**Assessment in English (Writing) at Tavistock Primary and Nursery School**

This overview should be read alongside our School Assessment Policy.

At Tavistock Primary and Nursery School our practice aligns with the expectations of the National Curriculum which is designed to, *‘promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.’* (English National Curriculum).

In line with the National Curriculum, progress in writing is assessed according to end of Key Stage statements and the EYFS profile. However, to ensure close monitoring of yearly progress, teachers use Tavistock Primary’s writing curriculum and the assessment points detailed on the Local Authority’s Evidence Gathering Grids. ([Devon https://www.devon.gov.uk/support-schools-settings/school-effectiveness/teaching-and-learning/curriculum/english/assessment/evidence-gathering-grids/)](Devon%20https%3A/www.devon.gov.uk/support-schools-settings/school-effectiveness/teaching-and-learning/curriculum/english/assessment/evidence-gathering-grids/%29%20) This, combined with moderation of writing judgements within and across teams, attending training and working in partnership with other schools, secures teacher’s judgements of age-related expectations.

Assessment of writing encompasses these three dimensions of writing:

* transcription (spelling and handwriting)
* composition (articulating ideas and structuring them in speech and writing)
* planning, revising and evaluating as an author

**Transcription**

*‘Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.’*

*‘Writing also depends on fluent, legible and, eventually, speedy handwriting.’* (The National Curriculum)

* Nursery, EYFS, Y1 – Teachers use the School’s Phonic Programme to plan, teach and assess spelling
* Y2 – Y6 - Teachers use the No Nonsense Spelling Programme to plan, teach and assess spelling
* The school has an agreed approach to handwriting and teaches a cursive style from the Early Years. Teachers use their ongoing formative assessment to evaluate, plan, deliver and assess the handwriting in their class.

All year groups use dictation as a method of teaching and assessing transcriptional elements of writing.

**Composition and Planning, Revising and Evaluating**

*‘Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.’* (The National Curriculum).

During a teaching sequence for writing, teachers use a range of strategies to assess these elements of writing:

**Formative Assessment**

* Conferencing/discussions with author
* Evidence Gathering Grids
* Questions and well-structured activities designed to assess skills and progress

Teachers will adapt a lesson where necessary according to the information which they have gathered as well as using it to inform future teaching and learning.

**Summative Assessment**

**Each Term**

There is an expectation that all forms of assessment, both formative and summative, are used to inform the next steps for learners either as individuals, a group or class. All children on our school’s SEND register of need (RON) have a pupil target plan (PTP) which details specific, personalised targets. For some children these may have a writing focus. These targets are formally reviewed at each half term (3x per year).

**End of Term**

Information gathered from ongoing formative assessments, together with moderation and standardisation exercises, are used to support termly teacher judgements of writing standards. These assessments and any resulting necessary actions are discussed in termly pupil progress meetings with senior leaders (CPMs).

**End of Year**

At the end of Reception, teachers complete the statutory EYFS Profile for each child which involves making judgements by using their knowledge and understanding of what a child knows, understands, and can do in writing. Attainment of children at the end of Reception will be described as ‘emerging’ or ‘working at the expected standard’.

At the end of each year, the attainment of children in Years 1-6 will be described as ‘working towards the expected standard’, ‘working at the expected standard’ or ‘working at greater depth within the expected standard’. Teachers make their assessments against the statutory requirements of the programmes of study from the National Curriculum. Teachers in these year groups make use of the EGG sheets, LA visits and training, assessment training for Year 6 teachers, and STA’s exemplification of standards to assist them in making robust assessments.

Children in Year 2 will be assessed against the KS1 Teacher Assessment Framework for writing. Children who have not completed the KS1 writing programme of study will be assessed using the pre-key stage standards.

Children in Year 6 who have not completed the KS2 writing programme of study will be assessed using the pre-key stage standards.