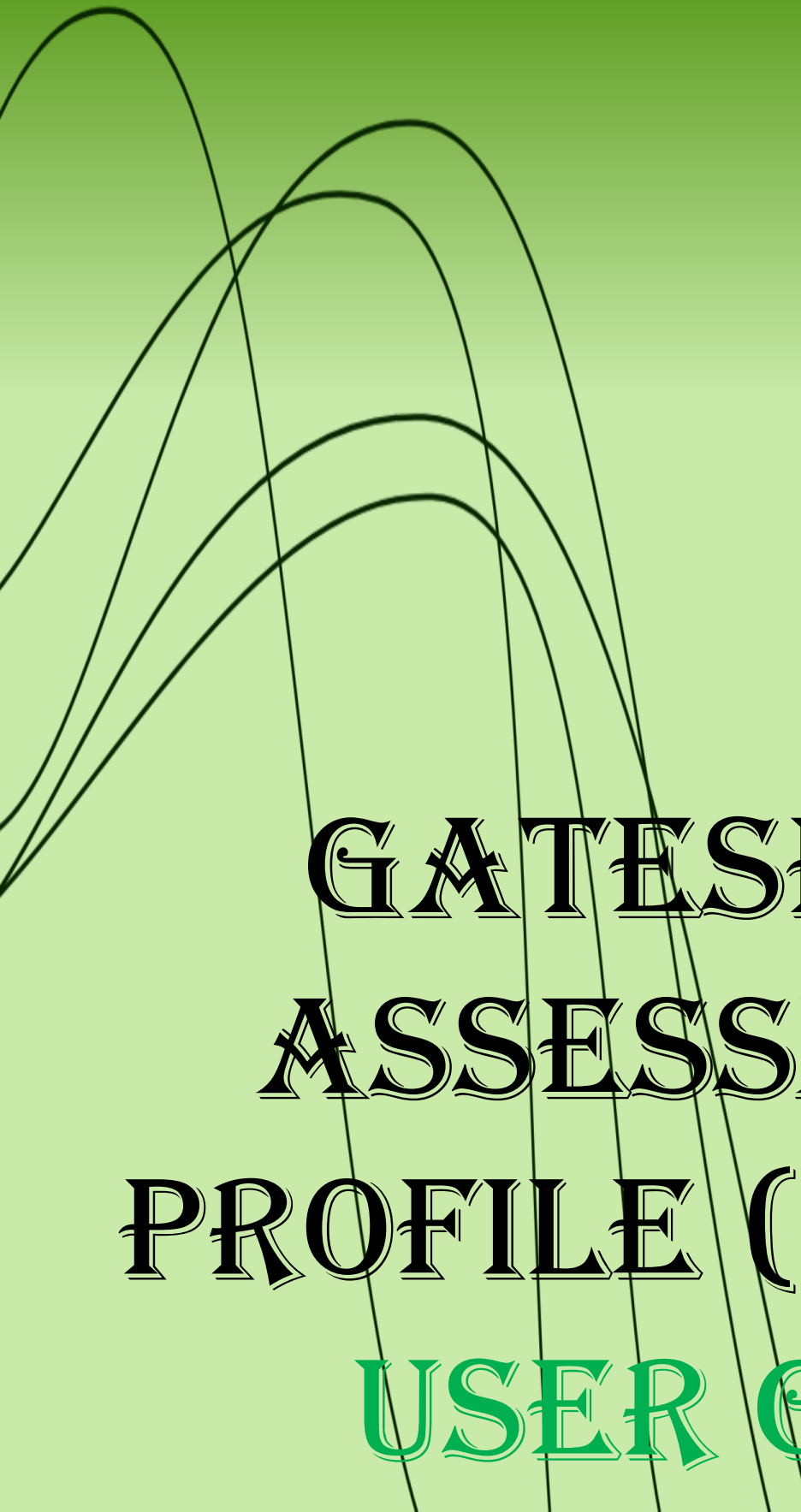




GATESHEAD ASSESSMENT PROFILE (GAP) USER GUIDE

GAP User Guide

The Gateshead Assessment Profile (G.A.P.) has been developed to build on the principles of effective assessment:

- that assessment informs the teacher about a child's knowledge and understanding;
- that this information should be used to help a child understand how they can improve;
- that assessment is inclusive;
- that it informs future planning and
- that gaps in knowledge can be identified and addressed so that progression in learning is secure.

How is the Writing GAP organised?

1.	educationGateshead writing assessment for all educationGateshead ASSESSMENT PROFILE (G.A.P.) YEAR 4 Year 4 (pupil can...) COMPOSITION: - Write coherent narratives where the main events are correctly sequenced and signposted for the reader (using devices such as time markers and subordination conjunctions) - Write in a well-structured form that is appropriate for the genre - Organise ideas into paragraphs around themes - Use coordination and subordination to link and expand ideas (particularly taught conjunctions) - Choose adjectives to fit the text - Use a variety of adjectives to describe people, places and events - Use a variety of adjectives to describe people, places and events - Use a variety of adjectives to describe people, places and events SENTENCE STRUCTURE: - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) COMPOSITION & EFFECT: - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) PUNCTUATION: - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) Handwriting: - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she)	Year group specific grids which outline the concepts, skills and knowledge to be taught and secured in each year group. These consist of 'pupil can' statements to judge the writing against and assess whether children are beginning, embedding, secure or demonstrating a deeper understanding.
2.	Year 1 (pupil can...) COMPOSITION: - Write simple sentences where the main events are correctly sequenced and signposted for the reader (using devices such as time markers and subordination conjunctions) - Write in a well-structured form that is appropriate for the genre - Organise ideas into paragraphs around themes - Use coordination and subordination to link and expand ideas (particularly taught conjunctions) - Choose adjectives to fit the text - Use a variety of adjectives to describe people, places and events - Use a variety of adjectives to describe people, places and events SENTENCE STRUCTURE: - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) COMPOSITION & EFFECT: - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) PUNCTUATION: - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) Handwriting: - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she)	Expanded 'Pupil Can' Statements These aim to support class teachers to develop subject knowledge and knowledge of the year group expectations. The expanded statement document explains grammar terms in detail, describes what the grammatical feature might look like in a pupil's writing and highlights possible 'pitfalls' and challenges to be aware of. Teachers are also reminded of previously taught skills and understanding that they need to revisit and embed. SENTENCE STRUCTURE CORDINATING CONJUNCTIONS - and, but, so, or The children should know that the clauses need to make sense on their own e.g. <i>The biggest rainforest is the Amazon rainforest and it is about the size of the USA.</i> Half of the animals in the world live in rainforests <i>so</i> we must protect them.
	Year 4 High Attainers (pupils can...) COMPOSITION & EFFECT: - Write coherent narratives where the main events are correctly sequenced and signposted for the reader (using devices such as time markers and subordination conjunctions) - Write in a well-structured form that is appropriate for the genre - Organise ideas into paragraphs around themes - Use coordination and subordination to link and expand ideas (particularly taught conjunctions) - Choose adjectives to fit the text - Use a variety of adjectives to describe people, places and events - Use a variety of adjectives to describe people, places and events SENTENCE STRUCTURE: - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) COMPOSITION & EFFECT: - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) PUNCTUATION: - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) Handwriting: - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she) - Use a variety of sentence structures to create a range of effects: Adverbials, subordination, subject reference (e.g. The boys, the girl, I, she)	It can be difficult to articulate what high attaining writing looks like in each year group and what features and evidence the teacher would expect to see. Expanded 'Pupil Can' Statements have been included for children who have secured and mastered the year group expectations and are working at a deeper level – deliberately controlling grammar and vocabulary.

GAP User Guide

Formative assessment should be the foundation of learning and teaching. The most fundamental use of assessment is to build children's understanding and improve and build on their learning.

The 'pupil can' statements in the Assessment Profile grids match closely to statutory curriculum content (National Curriculum 2014 Programme of Study) and to expectations in the Teacher Assessment Frameworks (end of key stage writing assessment).

GAP is intended to be used for ongoing, formative assessment throughout the year. The resources provided are designed to support teachers to understand expectations and next steps for the children in each year group (Y1-6). Many schools have timetabled assessment points, usually twice or three times a year (e.g. Autumn, Spring and Summer term assessment), where teachers are asked to make judgments on the children's current stage of attainment. These assessment points are used to help us to review progress and needs within each year group: Which children on track? Who do we need to give additional support to? What interventions do we need to plan? Are there particular strands or areas of writing that are weaker as the class move forward into next term?

Teachers can use GAP to assess children's progress towards the end of year expectations e.g. *'At this point in the year is the child is...'*

B – Beginning 	E – Embedding 	S – Secure 	H – High Attainer 
Beginning to develop Year 4 expectations	Embedding understanding of Y4 expectations	Securely demonstrates application of Y4 expectations	Deeper understanding of Y4 expectations
Children who are in the early stages and just starting to develop their understanding. At this stage, they need adult support and guidance and may struggle to apply features taught to their independent writing	Understanding is embedding and skills and writing techniques are featuring more frequently within their independent writing. They still need guidance and plenty of practice but are gaining confidence and control.	Children who are able to apply the year group expectations across their writing with confidence and some control. (Remember – not every feature in every piece of writing. Grammar and writing techniques applied 'as appropriate' to purpose, genre and audience)	This descriptor is for those children who have secured and mastered the year group expectations and are working at a deeper level – deliberately controlling grammar and vocabulary. They demonstrate this consistently across their writing. (*not a descriptor to apply to the highest attainers in that cohort – it is to be applied against National Curriculum expectations)

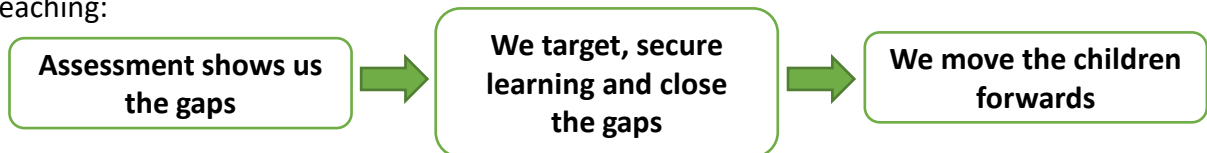
We would expect most children to move from 'Beginning' to 'Secure' over the course of the year. This would be the typical and expected progress. Of course, we know that learning rarely happens in a smooth and linear way and many children will have strengths in one writing strand (e.g. composition) while they are just beginning to understand another (e.g. punctuation). This is why

GAP is organised into different strands – so that teachers really get to grips with what children need and where their strengths lie.

There will be many scenarios related to individual children’s knowledge and understanding that don’t fit to the ‘typical’ picture of progress e.g.

- SEND pupils who are accessing a P.o.S from a much earlier year group and need to be assessed against more individualised targets.
- What about children who are still working towards some of the ‘pupil can’ statements from the previous year group e.g. child is in Year 4 but embedding some Year 3 expectations? These children will move into Year 4 and access many aspects of the Year 4 curriculum while practising, embedding and securing gaps in learning from Y3. The Y4 class teacher would continue to use the Y3 ‘pupil can’ assessment grid and the ‘expanded pupil can statements’ from Y3 to support him/her to understand where the child is and where to move them to next to secure progress.

Explaining this in writing for this guide makes it sound more complicated than it really is! What effective teachers do is to make good use of formative assessment by feeding what they learn about the strengths and needs of individual and groups of children into the next steps in teaching:



Also, the curriculum is progressive and we are layering and building the learning year on year (not teaching a completely different set of skills and understanding). This means that if children entering Year 4 have yet to secure Y3 expectations on how they vary sentence openers, they don’t need a different curriculum to ‘on track’ pupils. The teacher needs to know what the children already know about openers, how they currently apply them in their writing and where to move them next. The progression grids can help teachers to see this at a glance:

Extract from the ‘Sentence Structure Progression Grid’	Year 3 expectations	Year 4 expectations
	*Frequently uses adverbs and adverbial phrases as sentence openers and within sentences *Uses prepositions appropriately	Will vary sentence structure by using a range of openings: *Fronted adverbials e.g. <i>Sometime later...</i> (when) <i>Running quickly...</i> (how) <i>In the next room...</i> (where) *Subordination *Subject reference (e.g. The boys, Our gang...) *Speech

Some of the ‘pupil can’ statements contain qualifiers to indicate the extent to which pupils should demonstrate the knowledge or skill required. Where qualifiers are used, they have consistent meaning:

SOME:

Indicates the knowledge or skill is **starting** to be acquired and is demonstrated correctly **on occasion**, but is not yet consistent or frequent

FREQUENTLY:

Indicates that there will be **many** examples and the skill or knowledge is frequently, but not yet consistently, demonstrated.

MOSTLY or USES:

Indicates the statement is **generally met** with **only occasional errors**.

How should the Assessment Profile be used?

Teachers should **over time and a range of writing tasks and curriculum areas** make judgements on the extent to which children demonstrate skills and knowledge and how secure they are.

A range of writing tasks:

- Always consider 'a collection' of work from the child and NEVER give a termly or end of year assessment based on one piece of writing
- Look closely at individual pieces and assess against the 'pupil can' statements. This close analysis will help you to identify possible strengths and weaknesses and may give a 'line of inquiry' that you want to follow through for a child e.g. there is very limited use of subordination in this piece. Is this usual for him/her? Have they applied subordination in other pieces? Is this something I need to revisit with him/her and a gap in learning?
- Look across several pieces and consider different types of writing (narrative, various non-fiction genres, levels of formality (in UKS2) etc).
- The judgement should reflect what you typically see in a child's work. Most children will have occasional 'off days' and produce pieces that aren't up to their usual standard – don't make a judgement based on an untypical weak piece. Equally, a child may produce a piece that is significantly better than usual but all the other pieces in his/her collection sit comfortably within a different judgement range. Don't judge the child beyond their typical attainment based on one 'stand-out' piece.

Formative and Summative Assessment:

- In order to ensure that assessment information is accurate, the school should have secure moderation procedures in place.
- Throughout the year, GAP is used to support formative assessment – identifying strengths, weaknesses and gaps in order to feed this assessment information forward into teaching that is targeted and focuses on ensuring that gaps are closed, and children are ready to progress (progress is defined by James Pembroke as 'catching up, filling gaps, deepening understanding and overcoming barriers')
- If you are using GAP at the end of the year to support a summative judgement against the year group expectations, it is important that all year groups implement a 'secure fit model'. Statutory assessment and the Teacher Assessment Framework (TAF) works on a secure fit model i.e. a pupil's writing should meet **all** the 'pupil can' statements in order to be judged as secure. It makes sense that GAP works on the same principle too, so that each year group is consistently judging 'secure' and 'meeting the expected standard' using the same criteria.

Imagine the scenario where non-statutory assessment year groups follow a 'best fit model' when judging children's writing attainment. This might lead to teachers assessing children as being secure even though there are gaps in learning. Inaccurate and inflated assessment information could then be passed between year groups and a child might reach Year 6 having been judged as secure throughout KS2 whereas gaps in understanding mean s/he is actually embedding understanding and not yet secure. The Year 6 teacher would apply the secure fit model to the TAF and moderators would do the same. Potentially, depending on the gaps in understanding, this could mean that a child who was seemingly secure all the way through school is judged as WTS rather than the anticipated EXS at the end of KS2.

A judgement of 'secure' should mean the same thing in all year groups.

Meeting **all** pupil can statements:

This has been much discussed as part of statutory assessment and moderation. There is 'room' within this statement to assess a child as secure who has a weakness in maybe one or 2 aspects of their understanding. In past training, we have phrased it in this way to explain the idea to teachers:



*"They don't yet have a secure understanding of (insert description of the particular weakness here) but this is a particular weakness and it would **misrepresent this child's writing ability**, technique and knowledge to judge them at the embedding stage when they are actually **secure in every other way**."*

What constitutes a particular weakness?

- A particular weakness is an aspect of an individual's writing over which the teacher can use their discretion to determine that, despite them not meeting or only partially meeting that 'pupil can' statement, the pupil is securely meeting the year group expectations
- **Fundamental weaknesses** (e.g. not applying or understanding full stops and capital letters in KS2) can not be classed as a particular weakness. This kind of gap in understanding is too big and too important to cohesion, composition and effect.



We would never say:

'Despite not being able to punctuate sentences, she is a secure Year 5 writer.'



We might say,

'He is secure in every aspect of Year 5; however, he doesn't understand plural apostrophes and applies them incorrectly. I'll highlight this to the Y6 teacher on transition.'

Record Keeping

How class teachers record assessments and the record keeping system is a matter for individual schools.

Many Gateshead school use the **Periodic Assessment Tracker (PAT)** to monitor groups and cohorts throughout the year and to provide information on transition. The revised GAP for writing continues to support the judgements that feed into this system.

Your school may have their own well-established reporting system or use a published system. If this is the case, GAP would support teachers to make formative assessments of pupils' writing throughout the year, which would support any final, summative judgements made.

Transition

We know that it is good practice to share formative assessment findings and any weaknesses or gaps in learning with the receiving teacher as part of the transition process. Receiving teachers then have a clear starting point:

- an overview of the attainment of the cohort and individual children

Ready to Progress +	Confidently and securely meeting year group expectations and attainment goes beyond this. Overall high attainment
Ready to Progress	Overall secure and meeting the statements. Demonstrating expectations consistently
Consolidation Needed	Is working within the expectations but needs more time to practise, embed and consolidate these. Some additional support will be required
Intervention Required	Needs much higher level of support and intervention planned on entry to Year _____

- an understanding of key areas to target on entry
 - know the children with significant gaps/needs and what these gaps are
 - a plan for interventions
-

We hope you have found this overview useful. If you have any queries about implementing or using GAP for Writing in your school, please discuss these with your Gateshead School Improvement Partner (SIP) or contact Paula Thompson (English Consultant)
paulathompson@gateshead.gov.uk

HUGE THANKS go to the following teachers and schools for their time and expertise in reviewing the Writing GAP and assessment grids. These teachers worked together to ensure that the expectations are in line with the 2014 National Curriculum and the STA Teacher Assessment Framework while being useful and user friendly for class teachers:

- Britany Parker – Brandling Primary School
- Danielle McInnes – St Augustine’s RC Primary School
- Vicky Clelland – Ravensworth Terrace Primary School
- Beverley McCallion – Bede Primary School
- Eleanor Scott – Bede Primary School
- Richard Gribbin – St Oswald’s RC Primary School
- Russell Warren – Swalwell Primary School

