

KS2 Writing Moderation Workshop

April 2019

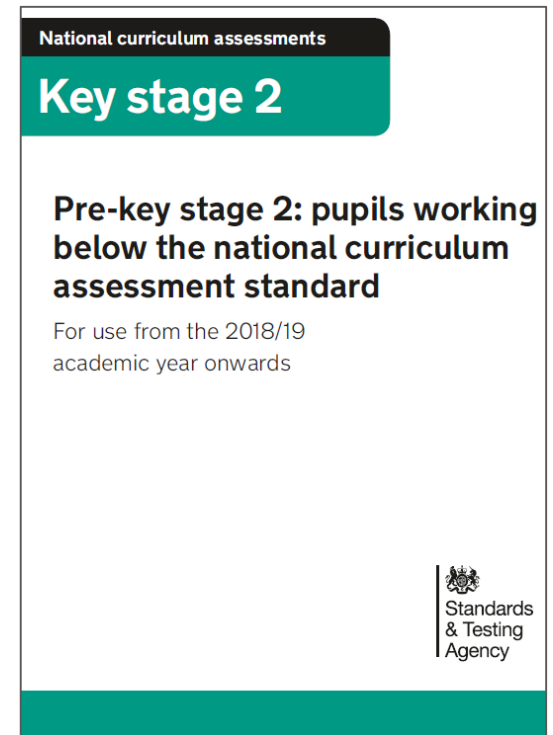
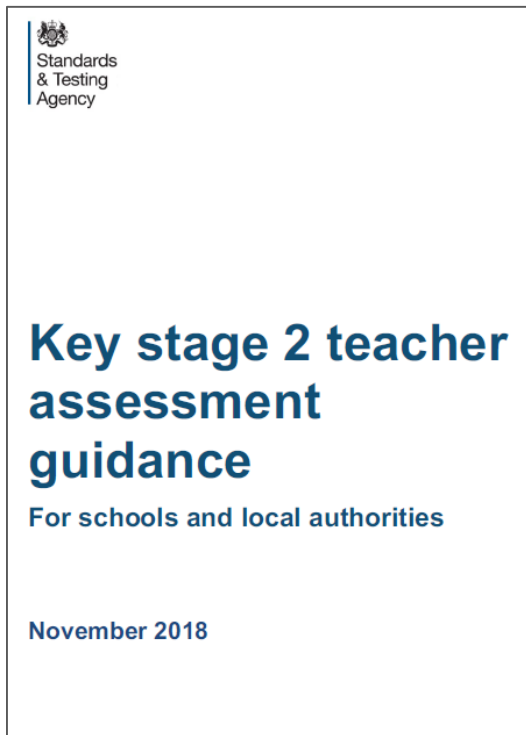
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Nottingham
City Council

Agenda

- KS2 statutory external moderation
- The revised ‘pupil can’ statements for the standards at pre-key stage 2
- Using STA’s training materials for considering the differences between the writing standards



KS2 statutory external moderation

Moderation visits take place in June - schools will be informed on the 17th May.

If selected for external moderation, schools must not submit their data until after the visit has taken place. (The STA deadline for submitting TA writing judgements is Thursday 27th June.)

The sample of pupils (15% [or 5 in a single class] chosen by moderators on the day) will cover attainment from WTS to GDS.

External moderation is a collaborative process between the LA moderator/s and the school.

The professional discussion between the Y6 teacher/s and the LA external moderator is central to the moderation process.

Moderators must provide the opportunity for Y6 teachers to articulate their understanding of the standards as set out in the TA framework.

Key stage 2 teacher assessment guidance

For schools and local authorities

November 2018

When making a decision that a pupil consistently demonstrates the 'pupil can' statements within a standard, teachers are expected to exercise their professional judgement. They should be prepared to discuss this with the LA external moderator(s), with reference to the pupil's work.

Evidence

While the teacher's knowledge of pupils can inform judgements, these must be based on sound and demonstrable evidence. This ensures that judgements are as objective as possible, and consistent between classes and schools. Specific evidence does not need to be produced. What pupils can do should be evident in their work.

- in English writing, it may be the case that a single, comprehensive example of writing is sufficient to show that a pupil can, for example, 'describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action'
- a pupil's work in the subject being assessed may provide sufficient evidence to support the judgement, although evidence should ideally include work in other curriculum subjects

Advice unchanged from last year

Handwriting

The requirement for joined handwriting is at the expected standard.

Handwriting may be inconsistent – you can base your judgements on the strongest piece and use additional evidence from handwriting exercises.

Independent work

STA expects schools to be clear on the level of independence of the work presented. The provision of class learning aims and objectives does not constitute additional support, but over-scaffolding the expected outcome should be avoided.

Teachers need to be able to identify independent work to moderators, and clarify the degree of support a pupil has received.

Success criteria

Teachers can use success criteria in lessons to help pupils understand what they have learnt and help them to judge whether a pupil has met the objectives for a piece of writing. Using success criteria does not mean that a pupil's writing is not independent. Teachers would simply need to avoid modelling or over scaffolding the expected outcome. Furthermore, using detailed success criteria as a teaching tool for one aspect of writing could still provide independent evidence of other 'pupil can' statements which have not been mentioned.

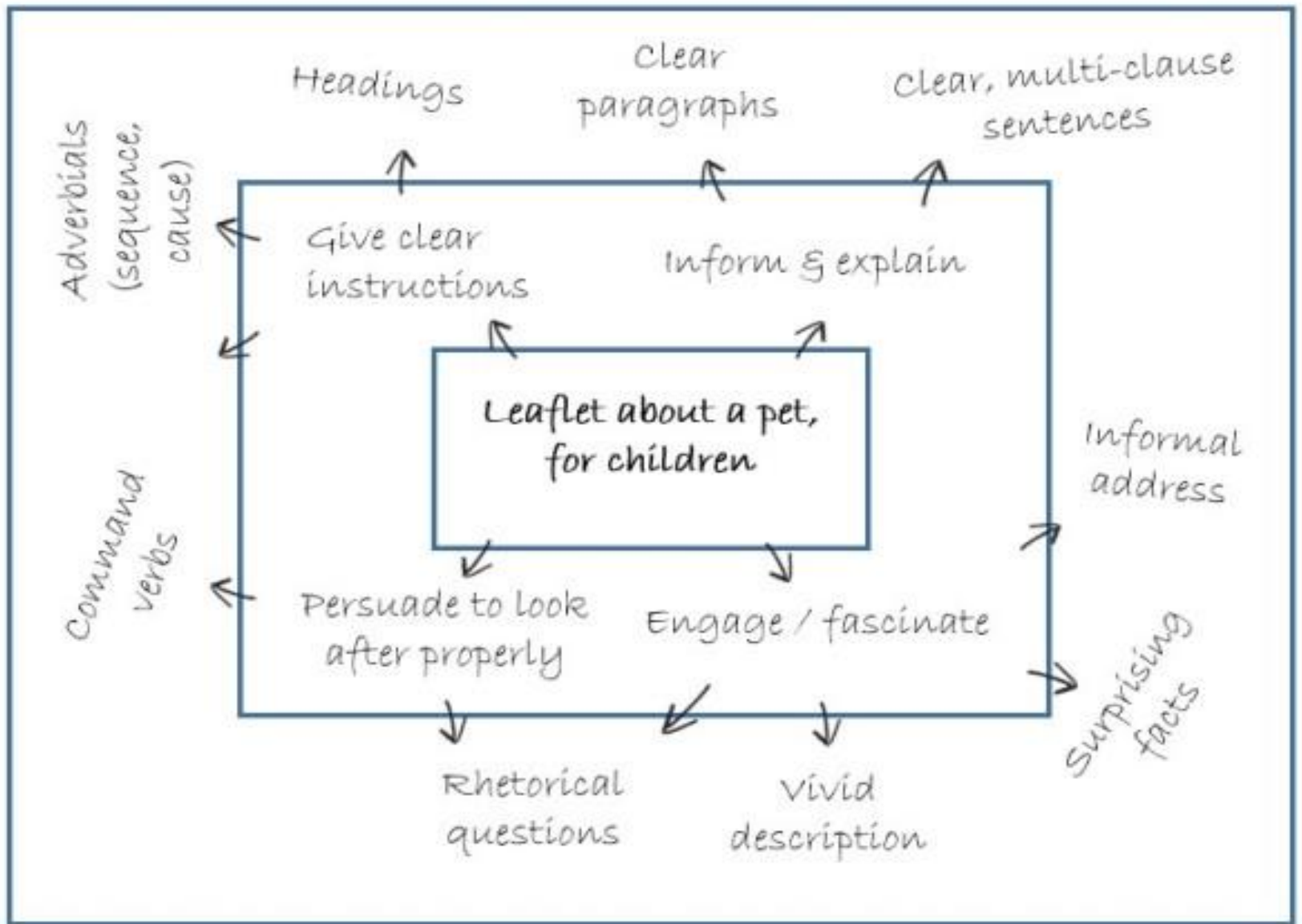
How do you use success criteria with your class?

Success criteria

Success criteria often define 'success' in terms of the presence of ingredients, not in terms of the actual point of the writing.

'Boxed criteria' keep the ingredients, but link them explicitly to purpose and to the reader.

In the middle, pupils put what the writing is and its intended audience; outwards from this are the intended 'effects' on that audience, or what the writing is meant to provide for its readers; outwards again are the ingredients – the features which might help to achieve these things.



Vocabulary

The glorious, glittering sun beams, which were helping the rainbows reflection, were making me feel warm and cheerful.

fizzling, (Summer) Water.

Azure, misty sky.

birds chirping in the tree tops.

Success Criteria

Effects on the reader

Purpose and reader
Describe a setting, informing the reader of what is happening within the story
Year 6/7.

To feel like they are in the setting.

Description

Fronted adverbials

making them feel (a) relaxed, extatic about the view.

Calmly, the wind blew in my face, making the trees sway.

Azure misty fugged swaying spirating constricting braced creaked vast bluster throbbed eeriness engulfed venerable uneasy

simile

(dipics)

Paragraphs ✓

Punctuation ✓

dialogue ✓

"Hi." I said.

Water was as cold as ice.

It was like a dream but I was awake

...
TNSN ✓
TNSN

Examples:

Lots of



What should I feed it?

Yours sincerely

Ingredients

very...
spurt
blue

Informal
Languages
Descriptive

Questions
Seeking information

Formal language

Adverbs

However
forcefully



little sad

Adjectives

Effect:

Inserts
Authoritative tone

Topic-specific

migratory

What's the best probiotic supplement?

Rhetorical questions

Purpose:
Asking advice - Greenpeace
Giving advice - Emily
Audience: - Emily



Emily
Greenpeace
ASK
Cathy

I love whales!
He looks blue.

Single clause

Reassure

Topic sentence

Multiclaue



Sharing your best friend is never easy.

You may not know that whales are migratory, which means they travel great distances each day.

The pupil's work must show that they consistently demonstrate attainment in line with the wording of the 'pupil can' statements within the standard they have met, taking account of any qualifiers. This does not mean that the pupil must demonstrate the 'pupil can' statement 100% of the time. Pupils are likely to have improved over the course of the year and may make occasional mistakes with something that the teacher knows they are actually secure in.

Key stage 2 teacher assessment guidance

For schools and local authorities

November 2018

Qualifiers are used in some statements to indicate the extent to which pupils demonstrate the required knowledge or skill. 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. 'Some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

Key stage 2 teacher assessment guidance

For schools and local authorities

November 2018

Revised 'pupil can' statements

- *The 'pupil can' statements for working towards the expected standard, working at the expected standard and working at greater depth within the expected standard are unchanged from last year.*
- *The emphasis continues to be on composition, with statements relating to the more 'technical' aspects of English writing (grammar, punctuation and spelling) being less prescriptive.*
- **Changes have been made to the pre-key stage 2 standards in light of the Rochford Review. The 'pupil can' statements have been revised to ensure they reflect the key aspects of the subject and classroom practice as well as allowing for progression towards the national curriculum.**

Summary of changes in 2018/19

	2017/18	2018/19
Subject-specific study	Interim pre-key stage 2 standards <ul style="list-style-type: none"> • Growing development of the expected standard • Early development of the expected standard • Foundations for the expected standard 	Final pre-key stage 2 standards <ul style="list-style-type: none"> • Standard 6 (working at the KS1 expected standard) • Standard 5 (working towards the KS1 expected standard) • Standard 4 • Standard 3 • Standard 2 • Standard 1
	P scales 5 to 8	
Not subject-specific study	P scales 1 to 4	P scales 1 to 4

(The plan is also to replace P scales 1 to 4 with the 7 aspects of engagement for cognition & learning.)

WTS 'pupil can' statements

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

If children have not met the statements for WTS, teachers will need to use the revised pre-key stage standards...

Standard 6 (working at the KS1 expected standard)

Composition

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.

Transcription

The pupil can:

- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Standard 5 (working towards the KS1 expected standard)

Composition

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops.

Transcription

The pupil can:

- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Standard 4

Composition

The pupil can:

- make up their own sentences and say them aloud, after discussion with the teacher
- write down one of the sentences that they have rehearsed.

Transcription

The pupil can:

- form most lower-case letters correctly
- identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes
- spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)
- spell a few common exception words (e.g. I, the, he, said, of).

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

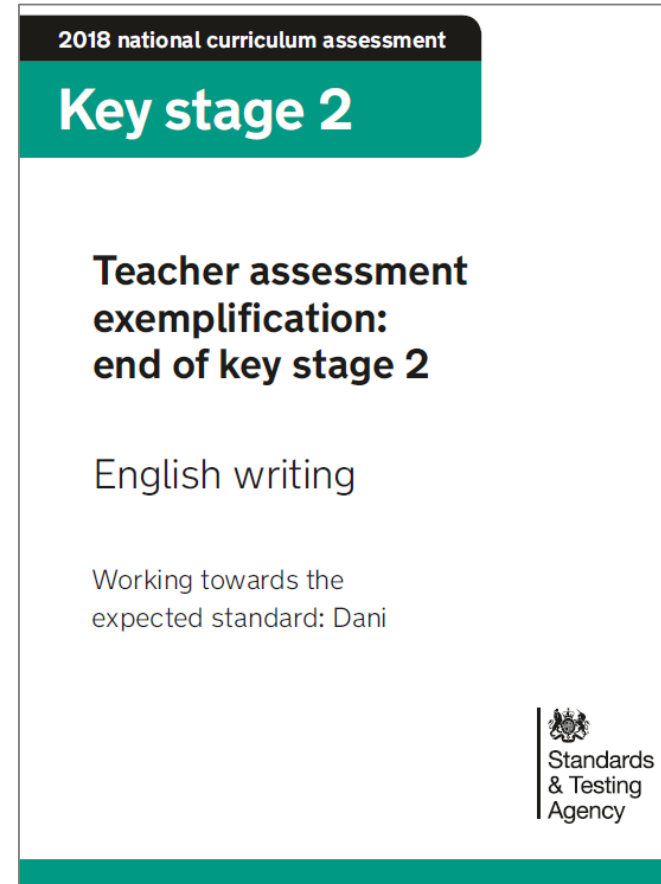
The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

Exemplification documents




















The (optional) exemplification materials for supporting teacher judgements remain the same.

- WTS – Dani
- ‘Low’ EXS – Morgan
- ‘High’ EXS – Leigh
- GDS – Frankie



KS2 moderation training materials 2018-19 (see NCA tools)

This year the STA has shared all its national training materials and standardisation exercises with schools (accessed via NCA tools).

-  KS2 Exercise 1 commentaries
-  KS2 Exercise 2 commentaries
-  KS2_Exercise_1_Pupil_scripts
-  KS2_Exercise_2_pupil_scripts
-  KS2_Exercise_3_commentaries
-  KS2_Exercise_3_pupil_scripts
-  KS2_regional_training_agenda
-  KS2_table_discussion_handout
-  KS2_table_lead_script_table_activit..
-  KS2_table_lead_script_table_activit..
-  KS2_table_lead_script_table_activit..
-  KS2_table_lead_script_table_discus..
-  KS2_Teacher_Assessment_FAQs
-  KS2_training_exercise_1_commenta.
-  KS2_training_exercise_1_Pupil_A
-  KS2_training_exercise_2_commenta.
-  KS2_training_exercise_2_Pupil_B
-  KS2_training_exercise_3_commenta.
-  KS2_training_exercise_3_Pupil_C



Training exercise 3: pupil C

This collection was used during the 2017/18 standardisation cycle.

When reading the collection, focus on these aspects of KS2 writing:

- Spelling
- Integration of dialogue in narratives to convey character and advance the action
- Writing effectively for purposes and audiences, selecting language that shows good awareness of the reader
- Selecting appropriate vocabulary and grammatical structures
- Exercising an assured and conscious control over levels of formality

What standard would you award this collection of writing?

Spelling (Pupil C)

Words from the statutory year 5/6 spelling list are correctly spelt
(ancient...Determined...bargain...immediately... suggest...sacrificed...symbolised...
environmentally...).

The spelling of more ambitious vocabulary is mostly correct
(treacherous...appalling...quivering...regurgitate...technique... legitimate), suggesting possible use of
a dictionary.



Y5/6

accommodate	conscience	explanation	necessary	rhythm
accompany	conscious	familiar	neighbour	sacrifice
according	controversy	foreign	nuisance	secretary
achieve	convenience	forty	occupy	shoulder
aggressive	correspond	frequently	occur	signature
amateur	criticise	government	opportunity	sincere
ancient	curiosity	guarantee	parliament	sincerely
apparent	definite	harass	persuade	soldier
appreciate	desperate	hindrance	physical	stomach
attached	determined	identity	prejudice	sufficient
available	develop	immediate	privilege	suggest
average	dictionary	individual	profession	symbol
awkward	disastrous	interfere	programme	system
bargain	embarrass	interrupt	pronunciation	temperature
bruise	environment	language	queue	thorough
category	equipped	leisure	recognise	twelfth
cemetery	equipment	lightning	recommend	variety
committee	especially	marvellous	relevant	vegetable
communicate	exaggerate	mischievous	restaurant	vehicle
community	excellent	muscle	rhyme	yacht
competition	existence			

If there is no evidence that pupils can spell words from the statutory word lists, in accordance with the relevant qualifiers, the 'pupil can' statement would not be met.

Spelling tests or exercises may be used as evidence. If pupils do not use any of the words from the statutory lists in their day-to-day writing, evidence from these tests and exercises alone is sufficient.

Y3/4

accident	continue	guard	notice	recent
actual	decide	guide	occasion	regular
actually	describe	heard	occasionally	reign
address	different	heart	often	remember
answer	difficult	height	opposite	sentence
appear	disappear	history	ordinary	separate
arrive	early	imagine	particular	special
believe	earth	increase	peculiar	straight
bicycle	eight	important	perhaps	strange
breath	eighth	interest	popular	strength
breathe	enough	island	position	suppose
build	exercise	knowledge	possession	surprise
busy	experience	learn	possess	therefore
business	experiment	length	possible	though
calendar	extreme	library	potatoes	although
caught	famous	material	pressure	thought
centre	February	medicine	probably	through
century	forward	mention	promise	various
certain	fruit	minute	purpose	weight
circle	grammar	natural	quarter	woman
complete	group	naughty	question	women
consider				

Writing effectively showing good awareness of the reader (Pupil C)

Across the collection, the pupil writes effectively for a range of purposes and audiences – a Mayan myth, depicting the quest of a young boy who sets out to save his village, an informative explanation of an ancient Mayan ball game, a formal letter of complaint, a balanced argument debating the legal status of graffiti artists and a short horror story based on pupils' shared reading.

Both the myth and the short story adopt a third-person narrative, each depicting a journey in which the outcome differs significantly: the overcoming of adversity by a young village boy, and the consequential fate of a foolhardy schoolboy. The language of storytelling is used effectively in both pieces, showing good awareness of the reader: the myth draws on the phrasing of traditional tales (Long ago in a small village...And so it was...the yonder world), whilst the short story reflects the



The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

The examples in brackets are **just** examples. There are many other examples of language/grammatical structures that could influence effectiveness.

Also, it may be that children have used contracted forms, passive verbs, modal verbs etc. but not effectively.

It is important not to just ‘feature-spot’ but to consider the appropriacy of a pupil’s choices in terms of audience and purpose.

Read the exemplified commentary for pupil C

The pupil has met all of the ‘pupil can’ statements for the expected standard.

All statements carry equal weight and they all need to be achieved for children to be awarded the standard.

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

Why does pupil C's collection not meet 'working at greater depth'?

(See page 7 of the commentary for pupil C to see if you agree.)

What would be the next steps for pupil C?

Greater depth

Pupils working at greater depth should be able to consistently distinguish between speech (informal conversational language) and written language (used for stories, reports, persuasion...).

This statement does not relate to spoken dialogue; it is about pupils being able to avoid language inappropriate to the context and to select vocabulary and grammatical structures that are appropriate.

They should also be able to exercise an assured and conscious control over the levels of formality. **This refers to the fact that the pupil can write with confidence and that their choices are deliberate and considered. (Editing may help evidence 'conscious' control.)**

Review your children's writing at the expected standard

- Is there evidence of integrated dialogue in narratives that conveys character and advances the action?
- Consider the different purposes of the pieces of writing and whether or not the pupil has selected appropriate language and grammatical structures.
- Review the other statements and consider the next steps for the pupil and the wider implications for your class.

During a statutory moderation visit Y6 teachers will be expected to demonstrate how a pupil has met each of the 'pupil can' statements.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Standardisation exercise 3

Take a few minutes to read the collections of writing.

What standard do you consider each of the three pupils to be working at and why?

Standardisation exercise 3

Pupil A: EXS

Pupil B: GDS

Pupil C: WTS

Discuss:

Why does pupil C's collection not meet the expected standard?

Standardisation exercise pupil C: WTS, why not EXS?

Whilst the pupil writes imaginatively, and with clear enthusiasm, they do not yet write effectively for a range of purposes and audiences. There is recognition of the purpose of writing – however, this is not always sustained. For example, whilst the legend initially draws on the structure and language of a traditional tale, it lapses into a more contemporary style (*hang on we put a tracker on his car*), portraying the protagonist, who is not introduced until the penultimate paragraph, as an identifiable superhero (*He got Kryptonite from his pocket*).

Despite an emerging range of vocabulary, there is some lack of awareness of the reader and choices do not always support the subject matter (*a rotten mountin head... He also eats hamburgers, waffles, hot dogs... and got a microphone*). Noun phrases, although often expanded through the use of relative clauses or preposition phrases, tend to be repetitive in structure, focusing

WTS 'pupil can' statements

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

Review your children's writing at working towards the expected standard. Consider the evidence for each statement and their next steps for moving up to EXS.

GDS: drawing independently on reading and using punctuation to enhance meaning and avoid ambiguity

How does pupil B draw independently on their reading to write effectively for a range of audiences and purposes?

Are there any examples of punctuation being used to enhance meaning and avoid ambiguity?

GDS: drawing independently on reading

Across the collection, writing is effectively adapted for a variety of purposes and audiences. The writer selects and maintains the appropriate form throughout, making well-informed choices about the features of each piece. The pupil's knowledge of language, gained from reading a range of fiction and non-fiction texts, is evident – from the formal argument and letter of complaint, to the confident narratives and the evocative poetry.

The writer draws on their knowledge of literary genres in both the short suspense story and the opening to the myth, skilfully using narrative technique to engage the reader.

GDS: drawing independently on reading

- **The pupil's knowledge of language, gained from reading fiction and non-fiction texts, is evident throughout. The writing is effectively adapted for varied purposes and audiences across a range of forms.**
- **To meet this statement, pupils may choose to adopt the style of a particular author (following the study of a class novel) as well as drawing on their wider reading to influence their choice of structure and organisation, grammatical structures and vocabulary.**

Consider how you give, or will give greater depth writers more autonomy over how they choose to structure their writing.

Are they ever allowed to decide on the audience for their writing?

GDS: using punctuation to enhance meaning and avoid ambiguity

When necessary, punctuation is used precisely to enhance meaning and avoid ambiguity. For example, commas are used to avoid miscues (*Due to the harsh breeze outside, the heavy oak door sealed almost immediately... To conclude, my personal opinion*) and to mark nouns in apposition (*the Moon goddess, Ix Chell... my dear brother, the Sun God*).

Commas, colons, semi-colons and dashes are used confidently, often working in tandem to control ambitious, multi-clause sentences (*Charlotte slammed the window shut, staring in awe as lightning tore through the sky; blinding her, it illuminated a lone figure leaning against a lampost... “Votan, you are a courageous boy – and are my only hope,” the voice exclaimed; “my dear brother, the Sun God, has been captured by the Lords of Death and without him, your village will never witness light again...”*).

The use of a colon to mark the boundary between independent clauses is particularly well chosen in the myth (*No sun meant no crops, no light and soon, no villagers: everything would perish with the moon in control*) where the clause that follows the colon elaborates on and explains the information in the clause that precedes it.

Aspiring to greater depth

When deciding whether your most able writers are working at greater depth, consider whether they are developing their own style with assured and conscious control.

A greater depth writer has a voice and makes a choice.

Looking for evidence of GDS in your children's work

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

Ensuring children have the best opportunities to reach their potential in writing - advice from Nottingham's moderators:

- Cover several text types / different forms of writing with a balance of fiction and non-fiction:
 - recounts (letter / diary / newspaper report)
 - promotional leaflets / persuasive reports (e.g. school prospectus, guide to Nottingham or a place visited)
 - story openings and narrative poetry
 - instructions / explanations
 - narratives that move through time periods
 - non-chronological reports (e.g. about a made-up creature)
 - biographies (researched by the children)
- Use quality texts as models

- Visit the Primary Team website for useful links and resources...

Primary Team

Teaching and learning support for primary schools



Primary Teaching and Learning has a wealth of experience of the particular needs of local schools, practitioners, and most importantly, children. Whatever your school needs, in Nottingham and beyond, the team can offer support. We provide professional development opportunities, in-school support, resources and guidance. To find out more about what we can do for your school, please get in touch.

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- › Courses and Conferences
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- › Moderation: Key Stage 1, Key Stage 2 and Lower Key Stage 2 Documents 2018
- › Moderation: Mathematics Y1, Y3, Y4, Y5
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Help and support from the STA

For general enquiries about national curriculum teacher assessment or the teacher assessment frameworks, you can contact the STA at:

- National curriculum assessments helpline: 0300 303 3013
- Email: assessments@education.gov.uk



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