Writing Assessment Model

How do we know and ensure that children make progress in **Writing?**

Termly moderation of indepdendent writing, at a range of scales (year group, phase and external) enables teachers to make accurate judgements against year group objectives and identify areas for future planning and teaching.

Identified sentence structures/grammatical features for learning chunks in lessons provide **clear success critiera and foci for specifc and constructive teacher feedback**.

Teacher marking against the lesson's success criteria supports pupils to make progress. The use of marking codes promotes children's independence and tenacity. As they progress through school, they are increasingly challenged to identify errors, choosing the most relevant and appropriate ways to improve.

During the independent writing process, **teachers interact with pupils' work to identify whole-class areas for development** so that subsequent teaching significantly impacts the quality of pupils' writing by closing gaps and providing further challenge.

Regular opportunities for proof-reading and editing enable pupils to **self-assess/peer-assess** their work to identify errors or improve the content before the point of marking.