



Llywodraeth Cymru
Welsh Government

Exemplification materials at Key Stages 2 and 3

Additional guidance overview

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Audience

Primary and secondary headteachers and heads of departments of maintained schools; secondary assessment coordinators and teachers at Key Stages 2 and 3; governing bodies of mainstream schools; local authorities; regional consortia; national bodies with an interest in education; tutors in initial teacher training; and others with an interest in continuing professional development.

Overview

The materials consist of examples of learners' work and a written commentary, which exemplify the standards set out in the national curriculum level descriptions. They illustrate how to use level descriptions to make best-fit judgements at the end of Key Stages 2 and 3, and give a justification and explanation for the level awarded.

Action required

To review learning plans and activities, and to prepare to make the required judgements at the end of Key Stages 2 and 3.

Further information

Enquiries about this document should be directed to:

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Additional copies

This document can be accessed from the Welsh Government's website at gov.wales/learning

Related documents

Programme of Study for English, Key Stages 2–4 (2016); English: Guidance for Key Stages 2 and 3 (2009); Programme of Study for Welsh, Key Stages 2–4 (2016); Welsh: Guidance for Key Stages 2 and 3 (2009); Welsh second language in the National Curriculum for Wales (2015); Welsh second language: Guidance for Key Stages 2 and 3 (2009); Programme of Study for Mathematics, Key Stages 2–4 (2016); Mathematics: Guidance for Key Stages 2 and 3 (2009); Science in the National Curriculum for Wales (2008); Science: Guidance for Key Stages 2 and 3 (2009); Ensuring consistency in teacher assessment: Guidance for Key Stages 2 and 3 (2008); Making the most of assessment 7–14 (2010)

This series comprises of a Level 4 document, a Level 5 document and a Level 6 document for each of the subjects of English, Welsh, Welsh second language, mathematics and science.

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Foreword

In March 2015 the Welsh Government announced a national programme, commencing in June 2015, to provide external verification of teacher assessment at the end of Key Stages 2 and 3. As an outcome of this programme it was agreed that teachers would benefit from additional exemplification materials to support teacher assessment.

The first part of this work was undertaken by the four regional consortia and consisted of the production of learner profiles and accompanying teacher commentaries, for the subjects of English, Welsh, Welsh second language, mathematics and science. A learner profile typically contains the work of one learner from across the range of the subject and with sufficient evidence to enable a judgement to be made on the level which best fits the standard represented in the profile. A learner profile should be as straightforward as the learners' book or books which show evidence of the characteristics of levels and relevant attainment target(s).

The second part of the programme focused on the development of subject portfolios. These differ from a learner profile as they consist of work from a range of different learners, in order to show the range and standard of work expected at, and characteristic of, each level in the subject.

Some schools may already have developed their own subject portfolios by collecting examples of work which illustrate one or more characteristics of a level in specific subjects. The subject portfolios produced nationally can sit alongside or be incorporated into school subject portfolios. Schools may use subject portfolios in different ways and it is for each school to determine their form, content and uses.

Introduction

These nationally produced subject portfolios are intended to assist schools and teachers when making assessment judgements at the end of Key Stages 2 and 3. Teachers will need to decide which level description best fits a learner's attainment, in order to make a rounded judgement that:

- is based on knowledge of how a learner performs across a range of contexts
- takes into account different strengths and areas for development in a learner's work
- is checked against adjacent level descriptions to ensure that the judgement is the best match to the learner.

The purpose of providing subject portfolios, exemplifying standards at Levels 4, 5 and 6 is intended to promote valid, reliable and consistent assessment of learners' work at Key Stages 2 and 3 across Wales. The materials provided for each subject are not identical in format, with differences reflecting the requirements of the subject's programme of study. They are also not direct translations. The materials are examples of authentic work collected by regional consortia school improvement colleagues, from schools across Wales. Video and audio recordings were sourced from schools and are not intended to be of studio quality. Similarly, examples of work will have errors that reflect the level being exemplified and some errors will not have been highlighted by teachers, where that aspect is not the focus of the marking.

The materials consist of examples of learners' work (including printed copy, audio and video) and written commentaries, which give justifications and explanations for the level awarded. The audience for this work includes teachers working at Key Stages 2 and 3 and those working within a school to moderate and verify judgements.

Practitioner feedback/quality assurance

Final drafts of all exemplification materials and accompanying notes were presented to a representative range of colleagues from schools across Wales. Their feedback was invaluable in further shaping the materials and confirming that the examples were appropriate and relevant.

Individual subjects

English

The subject portfolio for English is divided firstly by level (Levels 4, 5 and 6) and then by attainment target within each level (Oracy, Reading and Writing). The subject portfolio aims to exemplify pieces of work that demonstrate the demands and the characteristics of each level. They are not learner profiles as they include pieces of work from a wide range of individual learners.

The English subject portfolios are designed to reflect the requirements of the new Programme of Study for English, where possible, while meeting the assessment criteria of the level descriptions. Each piece of work is accompanied by a commentary that contextualises the task, assesses the learner outcomes and offers next steps guidance. Oracy tasks are exemplified by audio/visual clips, written teacher comments and annotated learner notes – all have accompanying commentaries. Finally, the subject portfolio is also designed to exemplify 'rich task setting', where appropriate – these are tasks that are intended to assess two or more of the attainment targets.

Welsh

For convenience, the Welsh subject portfolio materials have been ordered by level (Levels 4, 5 and 6) and then by attainment target within each level (Oracy, Reading and Writing).

The oracy examples contain audio or visual evidence along with transcripts of the evidence. The reading examples include the reading text in question as appropriate, written, audio or visual evidence as appropriate as well as transcripts. The writing examples include both handwritten and typed evidence. Teachers' comments, where appropriate, have been included on/in the evidence. A commentary sheet is attached to each example of oracy, reading or writing evidence. The commentary sheet notes the skills assessed, summarises the context, acknowledges features of the level displayed by the work and suggests next steps.

Welsh second language

Materials have been collated from a range of different learners to illustrate characteristics of Levels 4, 5 and 6 in Welsh second language. Work at Level 4 has been sourced from Key Stage 2 while the Levels 5 and 6 examples are representative of learners in Key Stages 2 and 3.

A range of tasks have been collated for the three attainment targets – Oracy, Reading and Writing. For Oracy (70 per cent weighting Key Stage 2 and 60 per cent weighting Key Stage 3), primary evidence has been sourced to exemplify individual, pair and/or group tasks. Examples for reading include evidence of response to both literary and non-literary texts and of reading aloud. There are also examples of oral and written responses to reading. This represents the integration of language skills promoted through the programme of study and demonstrates good quality

task-setting. A range of *genres* have been exemplified for writing. For all attainment targets, consideration has been given to including use of language in a range of situations and contexts/themes.

Where there are characteristics of a higher or lower level present, these have been highlighted, in particular where due consideration has been given to identifying the task as characteristic of another level.

Mathematics

These materials represent work collected from a number of learners. The mathematics portfolios demonstrate learners' application of skills in real-life contexts and investigations, as well as short tasks and discrete exercises typical of learners working at each level (Levels 4, 5 and 6). The portfolio is broadly organised by the strands (Using number skills, Using measuring skills, Using geometry skills, Using algebra skills and Using data skills) with elements of the Developing numerical reasoning strand included within particular activities. To ensure comparability between the Welsh and English language versions, some examples have been adapted from the original.

Aspects of numerical reasoning are required in all areas of mathematical activity, but specific examples are evident in the richer tasks. A separate commentary is provided for each of these because they demonstrate independent selection and application of skills and strategies. The tasks provide strong evidence of learners' understanding, in activities that require more than procedural competence alone.

Other examples within the portfolios provide evidence of discrete skills and are colour coded to reflect the following.

- Annotations in **blue** boxes are the exact statements as found in the level description.
- Annotations in **pink** boxes are characteristic of the demand of the level but are not explicitly written within the level description.
- Annotations in **green** boxes highlight skills which, when fully developed, will be typical of performance at the level above.

Science

When teachers make summative judgements in science, the science skills are broken into 14 separate strands covering communication and enquiry skills, including planning, developing and reflecting. This science subject portfolio has been designed to exemplify the standards for each of the 14 science assessment strands that are available on the *Strands in progression from the level descriptions for science Key Stages 2 and 3* (learning.gov.wales/docs/learningwales/publications/140624-science-standards-of-progression-poster-en.pdf).

The materials here include a mixture of full and part investigations, alongside other transient skills that have been captured, e.g. learner–teacher dialogue, individual graphs and examples of learners' research findings. In the process of exemplifying

the 14 strands, we have attempted to include a range of enquiry types, e.g. fair testing, classifying and identifying, and using and applying models. However, these materials are not designed to exemplify the full range of enquiry types.

More information on science enquiry types are contained with *Science: Guidance for Key Stages 2 and 3* (learning.gov.wales/docs/learningwales/publications/140624-science-in-the-national-curriculum-guidance-en.pdf).

These materials are a collection of samples of work from different learners. They are not designed to present a coherent progression of the work of one learner. However, some of the tasks are used as source material for different skill strands. This demonstrates how one enquiry task may be used to enable teachers to develop multiple science skills. Although it is effective to teach science skills discretely, learners will require opportunities to draw together these skills in whole investigations as they work more independently.