

THE JOURNEY TO EXCELLENCE

Professional Development Resource

Using assessment to support learning

Practice is good to the extent that.....

Staff use assessment well to support learning. Learners know what they are expected to learn and what success looks like.

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Learners assess their own work and are aware of their main strengths and where they need to improve. They work with their peers and offer them helpful comments on progress and how they might improve their work.

Practice is excellent to the extent that...

Staff take a joined-up approach to learning, teaching and assessment. They ensure assessment practices follow and reinforce the curriculum so that learners experience relevant, motivating, engaging and challenging activities with assessment supporting learning. Staff develop valid and reliable assessment with learners engaged in sharing and agreeing learning intentions and success criteria. High-quality interactions and feedback lead to planning next steps in learning. Learners are very clear about the kind and quality of work required to achieve success in the agreed outcomes.

Assessment involves planned and high-quality dialogue, tasks and activities and interactions with learners that encourage and challenge them. It is based on thoughtful and probing questions derived from and building on learning achieved to date. Discussions encourage learners to develop confidence in thinking and communicating about learning. Assessment approaches help learners demonstrate their progress across the breadth of learning, in challenging aspects and when applying learning.

Individual learners seek and receive timely, accurate and developmental feedback about what they have learned and how well and how much they have learned. They actively engage in dialogue with teachers about the strengths of their work, the steps they can take to improve it, their individual ways of learning and other approaches they might use. The learners are engaged fully in their learning, collaborating in planning and shaping their learning, agreeing and setting targets and reviewing their progress.

Assessment approaches promote learner engagement and encourage learners to become more independent in their learning. Staff enable learners to develop the skills to evaluate their own and each other's work against clear and agreed criteria. Through self- and peer-assessment, they build confidence and take more ownership for managing their learning and support and extend each others' learning. Learners have, or are developing, a very clear awareness of their own learning needs and how well they are progressing towards learning targets. They are aware of how current learning links with previous learning and relates to learning in other curriculum areas, and of any action they need to take to improve their work and inform their next steps.