

## Worked example

# Writing instruction framework

A template for primary school principals and leaders

This is a worked example of how the writing instruction framework was applied from the perspective of school leaders in a primary school.

The intent of this framework is to show how the school approaches and implements the effective teaching of writing and writing assessment, and to evaluate oppor12.2 (7 0 T-12.4 (i)3.1 (3 (e)-12.3 ( t[( )Tj pp)-12.2 0(ng

	What we currently do in our school	What else needs to be done?
<b>Developing teacher expertise</b>		
We provide professional learning opportunities for teachers to develop their skills related to writing instruction and assessment.	We provide instructional coaching, unit and lesson planning scaffolds (including pre-prepared curriculum), and professional learning.	Monitor the impact of coaching and professional learning; evaluate the effectiveness of planning scaffolds.
We are intentional in our selection and planning of high-quality, evidence-based professional learning opportunities about writing for all staff, from both internal and external providers.	We select high-quality, evidence-informed or evidence-based professional learning options for all staff.	Provide targeted professional learning opportunities for team leaders; for example formal implementation/leadership training in programs that are being used.
Those leading curriculum design, curriculum delivery, assessment and instruction in writing are experts in the writing domain.	The English and Literacy Leader is an expert in reading and writing.  The Learning Specialist is	

	What we currently do in our school







	What we currently do in our school	What else needs to be done?
<b>Assessment and feedback</b>		
We align our assessment practices with our writing goals, curriculum and instructional methods.	<ul style="list-style-type: none"> <li>x We have total alignment between assessment practices, scope and sequence goals/details, curriculum map and instructional techniques.</li> <li>x We ensure that the knowledge and skills included in our scope and sequence document are assessed across the year.</li> </ul>	Continue to ensure alignment.
We regularly review assessment data and adjust instruction accordingly, particularly to close achievement gaps.	Writing assessment and evaluation occurs twice per year as a whole-school process.	Continue to ensure this process is rigorous.
We use both formative and summative assessment data to plan and review approaches in the writing domain.	Formative and summative assessment data are used to evaluate student progress/instructional effectiveness at the whole-school level and in teams.	As above.
Teachers are supported to make reliable and consistent judgements; for example, through moderation or comparative judgement processes.	We use comparative judgement as a tool to improve reliability; we have designed writing evaluation tools that reflect the knowledge and skills detailed in our own scope and sequence documents as well as the Victorian Curriculum.	As above.







