

Moderating teacher assessment

Subject specific guidance for schools and clusters

2016/2017



Examples of learner profiles for each subject, which follow the guidance in this document, are being developed and will be made available to schools via the consortia.

Teacher assessment

English

This guidance should be read in conjunction with ‘Moderating teacher assessment – guidance for schools and clusters’

In English the learner profile must demonstrate the range of work for an individual learner across the three attainment targets (ATs). Such a profile will contain:

- a pupil’s books with pieces of work identified with signposting post-it notes to demonstrate where the evidence illustrates characteristics of levels;
- English books, topic/theme books, guided reading response books, subject books e.g. Science, Drama, RE;
- first-hand evidence, preferably, of a pupil’s completion of oracy tasks e.g. video clip, ensuring that the quality is of a sufficiently high standard for moderation purposes;
- secondary evidence for guided reading and oracy tasks, where comments justify judgements on the pupil’s performance against level descriptions;
- an overarching commentary which summarises the range of evidence and teacher annotations (i.e. formative assessment comments) throughout the learner profile, demonstrating how the evidence illustrates a best-fit overall level across the three attainment targets; in borderline cases there should be acknowledgement of some evidence of attainment at adjacent levels, but also an unequivocal justification for the level awarded.

Best-fit judgements and teacher discussions must be based on the level descriptions for English in the National Curriculum in Wales. Any alternative skills models are not appropriate when informing end of key stage best fit level judgements.

For the cluster moderation process, each school will need to present two learner profiles:

KS2 - one for a pupil whose work is a best-fit level 4, and another for a pupil whose work is a best-fit level 5

KS3 - one for a pupil whose work is a best-fit level 5, and another for a pupil whose work is a best-fit level 6

A cluster may wish to extend this range of work by agreement e.g. primary schools also bring a best-fit level 6, a secondary school also brings a best-fit level 4.

Teacher commentary

It is essential that each learner profile is accompanied by appropriate and relevant commentary to demonstrate characteristics of the levels awarded. It is important that this activity is completed by the relevant Year 6 and Year 9 teachers prior to any moderation, as this provides context for all teachers involved in moderation processes.

Range of appropriate tasks

Oracy	Reading	Writing
<ul style="list-style-type: none"> On-screen presentation Participation in debate, with defined roles Poetry performance Role play Structured group activity Improvised group discussion Talk partner activity Fluid group activities e.g. jigsaw, envoys, snowballing, triads Individual talk/presentation Group talk/presentation 	<ul style="list-style-type: none"> Learner performing a text Learner explaining aloud to a partner/group about a text, giving a talk Learner-to-learner/teacher discussion Book reviews (written/oral) Summary of events in a text Short written response to questioning Role play or other drama response activities Extended response, such as write-on, genre transformation Annotation of text Comparison of texts Graphic representation e.g. mind-map, 	<ul style="list-style-type: none"> Recount e.g. memoir, biography Non-chronological report e.g. encyclopaedia entry, magazine article Instruction e.g. recipe, procedures Explanation e.g. scientific processes, Persuasion e.g. letter, advertisement Discussion e.g. analysis of authorial voice, topical environmental news item Narrative Poetry Description Play-script Journalistic e.g. newspaper report Use of the characteristics of non-continuous

	<p>Venn diagram, role on the wall, theme tree, illustration/model</p> <ul style="list-style-type: none"> • Personal response to text • Extended critical essay e.g. analysing plot, character and/or theme • Response to continuous and non-continuous text • Research skills • Synthesis and analysis of texts • Use of a range of strategies, skimming, scanning, text marking 	texts
<p>N.B. Some tasks listed above offer rich opportunities for learners to demonstrate skills across more than one attainment target. Evidence for a learner profile must clearly reflect assessment against each attainment target.</p>		

Frequently asked questions regarding end of key stage processes for English at key stages 2 and 3

Q. What are the expectations regarding oracy?

A. In school and in meetings within the cluster, it is important that teachers are able to view at first-hand what presentation, collaboration or discussion look like in Y6 and Y9 . So, video evidence, live presentation or aural evidence would be entirely appropriate as illustrations of pupil outcomes for standardisation and/or moderation purposes. These should be accompanied by teacher notes which describe the context and the relationship between the evidence and the characteristics of the level identified as having been met. These notes (secondary evidence) should offer the context and sufficient detail to allow ‘fresh eyes’ to reach sound judgements of best-fit level. In a nutshell, the notes should clearly indicate how a teacher has made a best-fit level judgement.

Q. What are the expectations regarding reading?

A. There should be sufficient evidence in the reading profile to cover the range and skills of this attainment target (as with all attainment targets). Therefore, task setting is crucially important and schools should ensure that reading evidence contains responses to a wide range of texts including poetry, prose, continuous and non-continuous texts and material that presents information. Teacher commentary should show clearly the characteristics of this attainment target and the context of the task. It is important for moderation that relevant resources/stimulus materials for reading are included within the profile, e.g. a copy of a poem, leaflet, reading book or extract from prose /text to which the response refers.

Q. How many pieces of evidence do we need in each English learner profile?

A. The pupil’s collection of work i.e. English books, topic/theme books, guided reading response books etc, plus other relevant materials should contain sufficient evidence to cover the range and skills of each attainment target. It is not a question of how many pieces of work are in the learner profile but how much needs to be signposted to present a convincing case that the work, overall, is at the awarded level in each AT. Therefore, task setting is crucially important in allowing the learners to demonstrate their skills applied across a range of oracy, reading and writing activities. This should include both literary and non-literary stimulus and outcomes for reading and writing.

Q. Can one piece of evidence demonstrate a range of skills across two or more attainment targets in an English learner profile?

A. Yes. With careful and thoughtful task construction, learner outcomes can demonstrate characteristics of levels in more than one attainment target. For example, an oral presentation can include preparation tasks requiring learners to demonstrate high levels of reading and writing skills; a reading response can demonstrate good writing structure and technical accuracy. If learners are made aware, through appropriate success criteria, that they are being assessed on more than one attainment target, this type of rich task provides opportunities for detailed teacher assessment. In the instance of ‘rich task’ setting, the commentary should clearly signpost the characteristics of each attainment target that is assessed.

Teacher assessment

Cymraeg

Dylai'r canllawiau hyn gael eu darllen ar y cyd â 'Cymedroli asesiadau athrawon - canllawiau ar gyfer ysgolion a chlystyrau'

Rhai esboniadau allweddol

Yn gryno, mae **safoni**'n cynnwys craffu ar ddarnau unigol o waith tra bod **cymedroli**'n ystyried ystod o waith gan ddysgwr unigol.

Proffiliau Dysgwyr

Defnyddir y term hwn i ddisgrifio deunydd a gwybodaeth ychwanegol sy'n dangos ystod o waith ar gyfer dysgwr unigol ar draws y tri tharged cyrhaeddiad. Gall proffil o'r fath gynnwys:

- Llyfr disgybl lle bo tasgau yn cynnwys "post-its" er mwyn nodi cynnwys tasg / gweithgaredd a'r modd y mae'r dasg / weithgaredd yn bwrw nodweddion lefel
- Gall y llyfrau yma fod yn llyfrau Cymraeg, thema, llyfrau darllen dan arweiniad, llyfrau pynciol e.e. Gwyddoniaeth, Drama, Addysg Grefyddol
- Nodiadau athro ar gyfer darllen dan arweiniad a thasgau llafar, lle bo'r nodiadau'n cyfeirio'n fanwl at berfformiad y disgybl yn erbyn y disgrifiadau lefel
- Sbardunau a deunydd paratoi a ddefnyddiwyd ar gyfer tasgau – er mwyn sicrhau bod cynnwys a chyd-destun tasgau yn amlwg
- i) Tystiolaeth gynradd o gyflawniad disgybl mewn tasgau llafar e.e. clipiau fideo, cryno-ddisg, gan sicrhau bod ansawdd y recordiad o safon uchel ar gyfer y broses gymedroli. Nid yw hyn o reidrwydd yn ofynnol
- ii) Tystiolaeth eilaidd, gan ddefnyddio nodiadau manwl athro a chyd-destun tasg / gweithgaredd, er mwyn adlewyrchu'r disgrifiadau lefel
- Sylwebaeth sy'n crynhoi'r amrediad o dystiolaeth a nodiadau'r athro yn y proffil dysgwr, gan ddangos sut mae'r dystiolaeth yn adlewyrchu lefel cyd-fynd orau ar draws y tri tharged cyrhaeddiad
- Fe ddylai'r penderfyniadau cyd-fynd orau a thrafodaethau'r athrawon gael eu selio ar lefelau cyrhaeddiad Cwricwlwm Cenedlaethol Cymru yn unig.

Best-fit judgements and teacher discussions must be based on the level descriptions for Welsh in the National Curriculum in Wales.

For the cluster moderation process, each school will need to present two learner profiles:

KS2 - one for a pupil whose work is a best-fit level 4, and another for a pupil whose work is a best-fit level 5

KS3 - one for a pupil whose work is a best-fit level 5, and another for a pupil whose work is a best-fit level 6

Where there are First and Second Welsh Language pupils in the same primary school it is recommended that the work of both is represented in the learner profiles taken to the cluster moderation meeting.

A cluster may wish to extend this range of work by agreement e.g. primary schools also bring a best-fit level 6, a secondary school also brings a best-fit level 4.

Sylwebaeth athro

Argymhellir bod pob proffil dysgwr yn cynnwys sylwebaeth addas a pherthnasol er mwyn arddangos y nodweddion lefelau wobrwyr. Mae'n hollbwysig fod hyn yn cael ei gwblhau gan athro bl 6 /9 cyn unrhyw gymedroli, gan y bydd hyn yn gosod cyd-destun ar gyfer yr athrawon sydd ynglwm â'r diwrnod cymedroli.

Ystod o dasgau addas – argymhellion

Llafaredd	Darllen	Ysgrifennu
<ul style="list-style-type: none"> • Cyflwyniad unigol gyda 'PowerPoint' ar-sgrin • Trafodaeth grŵp, gyda swyddogaethau wedi eu penodi • Chwarae rôl • Gweithgaredd grŵp i fynegi barn wedi ei baratoi • Gweithgaredd grŵp yn cyflwyno / rhannu gwybodaeth 	<ul style="list-style-type: none"> • Dysgwr yn perfformio testun a ddarllenwyd • Dysgwr yn egluro testun yn uchel i bartner / grŵp • Trafodaeth – dysgwr a dysgwr / dysgwr ac athro • Adolygiad llyfr (ysgrifenedig / llafar) • Crynodeb o ddigwyddiadau mewn testun • Ymateb ysgrifenedig byr i gwestiynau ar 	<ul style="list-style-type: none"> • Dwyn i gof e.e. hanes taith • Testun gwybodaeth - adroddiad anghronolegol e.e.gwyddoniadur, erthygl ar gyfer cylchrawn • Blog neu ddyddiadur • Cyfweiliad neu sylwebaeth • Ymson cymeriad • Cyfarwyddiadau e.e. rysait, sut i greu

<ul style="list-style-type: none"> • Ymateb ar lafar i ddarllen e.e. trafod nofel • Trafodaeth bâr • Cyflwyniad grŵp • Araith yn mynegi barn / siarad cyhoeddus • Araith i berwadio 	<p>destun</p> <ul style="list-style-type: none"> • Chwarae rôl neu weithgareddau drama yn seiliedig ar destun darllen • Ymateb ymestynnol e.e. newid genre y testun gwreiddiol • Nodiadau ar destun • Cymharu testunau • Arddangosfa graffig e.e. map meddwl, diagram Venn, coeden thema • Ymateb personol i destun – mynegi barn • Ysgrifennu llythyr / dyddiadur / ymson cymeriad yn seiliedig ar yr hyn a ddarllenwyd • Traethawd ymestynnol e.e. trafod plot, adeiladwaith, cymeriadau, themâu / gwerthuso testun neu destunau gwahanol • Ateb cwestiynau ar gynnwys ac arddull yr hyn a ddarllenwyd e.e. nofel, stori fer, barddoniaeth 	<p>carden decoupage</p> <ul style="list-style-type: none"> • Esboniad e.e. proses wyddonol, digwyddiad hanesyddol • Perswadio e.e. llythyr, hysbyseb, erthygl neu daflen, araith • Trafodaeth – bwletin newyddion, llythyr yn trafod manteision ac anfanteision pwnc • Stori / stori fer • Barddoniaeth • Disgrifiad o berson / le • Sgript ddrama • Adroddiad papur newydd / erthygl • Nodiadau i grynhoi • Cyflwyno gwybodaeth
<p>Mae'r tasgau uchod yn gyfleoedd gwyh ar gyfer asesu mwy nag un targed cyrhaeddiad. Dylai'r dystiolaeth ym mhroffil y dysgwr, fodd bynnag, adlewyrchu'n glir pa agweddau o'r lefelau cyrhaeddiad sydd wedi eu cyrraedd e.e. mewn tasg ymateb ar lafar i ddarllen.</p>		

Cwestiynau a ofynnwyd yn aml ynghylch prosesau diwedd cyfnod allweddol ar gyfer Cymraeg Mamiaith CA2/3

C. Allwch chi egluro'r gofynion ar gyfer llafaredd?

A. Yn yr ysgol ac mewn cyfarfodydd o fewn y clwstwr, mae'n hanfodol bod athrawon yn gallu gweld sut yn union y mae cyflwyniadau, cydweithio a thrafodaeth yn edrych ym mlynnyddoedd 6 a 9. Mae tystiolaeth fideo, cyflwyniadau byw neu dystiolaeth ar gryo-ddisg yn addas fel tystiolaeth o nodweddion lefel cyrhaeddiad ar gyfer safoni a/neu gymedroli. Er hyn, dylid sicrhau bod nodiadau manwl athrawon yn cael eu cynnwys, sy'n egluro cyd-destun a'r berthynas rhwng nodweddion y disgrifiadau lefel sydd wedi cael eu hadnabod gan yr athro â'r gwaith. Dylai'r nodiadau (tystiolaeth eilaidd) fod yn ddigon manwl i ddangos sut y ffurfiwyd barn cyd-fynd orau gan yr ysgol / athro a fydd yn galluogi llygaid ffres i ddeall a chytuno ar hyn.

Lle bo ysgol yn mynychu sesiynau gwirio tystiolaeth ar lefel ranbarthol neu genedlaethol, ni fydd tystiolaeth lafaredd gynradd yn angenrheidiol. Bydd y broses statudol ar lefel clwstwr wedi cynnwys ystyriaeth lawn o'r holl dystiolaeth mewn manylder. Bydd y nodiadau manwl ar gyfer gweithgareddau llafar (tystiolaeth eilaidd) yn gwbl addas ar gyfer proses wirio ddiweddarach.

Mae'n holl bwysig fod sbardunau wedi eu cynnwys gyda'r gwaith e.e. Os yw'r dysgwyr wedi ymateb i sbardun, megis darn darllen neu gerdd, yna fe ddylid cynnwys y sbardun ym mhroffil y dysgwr. Os yw'r dysgwyr wedi defnyddio PowerPoint, fe ddylai'r cyflwyniad gael ei gynnwys (wedi ei argraffu) yn y proffil. Hefyd, er mwyn cryfhau'r dystiolaeth, gellid cynnwys taflenni hunanwerthuso a / neu asesu cyfoedion er mwyn dangos sut y mae'r dysgwr wedi cyrraedd y lefel cyrhaeddiad a'r hyn sydd angen anelu ato tro nesaf.

C. Sawl darn o dystiolaeth sydd angen i ni gynnwys mewn proffil dysgwr Cymraeg?

A. Dylai proffil gynnwys ystod o dasgau dros gyfnod o amser. Dylid osgoi tasgau tebyg sy'n enghreifftio'r un sgiliau. Er na ellir pennu nifer y

tasgau, argymhellir cynnwys 3-4 yr un o dasgau llafaredd, darllen ac ysgrifennu i enghreifftio ystod a nodweddion y lefel cyd-fynd orau. Rhaid i broffil gynnwys enghreifftiau o lafaredd unigol a grŵp, yn ogystal â darllen ac ysgrifennu llenyddol ac anllenyddol ar amrywiaeth o gyd-destunau e.e. llythrennedd ar draws y cwricwlwm. Fe ddylai'r dystiolaeth ystyried cryfderau'r dysgwr a dangos yr agweddau i'w datblygu. Am wybodaeth ar gynnwys manwl a'r hyn y gallwch chi gynnwys mewn proffil, gweler y canllawiau pynciol ar gyfer y Gymraeg.

C. Ydy un darn o dystiolaeth yn gallu arddangos ystod o sgiliau ar draws dau darged cyrhaeddiad neu fwy, mewn proffil dysgwr Cymraeg?

A. Ydy, gyda gweithredu a chynllunio manwl, fe all canlyniad dysgwr arddangos nodweddion o lefelau mewn mwy nag un targed cyrhaeddiad. Er enghraifft, gall cyflwyniad llafar gynnwys tasgau paratoi sy'n gofyn i ddysgwyr arddangos lefelau uchel o ddarllen ac ysgrifennu; fe all ymateb i ddarllen arddangos strwythur ysgrifennu da a thechneg gywir. Os ydyw'r dysgwyr wedi cael eu hysbysu trwy feini prawf addas, eu bod yn cael eu hasesu ar sawl targed cyrhaeddiad, mae'r math hwn o dasg gyfoethog yn darparu cyfleoedd ar gyfer asesu athro manwl. Serch hynny, rhaid cofio nodi pa dargedau cyrhaeddiad sy'n cael eu hasesu'n glir, ac fe ddylai unrhyw sbardunau fod wrth law ar gyfer y cymedroli.

Teacher assessment

Welsh Second Language

This guidance should be read in conjunction with ‘Moderating teacher assessment – guidance for schools and clusters’

In Welsh Second Language, the learner profile must demonstrate the range of work for an individual learner across the three attainment targets (ATs). Such a profile will typically contain:

- a pupil's books (Welsh books, topic/theme books, guided reading response books) with pieces of work identified by signposting post-it notes to demonstrate where the evidence illustrates characteristics of levels;
- first-hand evidence of a pupil's completion of oracy tasks e.g. video clip, ensuring that the quality is of a sufficiently high standard for moderation purposes; this is an essential requirement due to the weighting of this attainment target (KS2 70% and KS3 60%). A transcript of the evidence could be included but is not essential;
- secondary evidence for guided reading and oracy tasks, where comments justify judgements on the pupil's performance against level descriptions.

Best-fit judgements and teacher discussions must be based on the level descriptions for Welsh Second Language in the National Curriculum in Wales. Any alternative skills models are not appropriate when informing end of key stage best fit level judgements.

For the cluster moderation process, each school will need to present two learner profiles:

KS2 - one for a pupil whose work is a best-fit level 4, and another for a pupil whose work is a best-fit level 5

KS3 - one for a pupil whose work is a best-fit level 5, and another for a pupil whose work is a best-fit level 6

Where there are First and Second Welsh Language pupils in the same primary school it is recommended that the work of both is represented in the learner profiles taken to the cluster moderation meeting.

A cluster may wish to extend this range of work by agreement e.g. Primary schools also bring a best-fit level 6, a Secondary school also brings a best-fit level 4.

Teacher commentary

It is essential that each learner profile is accompanied by appropriate and relevant commentary to demonstrate characteristics of the levels awarded. It is important that this activity is completed by the relevant Year 6 and Year 9 teachers prior to any moderation, as this provides context for all teachers involved in moderation processes.

Range of appropriate tasks

Oracy	Reading	Writing
<ul style="list-style-type: none">• On-screen presentation• Oral response to reading stimulus• Oral response to listening / viewing stimulus• Role play• Group discussion• Individual talk/presentation• Group talk/presentation• Report back (based on notes)• Role play / situational conversation• Organising / inviting / persuading• Giving / receiving instructions• Conversation• Discussion	<ul style="list-style-type: none">• Reading aloud e.g. poem, story, non-fiction, learner's work• Oral response to reading stimulus• Written response to reading stimulus• Reading comprehensions• Personal response (orally / in writing) to literary material e.g. story books, poems, magazines, letters, emails, postcards• Expressing opinions on the content of the texts <p>All responses should be in the target language</p>	<ul style="list-style-type: none">• Present information e.g. information leaflet, poster• Express opinions e.g. report, review• Convey feelings and ideas e.g. portrayal, diary• Entertain e.g. script, story• Poetry• Email• Blog• Postcard• Article e.g. newspaper report, magazine article• Letter• Written response to reading stimulus• Written response to listening / viewing stimulus

Some tasks listed above offer rich opportunities for learners to demonstrate skills across more than one attainment target. Evidence for a learner profile must clearly reflect assessment against each attainment target.

Frequently Asked Questions regarding end of key stage processes for Welsh second language at key stages 2 and 3

Q. *What are the expectations regarding oracy?*

A. Due to the high weighting of oracy in both key stage 2 (70%) and key stage 3 (60%), it is essential that primary, first hand evidence is included within the profile. **Secondary evidence is not appropriate.** Oracy evidence should be provided in audio/audio-visual format e.g. video evidence, live presentation or aural evidence are essential to illustrate pupil outcomes for standardisation and/ or moderation purposes. Schools should ensure that the specific learner being referred to in the profile is clearly identified.

The evidence should be accompanied by teacher notes which describe the context and the relationship between the evidence and the characteristics of the level identified as having been met. These notes (secondary evidence) should offer the context and sufficient detail to allow 'fresh eyes' to reach sound judgements of best-fit level. In a nutshell, the notes should clearly indicate how a teacher has made a best-fit level judgement. In order to demonstrate performance across the range, oracy evidence needs to include speaking and listening with learners working in a variety of contexts (holidays, sports, hobbies, myself) and situations; as individuals / members of a pair/ group in order to communicate for a variety of purposes. NB. Reading aloud is not suitable evidence for oracy. Reading aloud is a strand within the reading attainment target.

Q. *Can you clarify expectations regarding reading?*

A. There should be sufficient evidence in the reading profile to cover the range and skills of this attainment target (as with all attainment targets). Therefore, task setting is crucially important and schools should ensure that reading evidence contains responses to a wide range of texts including poetry, prose and material that presents information. It is considered good practice to include evidence of reading aloud (poems, stories, learner's own work) and this should be presented in audio/audio visual format. Where this is not possible, Teacher commentary should clearly show the characteristics of this attainment target and the context of the task. It is important for moderation that relevant resources/stimulus materials for reading are included within the profile, e.g. a copy of a poem, leaflet, reading book or extract from prose /text to which the response refers.

Q. *How many pieces of evidence do we need in each Welsh second language learner profile?*

A. The pupil's collection of work i.e. Welsh books, topic/theme books, plus other relevant materials should contain sufficient evidence to cover the range and skills of each attainment target. Task setting is crucially important in allowing the learners to demonstrate their application of skills across a range of oracy, reading and writing activities. Evidence should include both literary and non-literary stimulus and outcomes for reading and writing. It is not a question of how many pieces of work are in the learner profile but how much needs to be signposted to present a convincing case that the work, overall, is at the awarded level in each AT. It is important for moderation that relevant resources and stimulus materials in each attainment target are included with the learner profile.

Q. *Can one piece of evidence demonstrate a range of skills across two or more attainment targets in a Welsh second language learner profile?*

A. Yes. With careful and thoughtful task construction, learner outcomes can demonstrate characteristics of levels in more than one attainment target. For example, an oral presentation can include preparation tasks requiring learners to demonstrate high levels of reading and writing skills; a reading response can demonstrate good writing structure and technical accuracy. If learners are made aware, through appropriate success criteria, that they are being assessed on more than one attainment target, this type of rich task provides opportunities for detailed teacher assessment. In the instance of 'rich task' setting, the commentary should clearly signpost the characteristics of each attainment target that is assessed.

Teacher assessment

Mathematics

This guidance should be read in conjunction with ‘Moderating teacher assessment – guidance for schools and clusters’

Learner Profile - Collection of Evidence

The learner profile will be made up of:

- a pupil's mathematics books, supplemented by relevant examples of numeracy skills applied across the curriculum;
- the teacher's written commentary.

The nature of mathematics means that pupils' understanding depends on the gradual build-up of small steps and connections within mathematics and the progressive acquisition of facts and strategies which develop fluency over the course of the year. Whilst each new skill is taught at a particular time, opportunities need to be planned throughout the year to enable pupils to practise and consolidate these skills regularly so that they are equipped to apply them accurately and confidently across a wide range of contexts.

For the purposes of end-of-key-stage Teacher Assessment and moderation, it is important to draw on the full year's work in pupils' mathematics books as well as specific examples of pupils' application of skills across the curriculum. Since pupils' ability to recall number facts, carry out mental calculations and demonstrate aspects of numerical reasoning will not generally be evidenced in their books, these aspects will necessarily need to be captured within the teacher's written commentary. Moderation relies on scrutiny across the whole programme of study (skills and range) and the collection of a pupil's work underpins this process.

To facilitate the process for those carrying out the moderation, the use of post-it notes is helpful in signposting key pieces of evidence. Other pages in pupils' books can also be taken into account when considering the overall journey of the pupil towards these key milestones. Where it is not clear how much support pupils have been given, or the strategies they have used, it will be necessary for the class teacher to include some brief points in the commentary to clarify these factors which may influence the level being awarded. This may also come through as part of the teacher's formative assessment, or additionally jotted on post-it notes and signposted in the pupil's work.

Where a learner profile is on the cusp of two levels (e.g. strong level 4/weak level 5), both levels will need to be reflected in the commentary. Subsequently the commentary should provide a clear justification for the final 'best-fit' judgement reached by the school.

Best-fit judgements and teacher discussions must be based on the level descriptions for mathematics in the National Curriculum in Wales-

For the statutory cluster moderation process, each school will need to present two learner profiles:

KS2 - one for a pupil whose work is a best-fit level 4, and another for a pupil whose work is a best-fit level 5

KS3 - one for a pupil whose work is a best-fit level 5, and another for a pupil whose work is a best-fit level 6

A cluster may wish to extend this range of work by agreement e.g. primary schools also bring a best-fit level 6, a secondary school also brings a best-fit level 4.

Frequently asked questions regarding end of key stage processes for mathematics at key stages 2 and 3

Q. *What is the range of work that should be evidenced in a mathematics learner profile ('collection of work')?*

A. There should be sufficient evidence in a learner profile (i.e. a pupil's mathematics books plus other relevant work) to cover the range and skills of the whole programme of study. The setting of appropriate tasks is crucially important in allowing pupils to demonstrate their application of skills across a range of mathematical activities, as well as within a range of real-life contexts. In addition to measures and money, shape, position and movement and handling data, evidence must include a range of appropriately challenging tasks within number. This goes beyond the simple application of number skills within one and two-step word-problems.

Q. *How many pieces of evidence do we need in each mathematics learner profile?*

A. It is not appropriate to recommend a specific number of pieces of work as it depends on the nature of the activity. However, there should be sufficient evidence in each learner profile to cover the range and skills of the whole programme of study. Hence, for the purposes of moderation, it will be necessary to draw on the full year's work in pupils' mathematics books as well as specific examples of pupils applying skills across the curriculum, where relevant, to justify the level achieved. In addition teachers will need to provide information which cannot be evidenced in pupils' books and this necessarily needs to be captured within the teacher's written commentary. It is not a question of how many pieces of work are in the learner profile but how much needs to be signposted to present a convincing case that the work, overall, is at the awarded level.

Q. *Does the whole attainment target need to be exemplified?*

A. Since mathematics is made up of many small steps and topics, this can sometimes lead teachers to award the higher level when in fact pupils are engaging with no more than a few of the most accessible aspects of the next level as they start to make the transition into more demanding work. The phrase 'One swallow does not a summer make' is helpful to bear in mind in this respect. For example, for a pupil judged to be level 5 overall, it is essential that they can demonstrate number skills at that level within appropriately challenging tasks. It would not be sufficient that they have only achieved level 5 across the rest of the attainment target, or in a few areas of the level descriptor only.

Q. *What happens if a pupil has evidence of more than one level?*

A. If a pupil is judged to be on the borderline of two levels, it is essential that the commentary makes it clear why the final decision was made. This will need to reflect pupils' achievement in both the skills and range elements and, essentially, make reference to work in **both** of the levels considered. It is important to remember that a pupil working at the top end of a level (e.g. level 4a) 'demonstrates clearly characteristics of that level across a range of work [*i.e. not isolated examples* of skills] with some examples of characteristics of the next level' (i.e. level 5). In such cases, pupils will have examples of work from the subsequent level, but not enough to make this the appropriate 'best-fit' judgement. However, the commentary needs to make this explicit.

Teacher assessment

Science

This guidance should be read in conjunction with ‘Moderating teacher assessment – guidance for schools and clusters’

Best-fit judgements and teacher discussions must be based on the level descriptions for science in the National Curriculum in Wales:-

A learner profile in science should include:

- evidence of the pupil’s science work at the end of the key stage. A learner profile will typically take the form of a pupil’s exercise book or folder of work, plus any other forms of documented evidence of their achievements. In primary schools, a learner profile may take the form of a theme or topic book which contains a pupil’s science work;
- evidence from each part of the science range: *Interdependence of organisms*, *The sustainable Earth* and *How things work*. It is not anticipated that complete coverage of all the components across the range will be present. For example, *How things work* may be exemplified by work on electrical circuits and forces only;
- evidence that the pupil has mastered the range of Communication and Enquiry science skills at the level awarded (including Planning, Developing and Reflecting). For the purposes of this process, we will now consider all these science skills to be represented by the Welsh Government strands in progression from the level descriptions for science key stages 2 and 3 document;
- evidence of opportunities to engage with a range of different types of enquiry: pattern seeking, exploring, classifying and identifying, making things, fair testing and using and applying models;
- evidence that the pupil is able to draw together individual science enquiry skills and apply them to full investigations.

Each learner profile should be accompanied by a succinct commentary. The commentary that accompanies the learner profile will explain how the school has formed a best fit judgement. It should reference adjacent levels and samples of work from the learner profile. The Year 6 and Year 9 teachers will be required to play an important role in the creation of the commentary.

The commentary summarises the evidence contained in the profile and demonstrates how the evidence leads to the best-fit level awarded to the learner. For learner profiles that are judged to represent borderline performance between levels, the commentary will explain why the profile has not been awarded the higher or lower level.

Detailed task-specific commentaries are not required. The task-specific commentaries included in the exemplification materials have been added for illustrative purposes only.

For the statutory cluster moderation process, each school will need to present two learner profiles:

KS2 - one for a pupil whose work is a best-fit level 4, and another for a pupil whose work is a best-fit level 5

KS3 - one for a pupil whose work is a best-fit level 5, and another for a pupil whose work is a best-fit level 6

A cluster may wish to extend this range of work by agreement e.g. primary schools also bring a best-fit level 6, a secondary school also brings a best-fit level 4.

Frequently asked questions regarding end of key stage processes for science at key stages 2 and 3

Q. *How many pieces of evidence do we need in each science learner profile?*

A. It is not appropriate to recommend a specific number of pieces that enable a best-fit judgement to be formed but a complete Science book along with other recorded work in Science will best represent the learner profile. The quantity of evidence that a school may require depends on the range and nature of the tasks pupils undertake, e.g. whether the pupil has accumulated evidence from shorter, skill-focused tasks or more complete investigations. However, there should be sufficient evidence in each learner profile to provide evidence for the level awarded. Typically, a learner profile will include a range of evidence, including discrete skill tasks (e.g. graphs), more structured research work and complete investigations (where there is evidence for the pupil planning, carrying out and evaluating scientific work).

Q. *Can one piece of evidence demonstrate a range of skills in a science learner profile?*

A. Yes. With careful and thoughtful task construction, one sample of work can demonstrate characteristics of a number of enquiry skills. One sample of work may also contain characteristics of more than one level

Q. Should schools aim to include evidence for each of the 14 enquiry skills?

A. Yes. The learner profile represents the ability of the learner to demonstrate their mastery of science skills at the end of a key stage. Where possible, schools should aim to include evidence for all aspects of the science skills. However, in cases where the evidence is sourced from previous year's work, it is proposed that this is provided as supporting evidence. A small number of skill strands are more difficult to evidence on paper (e.g. monitor progress). In these cases schools may need to consider drawing on evidence from teacher observations.

Q. How is the best-fit level arrived at and evidenced?

A. It is useful to annotate the most recent examples of a pupil's science work with level-linked observations. Some schools find it useful to add post-it notes to signpost some of the more important level characteristics within the pupil's book (or other evidence). Schools may find it useful to add these level characteristics onto the Welsh Government strands in progression from the level descriptions for science key stages 2 and 3 document so they can assess the distribution of level characteristics. Continue with this process and work back in time through the pupil's work until teachers are able to form a secure best-fit judgement against a range of science skills at the level awarded.

Q. What happens if a pupil has evidence of more than one level?

A. If a pupil is judged to be on the borderline of two levels, it is essential that the commentary makes it clear why the final decision was made. This will need to make reference to work in **both** of the levels considered. It is important to remember that a pupil working at the top end of a level (e.g. strong level 4) 'demonstrates clearly characteristics of that level across a range of work (*i.e. not isolated examples*) with some examples of characteristics of the next level' (i.e. level 5).

Q. Does the work included in the pupil's profile have to come from the final year of the key stage?

A. It is anticipated that the learner profile will contain the evidence of the pupil's most recent work i.e. for the current year. However, there may be instances where work from the previous year is indicated as supporting evidence.

Q. Can the work included in the pupil's profile be marked / annotated by different teachers?

A. Yes

Q. Can I include video and photographic evidence in the learner profile?

A. Yes. This can be considered useful evidence to bring to a moderation meeting alongside paper evidence.