



Assessment and moderation of writing **at Town Field (including comparative judgement)**

There are a number of different elements of assessment of writing that support teaching and learning of writing at Town Field.

Ongoing formative assessment

Throughout each writing unit, teachers are continually assessing pupils' understanding and application of writing skills and time is structured within the writing sequence to enable pupils to respond to teacher feedback as well as self and peer- assess against established writing goals.

Termly summative assessment

At the end of each term, teachers assess pupils by reflecting on the collection of writing that's accumulated over the term and evaluating it against criteria based on key learning as set out in the national curriculum.

Comparative judgements

We also participate in a process of comparative judgement through '*No More Marking*'. Each year group within KS1 and 2 have the yearly opportunity to participate in a form of national assessment where teachers are asked to directly compare one piece of writing with another and judge which is the better piece. Judgements are moderated and highly standardised as this takes place on a large scale with thousands of pupils and staff participating. This enables us to add additional rigour within our assessment processes.

Moderation

At Town Field we value the opportunity to moderate pupils' writing not only to ensure accurate and robust judgements but also to enable valuable CPD for all staff. We moderate termly with opportunities to moderate across phases, alongside subject lead (thus enabling quality-assurance processes to take place) and with partner schools.