**Weald CPS: Assessment in SPaG**

**Overview**

SPaG allows children to be able to be more creative with their writing. Grammar skills will benefit children in the future when they come to apply for jobs or university. Children will be marked on SPaG skills in secondary school and beyond, so the importance of teaching grammar early on should not be understated.

* Spelling, punctuation and grammar is all part of a comprehensive literacy curriculum at Weald and supports children’s writing as they progress through the school.
* Writing is prioritised to allow pupils to access the full curriculum.
* Our purpose at Weald CPS is to ensure all pupils are confident in the 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.

**Statutory Assessment in Primary Writing**

We use the Kent tracking statements for writing to help teachers assess and track children’s Spelling, punctuation and grammar. 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.

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.

**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**

* Instant verbal feedback to support and address misconceptions.
* Marking (in lesson and immediate being optimal)
* Key questioning (open and closed)

**Summative Assessments**

* ‘GAPS tests 3x yearly (Years 1-6)
* SPaG.com assignment setting for KS2 children. These allow for whole class and individual gap analysis and gives children KS2 SATS style questioning practice.
* End of KS2 SATS testing
* Analysis of data with colleagues and governors

**Assessment via pupil voice**

* Do you enjoy writing? Why/why not?
* What do you find challenging about 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 SPaG ‘taught’ at Weald CPS?
* Why is SPaG important?
* What helps you with SPaG? 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.**