Big Write & VCOP

About the Provider

Australian Business Number (ABN)	88153042338
Legal Name (Entity or Holder name)	Andrell Education Australasia Pty Ltd
Business or Trading Name (if applicable)	Andrell Education
Postal address	29 Huntingtower Cres, Langwarrin. Vic 3910
Mobile phone number	0407874829
Website address	www.andrelleducation.com.au
Contact Person	Samantha Taylor

Description of Provider

Description

Andrell Education has been in operation since 2011, providing literacy training to educators, by our team, who all have extensive experience in the Big Write and VCOP writing approach and are all trained educators.

Big Write and VCOP is designed to bring the fun back into writing, to make the children want to write and to be continuously challenged throughout the writing journey. Through games, activities, writing tasks, conversations and discussions, students will learn not only where their abilities lie in a fun and engaging way, but also the steps they need to take in order to continue to improve.

Big Write and VCOP is a methodology for raising the standards in writing across all ages and ability levels throughout Australasia. It seeks to address the reasons why there are falling standards in writing. Based on the premise that 'if they can't say it, they can't write it', we scaffold the learning to allow children to become articulate thinkers and speakers, who will then become articulate writers. It is a differentiated approach suitable for pre-writers, all the way through secondary school. Underpinning the progress the students will achieve is the 'back to basics' approach of teaching the building blocks of writing through the use of the GHaSP method.

Big Write comes with a comprehensive, evidence-based assessment tool (linked to the Australian Curriculums), that develops consistency and accuracy of writing assessment right across your school. The Student Friendly Criterion Scale empowers the children by allowing them to analyse where their skill set lies, and specifically what steps they need to take in order to move forward.

Course List

A potential provider can submit one or more courses using this application form. You are required to list courses in the table below and then provide a detailed description of each course on the subsequent pages.

Course	Course title	Standard Descriptors addressed	Duration	Mode of delivery
1	Introduction to Big Write and VCOP	2.5.2, 1.5.2, 3.5.2, 5.2.2, 4.1.2, 3.6.2, 5.1.2	5.5 hours	face-to-face
2	Big Talk for Pre-Writers	1.1.2, 1.2.2, 1.5.2, 2.5.2, 3.5.2, 4.1.2	5.5 hours	face-to-face
3	Integrating VCOP into Classroom Practice and Planning	1.5.2, 2.3.2, 2.5.2, 3.2.2, 3.5.2, 4.1.2, 5.2.2	5.5 hours	face-to-face
4	Assessment and Data Tracking	2.3.2, 3.6.2, 5.1.2, 5.2.2, 5.3.2, 5.4.2	5.5 hours	face-to-face

Course Background

Course (see the Course List)	4
Course title	Assessment and Data Tracking
Target audience (check all that apply)	☐ Early childhood teachers ☒ Primary teachers ☒ Secondary teachers
Specific features of target audience (eg history teachers, teacher-librarians, principals, K–2 teachers)	Educators of the English curriculum and Leadership
Duration (not including breaks for lunch etc)	5.5 hours
Mode of delivery	face-to-face
Cost of course	$297 per person for open sessions at venues (inc GST) Varied price for school bookings based on location and size.

Learning Objectives

Learning objectives are descriptions of what learners should know, understand and be able to do by the end the course. State the learning objectives of the course by referring to what teachers will gain in terms of their professional knowledge, professional practice and/or professional engagement.

Make explicit connections to the selected Standard Descriptors identified in the Course List.

Learning objectives
By the end of the course, teachers will be confident in reading, levelling, and marking student writing data with The Australian Criterion Scale. They will be able to analyse and evaluate student understanding of subject/content knowledge to identify intervention and modify teaching practices from the information they collect (5.4.2). Through participating in writing assessment moderation activities, attendees will be able to understand and support each other in making consistent and comparable judgements of student learning (5.3.2). They will then use the information they collect in the assessments to design teaching programs, using knowledge of the curriculum, assessment, and reporting requirements. They will be using some of their own student samples for moderation so they can use the evidence they collect to evaluate their current programs, and then implement changes directly into their classrooms upon course completion. (3.6.2 & 2.3.2). They will learn to use the Cold Write student samples for both summative and formative assessments strategies (5.1.2). They will do this by learning how to mark by filling in the moderating (marking) template. Then reading and analysing the assessment data to provide timely, effective, and appropriate feedback to learners about their achievements relative to their learning goals (5.2.2 & 3.6.2). This skill will then transfer to the more informal writing samples collected during the year through the Big Writes and daily writing tasks (5.1.2).

Rationale and Research Basis

Outline the reasons for offering this course. You should consider the need this course addresses for teachers and include an overview of how relevant and reliable research relates to the content of the course. Provide references as necessary in the reference list.

Rationale and overview of research
The majority of teachers have admitted they are lacking the necessary skills needed to analyse students writing in order to be able to accurately identify strengths and weaknesses. In addition, the content covered is limited to the curriculum content, not the student's actual needs. We also have teachers whose personal judgement towards the storyline, spelling and handwriting, overshadow other less obvious skills such as; vocabulary, sentence structure, grammar, text features etc. The verdict remains the same for both, the child needs to write more, write neater and spell better in order to become a better writer.
When it comes to the assessment of writing in schools, often teacher judgement affects the outcomes. It becomes teacher lotto as to whether a student will score one way or another in any given year. A perfect Bell Curve appearing in classrooms, does not reflect the reality of the writing skill within the room. Consistency and conformity of writing assessment is not happening school wide.
Ros Wilson analysed over 20,000 student writing samples over a 3-year period as part of a research into the assessment of children's writing for her first publication with *Kirklees 'Formative and Summative Assessment of Writing' (1998).* Within this research she discovered that writing is made up of 2 key components; GhASP (grammar, handwriting, spelling and boundary punctuation),

Rationale and overview of research

which is the foundation skills to communicating information clearly and accurately, and VCOP (vocabulary, connectives, openers and punctuation) which create a writer's voice in the piece. This led to further research and her next publication – *Strategies for Immediate Impact on Writing Standards: Raising Standards in Writing, 2003* and her methodology 'If they can't say it, they can't write it' began.

It was in the Kirklees publication that the first version of the Criterion Scale was released. It is an evidenced based continuum reflecting the development of writing skills covered by all text types. In conjunction with Ros and through cross referencing the Australian National Curriculum, the Victorian Curriculum, the K-10 syllabus and the Learning Progressions, The Australian Criterion Scale was adapted to suit Australian standards.

The Assessment and Data Tracking PD was created to help ensure the document and its individual criterion points are clear to all educators. Educators need to confidently read and analyse writing samples at all skill levels, not just from the C average of their current teaching level. The training session focuses on assessment, moderation, and collaboration with peers for accuracy.

The Data Tracking component allows individual, class and school-wide tracking, creating evidence packs to back up the numerical or alphabetical scores assigned. Like NAPLAN, it encourages a school wide stimulus to be used for sample collection, under test conditions, to further ensure consistency and true moderation occurring within staff.

The assessment is then followed through with feedback and goal setting for the students, so we ensure teachers understand how to read the data, not just come up with an assessment value. The way the feedback and goals are conferenced and displayed for improvement is backed up by John Hattie's visible learning strategies, our approach focuses on;
* **clear and visible goals and learning targets**- both curriculum year level based and personalised to students' stage of development,
* **collaborative and explicit Feedback-** this is a high impact indicator of change and it also underpins our classroom practices to ensure feedback is timely, relevant, specific and achievable.

***collaborative open-ended learning** is a main teaching strategy, embedded through our 4-T model of teaching. Target (what is the goal of the lesson), Teach (explicitly teach to the age of the students, plus 1 in minutes for maximum impact), Talk (Talk for understanding- turn and explain, and Talk practise- practise the information through an oral language based activity in pairs or three's), Task (complete a written task to embed the learning and transfer it into applied knowledge).

Our approach is about changing teaching practices to become more student focused and to focus on transferring skills into practise across multiple genres and subject areas, *(Evaluating the Quality of Learning: The SOLO Taxonomy- Collins & Briggs, 1982).* We also teach the students to take responsibility over their learning and work towards clear, visible learning goals- both whole class and student based**. (*John Hattie's Visible Learning Strategies, 2009***).

Reference list (provide references for all citations above, including hyperlinks where possible)

- *Evaluating the Quality of Learning: The SOLO Taxonomy- Collins & Briggs, 1982*
- *Strategies for Immediate Impact on Writing Standards: Raising Standards in Writing, 2003*
- *Kirklees 'Formative and Summative Assessment of Writing' (1998)*
- *John Hattie's Visible Learning Strategies, 2009*

Summary

Provide a brief overview of the course in the sequence that it will be delivered.

Summary
Using the Australian Criterion Scale, for evidence-based assessment of writing, to inform teaching. **The session will focus on reflection and revision to ensure participants;** · Gain a thorough understanding of the Australian Criterion Scale to ensure consistency of marking by teachers across the whole school. · Learn how to place students on a criterion level for marking. · Partake in modelled assessment of Levels 1,2 and 4. · Refine your skills by assessing some samples from Level 2 and 3. · Review 'Cold/Warm Writes', Data Tracking and the further clarification of the criterion scale.

Continuous Professional Learning Opportunities

Outline any further professional learning opportunities that teachers will have access to after they complete this course.

Continuous professional learning opportunities
We have an extensive support system where attendees can call, email, or follow and share on our social media settings. www.facebook.com/andrelleducation @bigwrite_vcop (Instagram) and groups https://www.facebook.com/groups/BigTalkandVCOP/ https://www.facebook.com/groups/BigWriteandVCOP/   Our website is quite extensive in supporting educators putting the approach into practice or learning more about it, there are school video testimonials; https://www.andrelleducation.com.au/testimonials.html#/ Free mini webinars, free digital resources to download, or further readings links https://www.andrelleducation.com.au/free-downloads.html#/ There are in school pictures and parent support videos https://www.andrelleducation.com.au/tips-and-pics.html#/   And a YouTube channel for integrating activities into the classroom https://www.youtube.com/channel/UC9D1B4nh5NxJuDzWmhvh68g   We also have other PD courses focused on classroom implementation strategies for the Big Write and VCOP approach to writing: • Introduction to Big Write and VCOP • Integrating VCOP into Classroom Practice and Planning • or Big Talk for Pre-Writers for Early Years Educators.

Continuous professional learning opportunities

Course Detail- Assessment and Data Tracking (Course 4)

Provide a detailed description of the course by breaking it into discrete parts. For each part:

- state its duration, eg 40 minutes
- state the selected Standard Descriptor/s addressed by each part eg 2.5.2
- describe its focus and content (*what* teachers will be learning about)
- explain, in detail, the professional development activities that teachers will engage in, clearly describing *how* the presenter will facilitate each part and *how* the participants will engage with the content and meet the selected Standard Descriptor/s.

Part	Duration	Focus and content of the part	Standard Descriptor/s	Explanation of professional development activities
1	1.5 hrs	Game- Synonym 4 Square Aim of the Day: - Revisit the 4 T Model and integrating VCOP in Literacy lessons (Opener Keys) - Reflect on classroom/school practices and the implementation of Big Write and VCOP (Think, Pair, Share) What Works Well/Even Better If revision Think Quick Level 1 Lettersort	2.3.2 Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. 5.2.2- Provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals 5.4.2 Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	After a quick introduction, the teachers will start off with a differentiated oral language literacy game designed to switch on their brains and to highlight the first of many classroom reflections towards their teaching practices. Time will be given after the activity for participants to design and share differentiated ways to implement this task- using their students' knowledge as a differentiation platform and integration with other relevant curriculum areas. Learners will participate in modelled activities broken down using the 4T model of teaching, (Similar to the I do, we do, you do model- Target, Teach, Talk, Task). The 4T model is designed to: clearly outline learning intentions for understanding, teach in short sharp explicit segments, and ensure oral language practise and pair work is frequent, to increase student participation, engagement and support. Each step allows for differentiation where all learners are working towards the same or a similar target, but the talk and task aspect are altered to support or challenge the learners. Participants will then use student assessment data in the form of a student writing sample, to go through the Student Intensive Analysis steps of 'What Works Well/Even Better If (WWW/EBI)'. Upon completing the analysis, participants with have a clear understanding of subject content knowledge of

Part	Duration	Focus and content of the part	Standard Descriptor/s	Explanation of professional development activities
				the student, in order to create an appropriate learning goal. The presenter will unpack the implementation steps for classroom practise so the participants can use this model to identify intervention and extension needs, and modify teaching practice to support the learner.
				A brain break game will showcase another differentiated oral language activity that can be run from pre-school to adulthood.
				Participants will then be given 10 student writing samples. In small groups, they will be asked to order them from lowest level to highest skill level. The presenter will be roaming and prompting for deeper analysis so that the participants look at the writing in the same way they did through WWW/EBI.
				The group will come back together for answers before the same samples will be used for modelled and pair assessment using The Australian Criterion Scale.
2	2.5-3 hrs	Criterion Scale Reminders - How to assign a level - How to mark - How to use a moderating sheet and follow up with classroom practice. Adverb Doodling Activity Modelled Assessment of Heidi- Level 2 Pair assessment of Sam- Level 2 - Modelled analysis of Sam Connective Dice Game (levelled) Modelled assessment of Ella- Level 1 Pair assessment of Kayley- Level 3 - Modelled analysis of Kayley Synonym Circus Activity	5.2.2- Provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals 5.4.2 Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice. 3.6.2 Evaluate personal teaching and learning programs using evidence, including feedback and	Participants will go through vital reminders about how to assess students on the appropriate level related to their writing skill, not their grade level. It will be reinforced that it is an evidence-based continuum and the evidence must be present in the piece in front of them. We'll also clarify that we only mark the 5 Cold Writes as a way of data tracking the writing. Attendees will look at a moderating sheet used for marking the assessment. One side is for marking, the other is for highlighting effective and appropriate feedback to share with the learner. The aim of the feedback is to set personal learning intentions for the teacher and learner to aim to achieve before the next Cold Write. The teacher will use these analysis sessions to make note of the learning needs of the class so they can modify their teaching and planning to suit. This will inform teaching and learning practices of students across multiple genres and stimuli. A brain break here will allow discussion on changes to classroom practice to support effective implementation. Attendees will practise marking a piece of writing in pairs, and

Part	Duration	Focus and content of the part	Standard Descriptor/s	Explanation of professional development activities
		Modelled assessment of Taylor- Level 4 Pair assessment and discussion of participants own writing sample from their classroom. Think Quick Level 2- Jeopardy	assessment data from learners to inform planning. 5.3.2 Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning. 5.1.2 – Develop, select and use informal and formal diagnostic, formative and summative assessment strategies to assess learners.	then use learn the moderating sheet to provide appropriate and timely feedback to the learner. They will discuss their understanding of the learner's subject/content knowledge and ways they might adjust planning to suit. We'll reinforce that five to eight students, with the same areas of need, become a focal group- more than that and the whole class should be taught. The assessment uses a tick, dot and cross marking guide. The presentation will highlight that a tick needs to be extended, a dot needs to be refined and practiced to turn into a tick, and a cross needs to be retaught. We will reform as a group to model answers and discuss outcomes. This information will now become the focal point of the presentation as we will now concentrate on modelled assessment of both formal (Cold Write) and informal (Big Write) samples of writing. This will continue to be embedded through participant practise on several different student writing samples, across multiple Criterion Levels. Participants will gain a deeper understanding of how the curriculum skill may present itself differently across writing samples. This understanding will ensure there is conformity and consistency, with staff making comparable judgements of student learning. They will participate in pairs and discuss as small groups to ensure they understand assessment moderation of the Criterion Scale. Attendees will not only mark pieces of writing, but they will use the evidence they collect to fill in feedback they would share with the student and how they might support the student with their teaching. They will then have time to put their skills into personal practise by marking and discussing samples from their own classrooms that they have brought to the session. Further brain breaks will allow discussion on changes to classroom practice to support effective implementation.

Part	Duration	Focus and content of the part	Standard Descriptor/s	Explanation of professional development activities
3	1 hr	Supporting the Learning- Whole school support. Cold/Warm Write Revision Data Tracking Revision - Individual Data Tracking - Classroom Data Tracking - Whole School Data Tracking Whole School Assessment Schedule Website Reminders- Free Downloads for Assessment and Data Tracking	5.4.2 Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice. 5.3.2 Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning. 5.1.2 – Develop, select and use informal and formal diagnostic, formative and summative assessment strategies to assess learners.	We now look at ways to support the whole staff to ensure consistency and deep understanding, so data has comparable samples, and more accurate moderation is happening across the school. Participants will be reminded of the differences between a Big Write and a Cold Write to ensure Big Writes don't become tests. We reiterate how these writing samples, plus Data Tracking, demonstrate ways of use summative and formative strategies to assess learners. This is further developed through anecdotal records and individual data tracking folders. It provides an evidence bank to compliment the data values given to students- particularly useful in peer moderation and in parent teacher interviews. To summarise the day, attendees will end with another oral language game and how to differentiate for their learners, before looking at ways to use collect, display and use classroom data and whole school data effectively. An example whole school writing schedule will be used to help outline when to collect formal writing samples, what genres are collected at which time and why, and most importantly- how this evidence of data is analysed and used to assess the learner's subject content knowledge and modify teaching practice to support them. We finish with a further brain break to allow discussion on changes to classroom practice to support effective implementation. Before directing attendees back to the website to where more free digital resources are available to support their next stages of implementation.

Appendix A – Category 2 Mapping Grid

Please map the Standard Descriptors for each course in the appropriate table below *(delete the two tables you do not require for this application)*. Place the appropriate course number (eg 1, 2, 3) from the Course List next to each relevant Standard Descriptor.

Proficient Teacher Level

Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7	
1.1.2	2	2.1.2		3.1.2		4.1.2	1, 2, 3	5.1.2	1, 4	6.1.2		7.1.2	
1.2.2	2	2.2.2		3.2.2	3	4.2.2		5.2.2	4	6.2.2		7.2.2	
1.3.2		2.3.2	3, 4	3.3.2		4.3.2		5.3.2		6.3.2		7.3.2	
1.4.2		2.4.2		3.4.2		4.4.2		5.4.2	4	6.4.2		7.4.2	
1.5.2	1, 2, 3	2.5.2	1, 2, 3	3.5.2	1, 2, 3	4.5.2		5.5.2	1, 3				
1.6.2		2.6.2		3.6.2	1, 4								
				3.7.2									