

Case Studies

Samantha McMinn, Teacher

My name is Samantha McMinn and I am the deputy head of Rimrose Hope C of E Primary School in Liverpool. I have been teaching for 15 years and have experience in both key stages. I am currently teaching a mixed Y1/2 class and have responsibility for English across the school.

How has the *Teacher's Moderation Toolkit* achieved results for you and your pupils?

We have been working with Maddy Barnes for the past 3 years and her support has been instrumental in moving the school forward and raising standards in English. Staff have received excellent training from Maddy using the *Teacher's Moderation Toolkit* and this has helped the school develop a consistent approach to the assessment of writing. The toolkit provides excellent exemplars of works and commentaries to aid teacher assessment throughout the key stages. Staff have grown in confidence as a result of the training, and I would definitely recommend it to other schools.

Connor Lavin, Deputy Headteacher

My name is Connor Lavin and I am the deputy head of St Stephen's RC Primary School in Manchester. I have been teaching for 11 years.

How has the *Teacher's Moderation Toolkit* achieved results for you and your pupils?

Since it was introduced at the school, it has transformed the moderation process. When the 2014 curriculum was introduced, some teachers felt unsure of the expectations within each year group. The toolkit has changed this. Quickly, teachers have a point of reference - a comparative tool. It gives us a piece of mind as we know the children's work is real and has been moderated by the great team behind the toolkit!



Teachers love how it shows progression across the year. The book is split into autumn, spring and summer, so teachers can compare the standard in the classroom to the same standards in the toolkit. The check lists provided in each of the toolkit guides has been great for teachers and children. Children can reflect on what they have achieved and what they need to do next to improve their writing. Teachers can also quickly identify the gaps in learning and adapt future sessions.

Overall the impact on the moderation process has been great. Each term we sit down together as a team to moderate writing! The toolkits are pulled out, teachers compare work and discuss! The toolkit fully supports teachers in making judgements on children's writing! We love the toolkit at St Stephen's!

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Pauline Connell, Teacher

My name is Pauline Connell and I am the English coordinator and Year 2 teacher at St Robert Bellarmine Catholic Primary School in Bootle, Liverpool.

How has the *Teacher's Moderation Toolkit* achieved results for you and your pupils?

We have been using the *Teacher's Moderation Toolkit* since it was first published and we have found it to be an extremely valuable resource throughout the school. We have used it in a wide variety of ways. It was first used as a benchmark for teachers to use when assessing their own classes writing each half term, this helped teachers feel confident in their own judgements as they had a standardised example to compare to. We also found it useful to use to track children who are not at age related expectation in relation to their attainment. It has also assisted us when we created a whole-school portfolio of writing that included examples from Reception to Year 6. We now have a wide range of examples of writing to use when assessing writing. We intend to add to this portfolio each year to build up our own resource to use alongside the *Teacher's Moderation Toolkit*. After using this, we feel more confident that our judgements are accurate and consistent throughout our school.

5
**ANNOTATED
Autumn
Term**

E - Narrative

On a beautiful autumn day, round about 1:30pm there in the distance was a little girl named Lizzie, who loved to climb trees. At 2pm, After she had eaten her dinner, She had spotted not so far away stood a towering, soaring, lofty tree. She thought to herself "perfect". As she got as close as she could to the tree, it was the She started to climb. Not long after, as she was half way up the tree, she could hear the undefeated sound of birds singing. Suddenly, the birds stopped. "Who are you?" they asked Lizzie froze in estment, who knew birds could talk...

"I'm Lizzie" she said. "Well Lizzie it's a pleasure to meet you, I'm Marvin Muscles, this is Rainbow bird and here is rob the builder."

They all of a sudden became friends. The tree was really, great, overwhelming, exiting. Worried, terrified, shocked, Rob the builder fell out of the tree. "Are you ok?" asked Lizzie "Yes don't worry it happens all of the time." Confused, mystified, puzzled Lizzie didn't understand why all stay in one tree when it is breaking and they always fall down.

At 3:30pm, Little Rainbow bird went looking for food so they could have their tea. 5pm she still hasn't come back yet. I don't understand where she could be.

Competition

- Opening onto the scene with the use of an expected noun phrase, e.g. On beautiful autumn day.

Comprehension

- Expanded noun phrase used to describe and quantify, e.g. towering, soaring, lofty tree.
- Relative clause adding information, e.g. who loved to climb trees.
- This piece is punctuated with commas to clarify meaning, inserted commas for direct speech, ellipsis and apostrophes for contractions.
- There was a range of multi clause sentences with the occasional single clause sentence.
- A range of simple devices to build cohesion are present, e.g. At 3:30 pm, suddenly, not long after...

Teacher's opinion

- Staff are generally correct with a few errors, e.g. estment, there.