



Believe. Achieve. Succeed Together.

Iver Village Junior School

Assessing impact – Writing, spelling and grammar

Article 28, 29

***Education must develop every child's personality, talents and
abilities to the full***

Impact

Assessment

<u>Type of assessment</u>	<u>How it informs planning, teaching and learning</u>
In lesson assessment	On-going assessment in class during and after each lesson. Yellow highlighting to identify misconceptions/errors. Children have direct feedback and edit with the teacher during lesson or in editing lesson. Children tick their achievements on s/c Teachers tick achievements on s/c and this informs on-going assessment. Targets set to include s/c feature not included/achieved. The impact of marking aids to inform future planning, interventions and support
Daily Assessment	Continuous s/c updated by ticks by both teacher and pupil Yellow highlighting for errors and misconceptions Green highlighting for achievements in drafting books Orange highlighting for successes in publishing books Retrieval practice for grammar points revised Mini-whiteboards to check daily learning during starters Mini plenaries throughout to check progress and understanding.
Termly assessment	Writing moderation between year groups Target Tracker Teach assessment

Pupil voice

Our lessons are exciting and interesting:

- Chn enjoy writing a range of genres
- Chn particularly enjoy having freedom when writing narratives
- They enjoy being read to by their class teacher rather than having audio tapes – easier to understand and more engaged
- Chn enjoy publishing but sometimes find it difficult and hurts their hand if their work is really long

There are resources to help me understand more about the subject:

- Chn like the PPT slides. They find them helpful and clear – particularly when editing
- They think the yellow highlighting is helpful when editing but it is not always there
- Chn enjoyed shared writing but sometimes felt this cut into their independent writing time

Through feedback, I understand how my learning is going:

- Chn find the marking helpful but prefer it written in the margin as it can cut off a piece of writing or interrupt an unfinished paragraph
- Really like the success criteria as it helps them know what to include and what is expected
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I know what my next steps are in my learning:

- They enjoy having the success criteria and the number of ticks marked off by themselves and a teacher
- Some chn felt they would like a copy of the success criteria loose in front of them whilst they write (rather than flick between pages or front cover)
- Chn mostly find writing poetry difficult

We can develop our knowledge of English outside the classroom:

- Some chn enjoy writing for pleasure but some do not
- Most chn enjoy reading for pleasure and find this exciting

We can evaluate our learning after we have finished a topic:

- Success criteria and targets given are helpful
- Enjoy progressing through the number of ticks

Focus:

Pupil group included 24 children from across the school (6 from each year group). They were a mixture of abilities and mainly made up of PP children. This group also included SEN and EAL children.

Strengths:

- They really enjoy class texts
- Enjoy writing a range of genres – particularly narratives
- Love being read to by their class teacher

- Find the PPT slides really helpful – particularly for editing
- Yellow highlighting really helpful when editing
- Enjoy sharing ideas during the input
- Enjoy publishing when not too long
- Like the success criteria
- Enjoy English lessons and find them clear and easy to understand

Areas for Improvement:

- Have a y3/4 spelling list or 5/6 spelling list in their books
- Copies of the success criteria in front of them while writing (don't like flicking between pages or front cover)
- They find writing poetry difficult
- Enjoy 'freedom' while writing narratives (year 6)
- Prefer hearing class text read to them by class teacher rather than audio tapes – more engaging and easier to understand
- Publishing is difficult and hurts their hand if it is a long piece of writing
- Yellow highlighting not always there to help with editing
- Shared writing, when too long, cuts into independent writing time
- Marking in the margin, or at the top of the page, rather than underneath as it interrupts their writing

What have you done in response?

Success criteria given to children to have and use whilst writing.

Y3/4 and Y5/6 spelling list given to each child.

More wow days to encourage, stimulate and create a love of writing.