



Independent
Association of
Prep Schools

R08: Writing assessment and moderation in the primary setting

Date: Thursday, 25 January 2024
Venue: Mary Ward House, WC1H 9SN
Cost: £229 (£329 for non-IAPS members)

This course will give Heads of English confidence in the way in which writing is assessed in the primary setting. It will provide guidance as to how to assess and moderate children's writing accurately, together with supporting materials to aid the process.

Sarah Carpenter is a Specialist Improvement Adviser for Maths and English at The Education People who offer education support and guidance covering the whole age range from early years to adults. Their diverse range of products and services are created by our educational experts who have a wealth of experience as headteachers, senior leaders and accomplished trainers. Sarah is an STA approved lead moderator, regularly delivering CPD on assessment.

Audience: Heads of English across Key Stages 1 and 2, English teachers, Assessment Leads

Objectives: Consider the purposes of assessing pupils' writing. Explore curriculum sequencing of writing as a tool for monitoring pupils' attainment and progress.
Identify the key features of age-related writing within each phase.
Understand the features of effective models of moderation.

Course Director: Ellen Sutherland, IAPS English subject adviser/Head of English at Prospect House School

Presenter: Sarah Carpenter



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Time	Activity - <i>Speaker</i>
1000	Registration and coffee
1030	Welcome and introduction
1035	Session 1: Progression and Attainment
1230	Lunch
1330	Session 2: The Process of Moderation
1430	Break
1445	Session 3: Next Steps
1545	Closing messages
1600	Course ends

Things to bring to the training day:

1. A laptop
2. Either a Y2 or Y6 average pupil's book(s)
3. Books from an average pupil in either Year 1, 3, 4 or 5



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Session 1: Progression and Attainment

- Why do we assess?
- What do we currently use?
- What does progression look like?
 - Exploration of progression in sentence building
 - Introduction to the Kent Snapshots
- What does age-related writing look like?
 - Evidence review - Y2 DfE exemplification for a pupil writing at the age-related expectation
 - Evidence review - Y4 Kent Standards File for a pupil writing at the age-related expectation

Session 2: The Process of Moderation

- How can we ensure moderation of writing is effective?
 - What counts as independent work?
 - What might over-scaffolding look like?
 - Can we identify the difference between Success Criteria that instruct and those that guide?
- Moderation of pupils' work [**see 'things to bring to the training day'**]

Session 3: Next Steps

- Can we identify a pupil's next steps to guide teaching and inform parents?
- How can we provide challenge for higher attaining writers?

Closing Messages

- What are our next steps?
- What further training is available?



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