## English in your Focus Children’s Progress Summary – Phase 2

### Assessing Children’s Writing

Weeks 3 - 7

* Talk to your Teacher Mentor about ways in which children’s writing is assessed, both formatively (AfL) and summatively, at the end of each term. What system does the school use to monitor progress? (Collect a copy of the school’s assessment and marking policy)
* Collect between 4 and 6 pieces of written work showcasing different forms of writing from across the curriculum for each of your focus children.
* Keep a record of the contexts (e.g. was the writing supported by an adult, did the child use a word bank or other resources to scaffold their work) in which the writing was produced and any conversations had at the time with teacher and/or child.
* As each piece of work is collected, use the school’s assessment frameworks, age-related expectations, National Curriculum programme of studies statement and the Writing Developmental Continuum to assess what your focus children can do now and what next steps you have set for them.

Week 7

* Present your evidence at your Focus Children’s Progress meeting and for each focus child set a writing target that you will use to inform your planning over the next two weeks.
* In your English planning, and where appropriate cross-curricular planning, plan to support your focus children to meet their writing targets.
* Continue to gather evidence and monitor progress by observation, developmental marking and use of tracking grids.

Weeks 7 - 9

* In your English planning, and where appropriate cross-curricular planning, continue to plan to support your focus children in meeting their writing targets.
* Continue to gather evidence and monitor progress by observation, developmental marking and use of tracking grids.
* At the end of week 8, review and evaluate each focus child’s progress towards meeting their targets.

Bring all of your notes, your portfolio of children’s writing and Focus Children’s Progress Meeting record to the University English sessions on Monday 31st March. During this session you will use your writing evidence to form teacher assessment judgements in line with the National Standards. You will also have the opportunity to work with your peers to moderate your judgements.

### Planning and teaching writing

During your placement, you will be developing your ability to teach writing. Completing the following tasks will support and evidence your development:

* Observe at least two teachers teaching writing. Focus on how they have planned to teach the process of writing; how they model writing and make use of scaffolds to support writing for each child.
* With the support of your Teacher Mentor plan and teach a lesson where you model writing and use scaffolds effectively to support writing for each child
* Arrange for your Teacher Mentor to observe your lesson and to provide written and oral feedback with developmental targets.
* Demonstrate that you have acted on this feedback by planning and teaching a further lesson or sequence of lessons with a writing focus.