**EPA Writing Assessment Process 2025/26**

**Why are we changing our writing assessment approach?**

* The changes to the writing assessment approach across EPA schools aim to ensure greater consistency, accuracy, and rigour in how writing is judged at key points in the year.
* Historically, moderation at AP1 and AP2 has lacked clarity due to the mismatch between end-of-year descriptors and mid-year assessments, variability in curriculum coverage, and inconsistent expectations for independence and Greater Depth (GD) writing.
* To address these issues, EPA Trust is introducing termly Fundamental Writing Competencies (FWCs), a more rigorous writing portfolio model including tepid writes (semi-independent pieces), and clearer definitions and exemplars for GD.
* These changes will provide teachers with shared benchmarks and exemplars to improve assessment accuracy, enable more targeted teaching, and support professional development. Ultimately, this will raise writing standards and help more children meet GD expectations, supporting the Trust-wide goal of improving combined outcomes.

**What does the writing assessment process look like?**

**Assessment Evidence** will come from both:

Writing Assessment Evidence is collected

* + *Published writing pieces* at the end of a writing journey.
  + More reliably, *tepid writes* (semi-independent tasks) that are planned into the summative assessment window (e.g. between AP1 and AP2).
* At each assessment point (AP1, AP2, AP3), there are approximately:

Writing Frameworks are used to make judgements

* + **6 Composition statements**
  + **6 Vocabulary, Grammar & Punctuation (VGP) statements**
  + **2–3 Transcription statements**  
    These must be **secure** to judge a pupil as working at the Age-Related Expectation (ARE).
* A pupil may still be judged as ARE if they are secure in all but **one specific area**, such as:
  + Handwriting
  + Spelling
  + Standard English
    - * If a pupil is clearly secure in all ARE criteria, teachers may refer to the layered Greater Depth (GD)criteria for that assessment point, which also includes composition, VGP, and transcription elements.
* Teachers will record judgements for each child on the assessment spreadsheet, marking each statement as green (secure) or red (not yet secure).

Writing Assessment Record is completed

* + This acts as a diagnostic tool to identify gaps.
  + The spreadsheet auto-calculates cohort-level data, supporting planning for whole-class, small-group, and individual intervention.
* The frameworks do **not** assess every single taught objective: just as in maths and reading, some objectives are harder to assess via formal outcomes.
* **Unassessed but essential skills** (e.g. *planning, idea generation*) must **still be taught and embedded**, even if not directly reflected in assessment criteria.

**Writing Statement Progression**

The progression of the statements from AP1 to AP3 reflects a developmental journey towards independence and refinement in writing.

**For Composition**, pupils move from **securing core skills** such as structure, clarity, and basic paragraphing at AP1, to **developing range and control** at AP2; this includes experimenting with form, enhancing description, and achieving cohesion across paragraphs. By AP3, children are expected to demonstrate **independent application**, shaping their writing with fluency and editing deliberately for effect.

**For Vocabulary, Grammar and Punctuation (VGP)**, pupils begin by securing the **foundations of sentence construction and vocabulary use** at AP1. At AP2, they develop **greater control and variety**, using increasingly complex grammatical structures. By AP3, they should demonstrate **confident, accurate, and flexible application** of grammar and punctuation to enhance meaning and impact.

**For Transcription**, AP1 focuses on **accuracy in basic spelling and letter formation**, establishing fluent transcription habits. AP2 sees the development of **greater consistency and control**, including the secure spelling of more complex words and joined, legible handwriting. At AP3, pupils are expected to write with **automaticity, fluency, and accuracy**, presenting their work clearly and consistently with attention to detail.

**The writing statement areas**

**What is meant by Composition’?**

Composition is the process of crafting writing that is purposeful, well-structured, and engaging for the reader. It involves writing with a clear **awareness of audience and purpose**, using structure, vocabulary, and detail to create a specific **effect on the reader,** whether to inform, persuade, entertain, or evoke emotion. Strong composition also includes **planning and organising ideas**, **developing content** (such as character, setting, and plot in narrative), and using **paragraphing** and cohesion to guide the reader through the text. It requires **reviewing and improving** writing to ensure clarity and impact. Crucially, children should draw on **models and techniques from their reading**, using what they have seen in high-quality texts to shape their own writing choices.

**What is meant by Vocabulary, Grammar and Punctuation (VGP)?**

Vocabulary, Grammar and Punctuation (VGP) refers to the technical accuracy and precision with which pupils construct their sentences, and the **choices they make to enhance meaning and effect**. It includes **tense control** and **subject–verb agreement**, ensuring writing is coherent and grammatically accurate. It covers the use of **punctuation** to separate clauses and sentences, including accurate **speech punctuation**, and the deployment of **subordinate clauses** to add detail and complexity. Pupils should use a range of **adverbials for time, place, and cause**, as well as other grammatical devices, to vary sentence openings and link ideas.

In terms of vocabulary, pupils are expected to make deliberate, purposeful word choices—selecting words for precision, impact, or tone. This includes **lifting or adapting vocabulary and phrasing from texts they’ve read**, such as adjectives, verbs, or repeated refrains, to enhance their own writing. The emphasis is not only on correctness but on using grammar and vocabulary to make writing more powerful, fluent, and fit for its intended audience and purpose.

**What is meant by Transcription?**

Transcription refers to the accuracy and fluency with which pupils **encode their ideas into written form**, focusing on **spelling, handwriting, and general presentation**. It includes secure knowledge and application of spelling rules and patterns, including **age-appropriate common exception words** and **morphological knowledge** (such as prefixes and suffixes). Pupils are expected to spell words correctly and consistently across their writing.

In handwriting, transcription involves forming letters correctly, joining fluently (where appropriate for the year group), and maintaining a consistent and legible style. Presentation should reflect the pupil’s pride in their work and be appropriate for the audience and purpose. While some transcription elements (such as handwriting and spelling) can form barriers to an ARE judgement, a child may still be judged as working at the expected standard **if one of these are the only insecure elements and all compositional and grammatical aspects are secure**.

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