**Teacher Reflection on Writing Practice**

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|  | Yes | No | What I need to develop |
| I have baseline data of each student’s writing – especially in this subject |  |  |  |
| I have found out what my students already know about the current learning - ideas |  |  |  |
| I have clearly identified the writing skills and criteria needed for success in this task at this level  |  |  |  |
| Students know WHY they will write |  |  |  |
| Students know what FORM the writing will take |  |  |  |
| Students understand any assessment criteria before they begin to write – they know WHAT they are writing, can explain the task in their own words and know what matters |  |  |  |
| Students have seen and analysed examples of what a good piece of this writing looks like  |  |  |  |
| I have used a range of activities to check and/or develop the words/vocabulary before writing begins |  |  |  |
| Students know HOW to go about this kind of writing –including structures and patterns |  |  |  |
| Different levels of scaffold are available to meet the range of individual need and capability |  |  |  |
| Students have a chance to practise this writing before summative assessment  |  |  |  |
| I have a process to give students feedback that is visible, on-going and has checks that my comments are understood and used for improvement |  |  |  |
| There are checkpoints at which students can describe the current level of their writing, what to do next and any help they need |  |  |  |
| Students have an opportunity to improve a draft following feedback (where possible) |   |  |  |
| Structured peer discussion and feedback is used to improve writing (where possible) |  |  |  |
| I have a process to track the development of writing for each student in this subject. |  |  |  |