



PROJECT PROPOSAL

# Making Accurate Teacher Assessments in Writing

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Project Timescale: January 2020 - June 2020

Target Audience: Primary schools – Year 3 and 4 teachers,  
English Subject Leaders

## Rationale

As a continuation of the writing moderation project carried out in the academic year 2018-19, we propose focussing on developing the teaching and assessment of writing in Years 3 and 4.

The strengthening of teaching and assessment of writing has proven to be historically difficult in these two year groups due to the transition from Year 2 after the end of Key Stage 1 statutory teacher assessments and the length of time until the next statutory assessment point at the end of Year 6. The standards at the end of each key stage are useful documents to guide teachers in both their teaching of writing and in achieving accuracy of assessment judgements. The lack of standardisation of writing in Years 3 and 4 has always

been problematic. This project will aim to address this lack by developing both teacher subject knowledge of the requirements of the Year 3 and 4 writing curriculum and standardisation materials for use when making assessment judgements in these year groups. The model for writing moderation, developed in the previous year's project will be used to moderate writing judgements in Years 3 and 4

This would satisfy the *Primary Literacy* priority of the Attain development plan.

### **Strategic goals for the project**

- We will aim to deepen the subject knowledge of teachers in years 3 and 4 and improve the delivery of the requirements of the writing curriculum
  - We will aim to produce two standards documents – one for each of the year groups 3 and 4 - that exemplify the expectations of writing in terms of a range of areas in the lower key stage 2 national curriculum requirements
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## **Project Outcomes**

### **Intended Outcomes**

1. The quality of teaching and learning in writing in Years 3 and 4 improves
  2. Teacher assessment judgements in writing are more accurate in lower key stage 2
  3. The progress of focus pupils improves as determined by internal assessment judgements
  4. Class teachers reports an overall improvement in the rate of progress across Years 3 and 4
  5. Pupils entering Year 5 have a greater mastery of the lower key stage 2 objectives
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## Actions

### Participant profile

<u>Reach:</u>	<u>Number of sessions to attend:</u>	<u>Number of participants from each school:</u>
12 schools (2 from each primary cluster)		
<ul style="list-style-type: none"> <li>• A teacher from each of the year groups 3 and 4</li> <li>• English subject leaders from the same schools</li> <li>• Each cluster represented</li> </ul>	9	3

### Intended participants:

There will be a maximum of 15 schools on the project selected on a first-come-first-served basis. Each cluster must be represented and priority will be given in the first instance to those schools that were not lead schools on the writing moderation project last year. All applications from all schools must be received by **Friday 13th December**. If fewer than 15 applications are received from schools that were not lead schools in 2019, the remaining places will be allocated to these schools (lead schools 2019) that have expressed an interest. All schools will be invited to join the project, but allocation of places (and all funds from Attain) will depend on schools being able to sign up to the following requirements:

- Attendance at all sessions is required
- Attendance of the subject leader (or member of SLT if the SL is a Year 6 teacher) alongside the Year 3 and 4 teachers. It is important that the same member of staff accompanies the class teacher at all sessions for consistency and to ensure continuing support in school
- In the subject leadership post for at least 2 years in the same school
- Some experience in moderation – internal or LA external

### Professionals benefitting from the project more widely:

Training provided to the subject leader and the teachers in the central training sessions will be taken back to be applied to moderation/CPD events in the clusters and to the whole lower key stage 2 team within each participating school. The outcomes of the project should be shared with the full teaching staff. The project, standardisation materials will be produced for use borough-wide when making assessment judgements in years 3 & 4.

## Costings

### Venues and Refreshments

	<u>Cost per item</u>	<u>Number of items</u>	<u>Total</u>
<u>Chaucer Centre</u>			
Half a day booking for a room up to 30 people with laptop and projector	£75.00	7	£525.00
Half a day booking for middle hall with laptop and projector	£167.00	2	£334.00
<u>Tea, coffee and cookies</u>			
Session 1	£1.30	30	£39.00
Session 4	£1.30	45	£58.50
Session 7	£1.30	30	£39.00
Session 8	£1.30	30	£39.00

Session 9	£1.30	45	£58.50
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Sandwich lunch

Session 2	£0.80	30	£24.00
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Session 3	£0.80	30	£24.00
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Session 5	£0.80	30	£24.00
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Session 6	£0.80	30	£24.00
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**TOTAL COST: £1,189.00**

**Participant Costs\***

*N.B. Participant costs will be paid at the end of the project, subject to registration for each session.*

	<u>Cost per item</u>	<u>Number of items</u>	<u>Total</u>
12 x Subject Leaders' release time (full day)	£2400.00	4	£9,600.00
12 x Year 3 teachers release time (full day)	£2400.00	2	£4,800.00
12 x Year 4 teachers release time (full day)	£2400.00	2	£4,800.00

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**TOTAL COST: £19,200.00**

**Project Lead Costs**

	<u>Cost per item</u>	<u>Number of items</u>	<u>Total</u>
2 X LA Advisers to lead and support (full day)	£900.00	4	£3,600.00
2 X LA Advisers to lead and support (half day)	£560.00	5	£2,800.00
Single day of each Project Leaders' preparation time	£450.00	10	£4,500.00
			TOTAL COST: £10,900.00

**TOTAL PROJECT COST  
(100% release time funding):      £31,289.00**

**TOTAL PROJECT COST  
\*(50% release time funding):      £21,689.00**

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## Indicative Timetable

**Spring term**

	<u>Participants</u>	<u>Location</u>	<u>When</u>
<b>Introduction to the project</b>	Subject leaders Headteachers	Chaucer Centre	Twilight

- Aims of the project
- Funding
- Requirements from schools
- How the writing moderation model will be incorporated into the project
- Choosing focus pupils to track for the duration of the project

	<u>Participants</u>	<u>Location</u>	<u>When</u>
<b>1. Training for Year 3 teachers and subject leaders.</b>	Class teacher Subject leader	Chaucer Centre	Full day

The training will focus on:

- Ensuring key stage 1 coherence skills are secure
- Subject knowledge input on developing early KS2 writing in terms of devices for cohesion
- \*Bring examples of writing for focus pupils and identify:
- Identify how coherence (KS1) is secure in the pupils' writing
- Identify where, in the pupils' writing, cohesion is being taught and developed through the year 3 curriculum objectives
- Identify skills to be taught as next steps in terms of developing cohesion
- Planning for teaching cohesion in Year 3 in light of next steps identified
- Identify the text-type and genre to be studied and detailing the features (structural and grammatical), that the writing requires
- 'S' plan the writing journey, detailing the skills to be taught with particular focus on cohesive devices

\*Photocopy samples of writing for the sample pupils to show progression over time

Gap task:

*Teach the unit of work 'S' planned in the first session and evaluate the impact on the focus pupils' writing in terms of cohesion*

	<u>Participants</u>	<u>Location</u>	<u>When</u>
<b>2. Training for Year 4 teachers and subject leaders</b>	Class teacher Subject leader	Chaucer Centre	Full day

The training will focus on:

- Ensuring key stage 1 coherence skills and Year 3 cohesion skills are secure
- Subject knowledge input on developing lower KS2 writing in terms of devices for cohesion
- \*Bring examples of writing for focus pupils and identify:
- Identify how coherence (KS1) is secure in the pupils' writing (if required)
- Identify where, in the pupils' writing, cohesion is being taught and developed through the year 4 curriculum objectives
- Identify skills to be taught as next steps in terms of developing cohesion
- Planning for teaching cohesion in Year 4 in light of next steps identified
- Identify the text-type and genre to be studied and detailing the features (structural and grammatical), that the writing requires
- 'S' plan the writing journey, detailing the skills to be taught with particular focus on cohesive devices

\*Photocopy samples of writing for the sample pupils to show progression over time

Gap task:

*Teach the unit of work 'S' planned in the first session and evaluate the impact on the focus pupils' writing in terms of cohesion.*

	<u>Participants</u>	<u>Location</u>	<u>When</u>
<b>3. Training on shared and modelled writing</b>	Subject leader Year 3 teacher Year 4 teacher	Chaucer Centre	Twilight

Year 3 and 4 teachers with their subject leaders. This will demonstrate to teachers how to embed the teaching of grammar skills into shared composition session. (This needs to be very close to the first sessions above)

	<u>Participants</u>	<u>Location</u>	<u>When</u>
<b>4. Evaluation session for Year 3 teachers</b>	Class teacher Subject leader	Chaucer Centre	Full day

Year 3 teachers and subject leaders will attend together, bringing examples of writing from focus pupils taught through the gap task

- Identify skills taught through the 'S' plan and how they are exemplified in the pupils' writing
- Compare the pupils' writing to the examples brought to the first session. Has progress been made?
- Identify next steps for the pupils after analysis of pupils' writing against the NC requirements for cohesion
- As a group, identify good examples of writing for this mid-point in the year. Teachers and subject leaders annotate in terms of use of devices for cohesion
- Subject knowledge input for an aspect of developing cohesion as required
- 'S' plan the next unit, using the identified next steps as teaching points
- Photocopy samples of writing for the sample pupils to show progression over time

Gap task:

*Teach the unit of work 'S' planned in the first session and evaluate the impact on the focus pupils' writing in terms of cohesion*

	<u>Participants</u>	<u>Location</u>	<u>When</u>
<b>5. Evaluation session for Year 4 teachers</b>	Subject leaders Class teachers	Chaucer Centre	Full day

Year 4 teachers and subject leaders will attend together, bringing examples of writing from focus pupils taught through the gap task.

- Identify skills taught through the 'S' plan and how they are exemplified in the pupils' writing
- Compare the pupils' writing to the examples brought to the first session. Has progress been made?
- Identify next steps for the pupils after analysis of pupils' writing against the NC requirements for cohesion
- As a group, identify good examples of writing for this mid-point in the year. Teachers and subject leaders annotate in terms of use of devices for cohesion
- Subject knowledge input for an aspect of developing cohesion as required
- 'S' plan the next unit, using the identified next steps as teaching points
- Photocopy samples of writing for the sample pupils to show progression over time

Gap task:

*Teach the unit of work 'S' planned in the first session and evaluate the impact on the focus pupils' writing in terms of cohesion*

### Summer term

	<u>Participants</u>	<u>Location</u>	<u>When</u>
<b>6. Creating a Year 3 collection</b>	Subject leaders Class teachers	Chaucer Centre	Twilight

Year 3 teachers bring to the session, final pieces of writing for their focus pupils Together with subject leaders, analyse and annotate for cohesion

LA advisers to publish the examples of writing using the teachers' notes and annotation to produce a collection of Year 3 writing to be used for moderation.

	<u>Participants</u>	<u>Location</u>	<u>When</u>
<b>7. Creating a Year 4 collection</b>	Subject leaders Class teachers	Chaucer Centre	Twilight

Year 4 teachers bring to the session, final pieces of writing for their focus pupils  
Together with subject leaders, analyse and annotate for cohesion

LA advisers to publish the examples of writing using the teachers' notes and annotation to produce a collection of Year 3 writing to be used for moderation.

	<u>Participants</u>	<u>Location</u>	<u>When</u>
<b>8. Year 3 and Year 4 moderation event</b>	Subject leader Year 3 teacher Year 4 teacher	Chaucer Centre	Half day

Year 3 and Year 4 teachers bring writing for a sample of their pupils (not their focus pupils) to moderate as a group.

Subject leaders lead group moderation using the moderation model, implementing the Year 3 and Year 4 collections created on the project.

### **Autumn Term**

Circulate the Year 3 and Year 4 writing collections to be used by schools for internal and cluster moderation.

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## **Evaluation**

Merton School Improvement recommends assessing the impact of the activities above over a period of two years between Autumn 2019 and Autumn 2021, when the full impact of some of the moderation practices will have embedded.

An interim evaluation will be carried out in Autumn 2020.

All evaluations will be made according to the realisation of the outcomes outlined below:

1. The quality of teaching and learning in writing in Years 3 and 4 improves
2. Teacher assessment judgements in writing are more accurate in lower key stage 2
3. The progress of focus pupils improves as determined by internal assessment judgements
4. Class teachers reports an overall improvement in the rate of progress across Years 3 and 4
5. Pupils entering Year 5 have a greater mastery of the lower key stage 2 objectives