

202 KS2 Summary Evaluation*

The management of statutory moderation in Oxfordshire was outsourced to Juniper Education for the tenth consecutive year during the 2025-2026 assessment cycle.

Sixty-nine schools received a KS2 moderation visit: thirty LA schools and thirty-nine academies or free schools (approximately 25% of each). This number includes two special schools which were selected for moderation but had no pupils working at the required standard.

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. Schools are notified in advance where this applies.

In Oxfordshire, we encourage other members of staff to attend the moderation visit (feedback from head teachers suggests this is good CPD for the team), 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 written during the moderation and leaders can read them and provide feedback at the end of the meeting. Following this, the moderation manager reviews each visit note and then sends to the School Improvement Team for upload to Perspective Lite. This is normally completed within forty-eight hours or, where additional evidence is required, the day after receiving the additional evidence. Due to the hot weather, administrative time had to be diverted to managing school closures, so some head teachers experienced a short delay in accessing their moderation visit note this year.

The move from emailing visit notes to uploading them to Perspective Lite has caused some difficulties: we received feedback from a number of head teachers that they had not received their visit note or were unable to access Perspective Lite. Due to the number of potential identifiers included in visit notes, we are unable to revert to previous systems, but we will explore the possibility of emailing visit notes using Egress in 2026-27.

Head teachers are given the option to sign a local agreement so 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 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 which 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 and Head teachers agreed the notes accurately captured their moderation discussions.

Feedback from Schools

Initial contact was by phone and moderators and schools were able to agree dates which were mutually convenient. Dates were confirmed by email. Head teachers said that moderators clearly explained the visit, they were flexible and responded to communications. The Oxfordshire guidance notes were clear and useful, helping to clarify any gaps in knowledge before the moderation. For the third year, Oxfordshire also ran a briefing for staff in schools which had been selected for moderation.

Head teachers said that moderation visits were collaborative and professional. They particularly appreciated how moderators enabled colleagues to articulate their understanding of the standards through professional dialogue in a supportive environment. Many head teachers used the opportunity for other colleagues to be present during discussions, and they commented that this was useful CPD; 'an excellent example of OCC support in schools.'

One school appealed in 2026. The appeal went to final stage (reviewed by Surrey LA) and the outcome was found in favour of the moderator.

Head teachers expressed appreciation for both moderators and teaching staff involved in the process. Feedback was overwhelmingly positive and where head teachers completed the separate evaluation, 94% graded their moderation as good or better (88% excellent, 6% satisfactory and 6% good).

Feedback From Moderators

Fourteen KS2 moderators attended two training sessions; the national training delivered on behalf of STA and additional local training. All colleagues who moderated in 2026 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 thorough, clear and professional. Although role-play is never very popular, moderators said that they found this helpful. All the documentation was provided electronically and could be referred to before and during visits. Many moderators use these materials to support training within their own network of schools.

In 2025-26, we recruited three new moderators who all completed their first moderation visit with an experienced colleague. New colleagues particularly valued this shadow visit and said that it helped them to be prepared for moderation. We have invited all three to continue next year.

All moderator training was delivered face-to-face in 2025-26. 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 2026-27, there will again 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.

Moderators very much enjoyed being involved in moderation again this year and said they would like to be considered for KS2 moderation in 2027.

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 although it was noted that a small number of head teachers did not appear to have the depth of understanding about the standards to support effective decisions. Additionally, it was noted that head teachers frequently covered classes to release teachers. Many schools asked moderators to look at work from additional pupils.

Areas which were less secure 2025-26:

- Handwriting (particularly in the north of Oxfordshire)
- Greater depth
- It was also noted that in some schools, lack of rigour about spelling and punctuation meant that pupils' writing could not demonstrate the EXS or in some cases WTS

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 2025-26.

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

Approximately four hundred and three pupils were moderated in writing. Seventy-three judgements were changed following moderation, representing 18% of judgements, higher than in previous years. Fifteen judgements were moved up and twenty-eight moved down although it should be noted that eight of these changes were from two schools.

Writing							
Judgements moved up	PKS-EXS	WTS - EXS	EXS - GDS	Judgements moved down	GDS - EXS	EXS - WTS	WTS - PKS
	1	10	4		11	13	4

Writing judgements were changed in twenty-eight out of the sixty-seven schools moderated (41%); seventeen of those schools (25%) had at least one of their judgements moved down; thirty-nine schools had no changes during moderation (58%) and thirteen of those schools (19%) 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 2026.

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

Jane Downes Moderation Manager KS2 2026 Oxfordshire