



A teaching school who aim to develop education practice for pupils with SEND

2019 teacher assessment exemplification

Pupils working below the test standard
(Pre-Key Stage 1 and 2)

Writing: Standard 2
(for use in Key Stage 1 and 2)

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2019 teacher assessment exemplification

In the absence of national exemplification materials for pupils working at the level of the pre-key stage standards, the Southampton Inclusion Partnership (SIP) has produced exemplification materials for use in Southampton schools.

This collection exemplifies writing that meets the statements within the pre-key stage Teacher Assessment (TA) framework for the writing standard 1 and can be used in Key stage 1 and Key stage 2.

Purpose of the SIP exemplification materials

- Schools **must** use the pre-key stage TA frameworks to ensure that their TA judgements are accurate.
- The SIP exemplification materials support a secure, cross-school understanding of national standards, as a point of reference for teachers when making TA judgements and to validate judgements across their school.
- It is not a requirement that Local Authorities (LA) moderate pupils against the pre-key stage standards, therefore these materials are intended to add rigour and reliability to the assessment of pupils working at pre-key stage.

Guidance for teachers

Main principles

- The pre-key stage standards are provided for the statutory assessment of pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.
- If a pupil is working below the standard of these pre-key stage standards, their statutory outcome should be reported using the relevant P scales in the 2018/19 academic year.
- The pre-key stage standards must be used to make statutory teacher assessment judgements for pupils who have reached the end of year 2 and year 6, when an outcome must be reported for school accountability purposes, but who have not completed the relevant national curriculum programme of study.
- The pre-key stage standards focus on certain key aspects of English reading, English writing and mathematics for the specific purpose of statutory end-of-key stage assessment. While the standards are designed to capture attainment in these subjects, individual pupils will demonstrate achievement in different aspects of their education and this should also be reported to parents. Teachers should recognise the progress of individual pupils, setting targets that refer to agreed outcomes within the Special Educational Needs and Disability Code of Practice 2015, where appropriate.
- Teachers should base their judgements on a broad range of evidence, which will come from day-to-day work in the classroom. This can be drawn from work in subjects other than the one being assessed, although a pupil's work in that subject alone may provide sufficient evidence to support the judgement. **Teachers may also consider a single example of a pupil's work to provide sufficient evidence for multiple statements.**
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- Teachers should be confident that pupils have met the standard(s) preceding the one at which they judge them to be working. **However, they are not required to have specific evidence for that judgement.** A pupil's work, which demonstrates a standard is met, is sufficient to show that they are working above the preceding standards.
- Each subject framework has four standards of attainment containing 'pupil can' statements upon which teachers will base their judgements. Teachers should follow the specific guidance for each subject.
- The standards are not a formative assessment tool: they should not be used to track progress throughout the key stage or to guide individual programmes of study, classroom practice or methodology. Teachers should assess individual pieces of pupils' work in line with their school's own, more detailed, assessment policy and not against these standards. Those reviewing school performance, including Ofsted inspectors, would not expect them to be used for anything other than summative assessment at the end of the key stage.
- The pre-key stage standards may also be useful for teachers to refer to for pupils of all ages, including those attending secondary school, but there is no statutory requirement to do so.

Comparability over time

Schools, and those reviewing school performance, should note that judgements made against these new standards will not be directly comparable to those made in previous years against the interim pre-key stage standards and P scales.

Assessment of pupils with disabilities

All schools are required to make reasonable adjustments for pupils with disabilities. Disability is defined in the Equality Act 2010 as a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. When teachers assess pupils against the 'pupil can' statements, they should base their judgements on what disabled pupils can do when those reasonable adjustments are in place (for example, reducing anxiety by providing a quiet study space, or allowing more time to process instructions).

If a pupil has a disability that prevents them from demonstrating attainment in the way described in a 'pupil can' statement, their individual method of communication or study is applicable (for example, using a visual phonics system for a pupil with a hearing impairment, using a braille or a computer with access technology for a pupil with vision impairment who writes in braille, or using a word processor or scribe for a pupil who is physically unable to write). Teachers should ensure that all pupils have the opportunity to demonstrate attainment with reasonable adjustments in place, but the standards of the assessment must not be compromised and must be met in an equivalent way. Teachers should use their professional discretion in making such judgements for each pupil.

If a pupil has a disability that physically prevents them from demonstrating a 'pupil can' statement altogether, even with reasonable adjustments in place, these statements can be excluded from the teacher assessment judgement (for example, for handwriting if the pupil is physically restricted when writing or for phonics if a pupil is deaf and unable to make use of a visual phonics system). Teachers should use their professional discretion in making such judgements for each pupil.

Moderation

It is good practice for schools to ensure that judgements made using the pre-key stage standards are, as far as possible, moderated internally and with other schools. This will quality assure teachers' judgements and provide a valuable opportunity for professional development.

There is, however, no statutory moderation of judgements made against the pre-key stage standards.

Qualifiers and examples

Some of the statements within the standards contain qualifiers ('some', 'many' and 'most') to indicate the extent to which pupils should demonstrate the knowledge or skill required. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the skill/knowledge is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

Some of the statements contain examples. These do not dictate the evidence required, but show only how that statement might be met.

How to use the exemplification materials

To meet a particular standard within the pre- key stage TA framework, a pupil must

- demonstrate attainment of **all** the statements within the standard
- Teachers may also consider a single example of a pupil's work to provide sufficient evidence for multiple statements.
- Teachers should be confident that pupils have met the standard(s) preceding the one at which they judge them to be working. **However, they are not required to have specific evidence for that judgement.** A pupil's work, which demonstrates a standard is met, is sufficient to show that they are working above the preceding standards

The annotations in these exemplification materials are designed to help teachers interpret the statements of the pre- key stage TA frameworks correctly and to apply them consistently.

Each standard contains the six pieces of writing evidence.

Standard 2

This collection demonstrates that the pupil understands that words, symbols and marks carry meaning and can be used in many ways. Where necessary, activities are supported by staff, repeated and modelled. The children show a comprehension of sentence construction. This is evidenced in the accompanying videos.

The Standard 2 Composition statement is further evidenced in the accompanying video file(s).

Composition

The pupil can:

say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot').

Transcription

The pupil can:

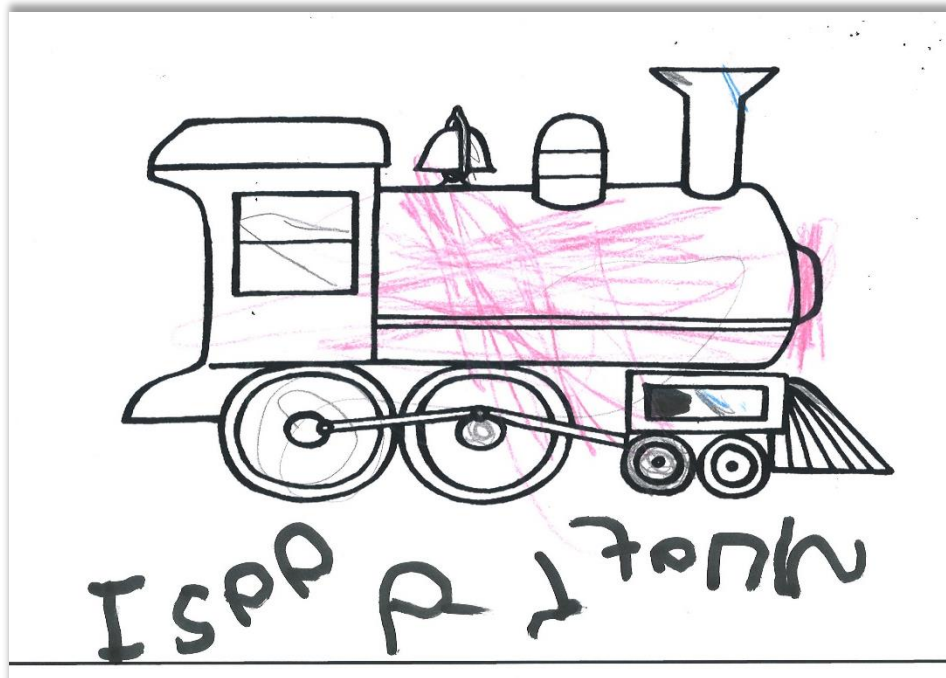
- form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading
- identify or write these 10+ graphemes on hearing corresponding phonemes.

Exemplification

Standard 2

- A I see sentence
- B Picture and simple sentence
- C Copying words
- D I see sentences
- E I see sentence with symbols
- F Copying words

2a



Why this evidence meets Standard 2:

Composition

The pupil can: say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot').

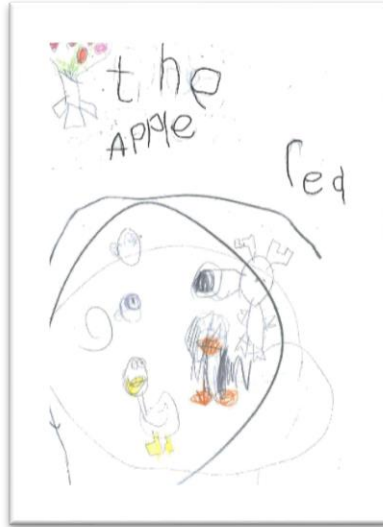
Transcription

The pupil can:

- form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading
- identify or write these 10+ graphemes on hearing corresponding phonemes.

The pupil was given the sentence starter: "I see..." and responded with "...a train". The pupil then copied the sentence from a model. This evidences the composition statement in Standard 2.

2b



Why this evidence meets Standard 2:

Composition

The pupil can: say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot').

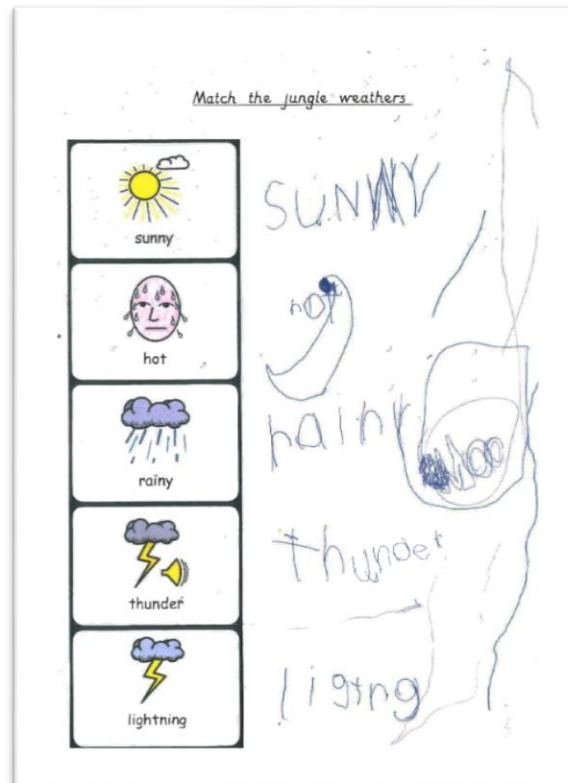
Transcription

The pupil can:

- **form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading**
- **identify or write these 10+ graphemes on hearing corresponding phonemes.**

This work evidences that the pupil can form correctly some lower case letters. The pupil had been learning about Snow White and when the teacher said 'the witch gave snow white the...' s/he responded with '...the red apple,' then went on to draw and write the caption.

2c



Why this evidence meets Standard 2:

Composition

The pupil can: say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot').

Transcription

The pupil can:

- form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading
- identify or write these 10+ graphemes on hearing corresponding phonemes.

This work evidences that the pupil can form correctly some lower case letters. Additional pieces of evidence would be needed to secure the whole 'pupil can' statement.

2d



Why this evidence meets Standard 2:

Composition

The pupil can: say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot').

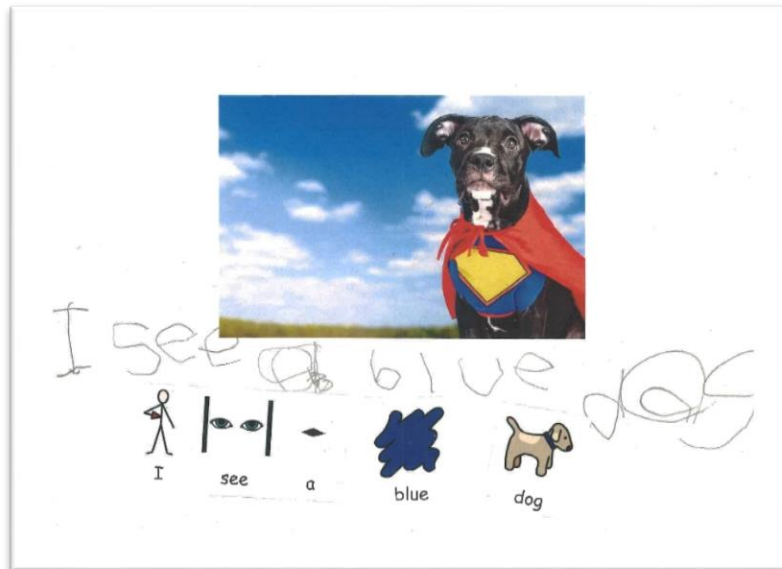
Transcription

The pupil can:

- form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading
- identify or write these 10+ graphemes on hearing corresponding phonemes.

The pupil was given an 'I see a' starter, then said and completed the sentence accurately. The pupil has then attempted to write two captions. This piece of work additionally evidences lower case letter formation.

2e



Why this evidence meets Standard 2:

Composition

The pupil can: say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot').

Transcription

The pupil can:

- form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading
- identify or write these 10+ graphemes on hearing corresponding phonemes.

This piece of work evidences lower case letter formation. Additionally, the pupil was supported to sequence symbols to make a sentence. The pupil has then copied the words from the symbol pictures.

2f



Why this evidence meets Standard 2:

Composition

The pupil can: say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot').

Transcription

The pupil can:

- **form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading**
- **identify or write these 10+ graphemes on hearing corresponding phonemes.**

The pupil has used the symbols to support the correct formation of 10+ lower case letters in his/her writing.



Copyright and authorial information

This suite of materials has been produced by the Southampton Inclusion Partnership, a teaching school who aim to develop education practice for pupils with SEND.

The materials are available to download from:

<http://www.southamptoninclusion.net/>

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Contributors (Springwell School, Southampton Inclusion Partnership):

Maria Burrows, Imogen Crockett, Joanne Hughes, Charlotte Magee, Harriet Rowland.