usually for dialogue at the EXS or for writing for a wider range of purposes at GDS particularly to reflect the requirement to demonstrate an assured and conscious control over levels of formality.

## Consistency of Judgements

Many schools engaged in moderation activities within school, across partnership schools or within MATs in 2024-25.

Where schools had more than one class in Year 6, judgements were consistent between the classes and in almost all schools, were consistent with national standards.

Approximately four hundred and fifteen pupils were moderated in writing. Fifty-three judgements were changed following moderation (the same proportion as last year) which represented less than 13%. Twenty-six were moved up and twenty-seven moved down in 2025.

Writing							
Judgements moved up	PKS-WTS	WTS - EXS	EXS - GDS	Judgements moved down	GDS - EXS	EXS - WTS	WTS - PKS
	0	17	9		13	7	7

Writing judgements were changed in twenty-three out of the sixty-three schools moderated (36%), thirteen of those schools (57%) had at least one of their judgements moved down and ten of those schools (43%) had at least one judgement moved up.

The moderation manager would like to thank all moderators, teachers and senior leaders for their hard work and support again in 2025.

*\*Feedback taken from moderator evaluation forms, head teacher evaluation forms and comments recorded on the moderation visit note by the head teacher or delegate.*