**Weald CPS: Assessment in Writing**

**Overview**

* Writing is prioritised to allow pupils to access the full curriculum.
* Our purpose at Weald CPS is to ensure all pupils are confident writing in a range of genres and for a range of audiences.
* We want our children to write fluently, accurately, skillfully and with purpose so that they are able to access the curriculum.
* We recognise the pivotal role of a systematic, synthetic phonics programme plays in a child’s initial steps to becoming a writer and the important link between reading and writing, especially at an early stage.

Writing Assessment Frameworks have been created to help teachers assess and track children’s writing. Once an independent piece of writing is done, at different intervals during the school year, teachers use the frameworks to help them to assess the children's work and then set new individual targets.

**Statutory Assessment in Primary Writing**

Assessing writing at Weald is an on-going process guided by teacher assessment and writing frameworks for each year group.

Assessing a piece of independent writing will include evidence of independent and consistent inclusion of a range of technical and SPaG criteria as well as the composition of the piece of writing and the layout, presentation and handwriting.

Independent writing is encouraged at the end of each unit of work, allowing children the opportunity to draw upon and showcase all the skills they have acquired throughout the unit. Both fiction and non-fiction writing is assessed with evidence of poetry also included.

Writing moderation takes places throughout the year with other local schools and teachers within the same year group to compare and support teacher assessments and judgements on individuals’ writing.

At the end of KS2, samples of writing are assessed at a county moderation.

**Purpose of assessment**

The purpose of our assessment policy is to help identify and implement early interventions, measure the impact of our learning and teaching provision and support our curriculum aims and its delivery.

**Formative Assessments**

* + Regular opportunities for independent writing within different genres.
	+ Self-editing
	+ Peer-editing and review
	+ Publishing of work
	+ Sharing writing with different audiences.

**Benefits of formative practice**

* Pupils’ active involvement in the learning process and opportunities to learn and respond to a range of responses.
* Improved awareness of pupil performance and progress
* Increased reflection and a chance to correct previous inaccuracies and respond to/ reflect on the ideas of others.
* Pupils more likely to seek assistance.
* Better prepared for high stakes tasks.

**Summative Assessments**

* ‘Big Writes’-independent writing in a range of genres and across subjects

**Assessment via pupil voice**

* What styles/genre of writing are you focusing on at the moment?
* Do you enjoy writing? Why/why not?
* What do you find challenging about writing?
* What is your favorite author/style of writing?
* How often do you write in class?
* How often do you use your writing skills in other subjects?
* How often do you write at home?

Deepening questions are then required to learn whether pupils are understanding and utilizing the skills of a writer, as well as enjoying it.

* What different genres of text do you/ have you read?
* When do you get a chance to write at home/ in school?
* What makes a good writer?
* How do you know if you are writing ‘well’?
* How is writing ‘taught’ at Weald CPS?
* Why is writing important?
* What helps you with writing? How do you get help? How do you improve?
* How could we improve writing in our school?

**Character Education**

* Weald CPS’ characterqualities which will engender high quality writing are:

**Curiosity; Respect; Enthusiasm; Social Intelligence; Teamwork; Resourcefulness; Empathy and Responsibility.**