



Riverside Writing Assessment

Intent

This document has drawn upon a range of current assessment information, including statutory National Curriculum requirements and research to develop this assessment tool.

The document will aid teachers in gaining a deeper understanding of each standard within a year group and the progress children are making across a year. It will assist teachers in identifying gaps in learning and will consequently inform planning. Beyond this, it will support school leaders in the identification of whole school priorities for improvement. Used as a moderation tool for all year groups (from Year 1 to Year 6), it will ensure consistency of judgement both within and across schools.

Implementation

At the end of each Unit A-F we complete an assessment of independent writing pieces within the unit and date any evidence for the standard. Within each unit there are built in opportunities for incidental writes as well as two writing outcomes which we will use as our main basis for assessment.

For children working below year group expectations, teachers will develop individual targets based on the progression documents that focus on the TAF or essential elements statements indicated in bold.

Year 2 and Year 6

*For external moderation of writing in Year 2 and Year 6, evidence is collected for TAF statements shown in bold within these documents. This document includes the entire statutory National Curriculum POS as well as those elements needed for Teacher Assessment Framework (TAF). All statements within each standard are important and must be taught. Please note that TAF statements are indicated by the following symbol for pages that relate to Year 6 and Year 2:

➤ 2018 TAF statements in bold

In addition we will continue to seek guidance from their Local Authority regarding Year 2 and Year 6 moderation of the Teacher Assessment of Writing.



Year 1, Year 3, Year 4 and Year 5

Some statements are indicated in bold as Essential Elements contained within the three standards for each year group. This provides us with a commonality in our approach when making judgements for all years. This can also support us to make internal moderation more equitable with Year 2 and 6 for assessment expectation for this teacher assessment criteria. Please note that Essential Elements statements are indicated by the following symbol for pages that relate to Year 1, Year 3, Year 4 and Year 5:

- ✓ Statements indicate Essential Elements

Guiding Principles

Teacher judgements should be based on a broad range of evidence, which will come from day to day work in the classroom as well as more formal assessments. This will also include work from various curriculum areas other than the one being assessed.

In order to be judged as meeting a particular standard, it is assumed that the child has reached the preceding standard, as well as the standard they are working in, in full.

Qualifiers

In accordance with the Teacher Assessment Frameworks at the end of Key Stages 1 & 2, this document contains qualifiers ('some', 'many' and 'most').

- **'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.
- **'Many'** indicates that the statement is met frequently but not yet consistently.
- **'Most'** indicates that the statement is generally met with only occasional errors.

'Particular Weakness'

In 2018, the STA introduced the concept of 'particular weakness'.

'Teachers can now use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil's attainment overall being made. A particular weakness can relate to a part or the whole of a statement (or statements); the only consideration is whether it prevents an accurate judgement from being made overall. A particular weakness may well relate to a specific learning difficulty, but it is not limited to this. In addition, a specific learning difficulty does not automatically constitute a particular weakness which would prevent an accurate judgement. The same overall standard must be applied equally to all pupils.'

STA 2018



Independent Writing

For the purposes of moderation, the STA have released a definition of independent writing;

'Pupils' writing upon which teachers base their judgements must be produced independently. The national curriculum is clear that writing should also be produced through discussion with the teacher and peers. A piece of writing may provide evidence of a pupil demonstrating some statements independently, but not others. For example, a pupil may produce an independent piece of writing which meets many of the statements relating to composition and the use of grammar, but they did not demonstrate independent spelling where the teacher has provided the pupil with domain specific words or corrected their spelling. This does not mean that the entire piece is not independent.

Teachers may choose to use success criteria in lessons to help pupils to 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; they 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.

Writing is likely to be independent if it:

- emerges from a text, topic, visit, or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about
- enables pupils to use their own ideas and provides them with an element of choice, for example writing from the perspective of a character they have chosen themselves
- has been edited, if required, by the pupil without the support of the teacher, although this may be response to self, peer, or group evaluation
- is produced by pupils who have, if required, sought out classroom resources, such as dictionaries or thesauruses, without prompting to do so by the teacher

Writing is not independent if it has been:

- × modelled or heavily scaffolded
- × copied or paraphrased
- × edited as a result of direct intervention by a teacher or other adult, for example when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct
- × produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text
- × supported by detailed success criteria that specifically direct pupils as to what to include, or where to include it, in their writing, such as directing them to include specific vocabulary, grammatical features, or punctuation'.

