Assessment

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| What is it? | What is it not? |
| Assessment is central to learning and teaching. On an on-going basis, it includes conversations with learners, questioning and the provision of feedback. | A bolt-on separate from learning and teaching. |
| Assessment has a number of aspects to it including planning for learning and teaching, profiling, conversations about learning involving staff, plus the involvement of parents and other partners to support learning. | Something that only happens at the end of a learning experience. |
| It is based on evidence drawn mainly from day to day learning and teaching supplemented by more formal approaches. | Just about tests.  Producing large folios of assessment evidence unrelated to the planned learning. |
| Discussions between learners and between them and staff to help learners understand their learning and identify their next steps. | A mystery to learners or something done to them. |
| It is about children understanding their learning so that they can take increasing responsibility for their progress and for the profiling process. | A focus on paperwork or a profile which is not understood or ‘owned’ by the learner. |
| Staff, at all levels, having conversations about learning to help them reach an understanding of the quality of learners’ work. | Individual staff working on their own. (Instead progression in learning for children and young people means staff need to collaborate and support each other). |
| Staff, at all levels, having conversations about learning to allow them to assess the range of skills and attributes we are looking for in our children and young people. | Just about knowledge and understanding (although these are very important). |
| Assessment is also about evaluating success over a range of experiences and outcomes, the ability to respond to challenge and the capacity to apply learning. | Just about coverage of the curriculum. |
| Monitoring and tracking learners’ progress in ways which support future learning and ensures schools understand the progress children are making. | Comparing learners or labelling them.  Monitoring and tracking in ways which regard learning as a linear process. |
| Grouping together experiences and outcomes for assessment, recording and reporting to keep the processes manageable. | Unduly fragmenting learning.  Excessive planning based on assessing, recording and reporting at the level of individual experiences and outcomes. |
| Working with parents to recognise achievements, support learning and as part of on-going reporting. | Something done to parents.  A lengthy end of year report which does not support future learning. |
| The capturing of evidence from curriculum areas, work across the curriculum, the wider life of the school and learners’ experiences outwith school. | Just about what happens in the classroom.  Just about written evidence. |
| Recognising the progress, achievements and the learning journey of all learners. | A narrow focus on attainment. |
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