

## **Assessment for Learning**

### **Marking**

1. Work is marked irregularly in an inconsistent manner.
2. Marking is seen largely as a judgement of pupil performance, rather than an evaluation of teaching and learning.
3. Marking focuses on the learning objectives. Pupils know what they have achieved and what their next steps should be.
4. The outcomes of marking are used to inform future teaching plans.

### **Involving Pupils in Assessment**

1. Pupils have no experience or opportunity to make judgements about their own work.
2. Pupils are occasionally involved in planned self-assessment activities.
3. Pupils have regular opportunities to talk about their learning and what they need to do to improve.
4. Pupils know what they are learning, what they have achieved and how they can improve.

### **Assessment**

1. Assessment is often little more than occasional tests or exams and doesn't appear in any planning documentation.
2. Assessment tasks are sometimes used by teachers to inform planning,
3. Short term planning identifies the 'what, who, how, when' of assessment and contains clear expectations.
4. Reports about pupils are based only on formal assessment tasks. There is not yet a fully developed system to ensure a shared understanding of standards.
5. Reports are informed by a range of learning outcomes and performances

### **Assessment Recording Systems**

1. There is no formal whole school record system except for judgements recorded on end of year reports.
2. There is a whole school agreed set of assessment information that teachers collect at least once a year
3. The agreed assessment information is updated regularly and is used to track progress

### **Making use of assessment**

1. Assessment is seen as a separate activity that serves little useful wider purpose. There is little or no attention paid to data analysis.
2. Agreed attainment information is used by teachers to track pupil progress and/or inform curriculum planning,

### **Sharing Information**

1. Parents receive information about their children's progress. This may include an outline of strengths, weaknesses and may indicate areas for improvement.
2. Written reports are just part of wide strategic approach and working relationship with pupils and families that facilitates discussion and future action.