

Moderation focus 2017-2018

Summary

As Bedworth Consortium (2) we have continued to work together within 2 teams - KS1 and KS2. At times the whole team worked together; at other times we worked within our separate Key Stages. This year we have been fortunate to have received support, guidance and training from both Jonathan Hughes and Jo Upton. They have led us extremely well and given us confidence to deliver both moderation and CPD across the whole consortium. Jonathan also delivered training and CPD with ourselves in a supportive role, which we all found valuable.

Our focus for the first part of this year has been moderation mixed with more of an emphasis on CPD. We all felt, in conjunction with our Heads, that we needed this initial input to give colleagues something to work with. This had a two-fold impact. Firstly, the CPD gave valuable information and resources to all, whether colleagues had been teaching a long time or were new. In addition, it gave us as a moderation team something useful to benchmark and moderate against.

For example, all year groups were given training in reading and clear messages about expectations which then enabled us to set a 'gap task'. This was a reading activity tailored to each year group and at a standard level (eg a gold band book for year 2). The activity was directly linked to 3 areas from the content domains which were crucial to meeting year 2 standards 1a - draw on knowledge of vocabulary; 1b - identify/explain key aspects of fiction; and 1d - make inferences from the text. Staff were asked to complete the task with a group or more of children and bring the evidence back in February to moderate with others from their year group. By giving everyone the same task it became easier to moderate and also share different ways of working.

When we got back together in the Spring Term, we used this as a basis to kickstart the moderation as everyone had completed the task and therefore had a common theme to bring to the table. The discussion centred around using the text but also enabled it to open up to widen the evidence trail and identify gaps in learning. Teachers seemed generally well prepared for this and happy to share their judgements and resources. It was interesting to note the various ways in which this task was carried out - some choosing to do this as a whole class whereas others mainly concentrated on an individual.

Our maths CPD/moderation was mainly delivered by Jonathan who organised, in conjunction with ourselves, 2 maths moderations for each key stage. By

reducing numbers at each moderation, it enabled all staff to take part and fully engage with both the training and moderation. Jonathan gave us ideas for reasoning which hopefully will be carried out and brought to moderation in March.

We held a writing INSET morning for the whole of the Bedworth Consortium at the end of October with input from Jo where we delivered key messages and updates about new expectations. Staff were given a model of a planning scheme for writing which we produced in conjunction with a quality text. They were shown how to interweave narrative and non-narrative and plan a teaching sequence which they will then use as a basis for planning their own writing to be brought back in the Spring Term alongside the work produced. For this, both teachers and teaching assistants/support staff were invited and the response was extremely positive. Support staff really engaged with the tasks set and welcomed the opportunity to work and plan alongside their teacher colleagues. Teachers also enjoyed working with support staff and felt it was a valuable insight into planning and the curriculum. Hopefully this will cement the relationships between staff and improve outcomes for writing.

In addition to consortia moderation, several moderators have been used to support individual colleagues and schools where a need was felt - for example, one school wanted some advice on what to expect when being moderated in the summer and wanted to be well prepared for this by asking for advice in the Autumn Term. Some schools wanted more direct help in supporting a struggling colleague in a Year Two class.

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