



Writing Moderation Policy

Our school is a welcoming, Catholic community, with Christ at the centre.

Through worship, we come together to listen and speak to God, to spread the Gospel message and to move forward in faith together. As 'Guardians of life and creation'; we work together with respect, understanding, honesty and joy, to develop love, tolerance and justice for all.

We strive for greatness in our learning, we develop our unique talents and each day we take pride in all our efforts and achievements.

Writing Moderation Policy Overview – Why moderate?

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 Secure Band 2 in KS1 for example.

What evidence needs to be reviewed?

Agree on how many pupils to include in the moderation sample, normally 2-3 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 'Golden writing' files/folders, literacy books and curriculum books
- 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.

How the writing is to be moderated

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

The evidence in each sample should be reviewed by at least 2 teachers.

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

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

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

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.