



# The Assessment for Learning Strategy



department for  
**children, schools and families**

# Foreword



The Children's Plan set out our aim of a world-class education system for all, and personalised teaching and learning are at the heart of making this aim a reality. We know what a difference it makes to pupils' learning when they and their teachers have a really good understanding of where pupils are in their learning, where they need to go next and how best to get there – which is what assessment for learning is all about. Many schools are already seeing the benefits of using assessment for learning practices and resources, but I want all schools to have access to high-quality training and support so that assessment for learning can be embedded in all classrooms. That is why the Government has invested £150 million over the next three years for continuing professional development for teachers in assessment for learning. I am very pleased to introduce this strategy, which outlines how schools can make use of the resources available to them, and I look forward to seeing the results.

A handwritten signature in black ink, appearing to read 'Jim Knight'.

**Jim Knight**

(Minister of State for Schools and 14–19 Learners)



# The Assessment for Learning Strategy

**“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”.**

*Assessment Reform Group, 2002*

## Introduction

Over the next three years, we aim to support schools in developing their assessment of pupils to enhance learning and improve the rate at which pupils progress. By investing in assessment, schools can ensure that learning is meaningful for all pupils, teaching is effective and attainment outcomes are improved.

This document is a joint project between the Department for Children, Schools and Families, the National Strategies and QCA, together with the Chartered Institute of Educational Assessors. It outlines our strategy for assessment for learning, which forms a significant part of the Government’s commitment to developing personalised learning and to improving rates of progression. This strategy builds on the full range of good practice already established through *Assessing Pupils’ Progress* (APP) and the developments in the *Making Good Progress* pilot. It will support schools in using assessment information to improve and plan provision, as well as improving the quality of the assessment process itself.

This document sets out our aims for the strategy and objectives for each year of the funding which accompanies it; it describes how the strategy will be delivered; and it gives details of the resources available to schools. It is aimed primarily at teachers and school leaders, but it will also help local authorities as they plan their support for schools. We have focused on the support available to schools to improve assessment for learning at **Key Stages 2 and 3**, but much of this information is simply about good practice, which is transferable to both older and younger pupils. For example, the approaches we are promoting offer greater continuity with good assessment practice in the Foundation Stage and at Key Stage 1, and the arrangements we are putting in place to support the teaching and assessment of the new diplomas will complement the wider strategy on assessment for learning.

We have taken assessment for learning in English and mathematics as our starting point for subject-specific support and guidance. However, the principles of effective assessment for learning apply equally to all subjects, and the existing range of *Assessing Pupils' Progress* materials in English and mathematics is currently being extended to include science, ICT and the foundation subjects.

### The aims of the Assessment for Learning Strategy

Building on the work of the most successful schools, our strategy is now to make assessment for learning more widespread, systematic and consistent. Our aims are that:

- **every child** knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement;
- **every teacher** is equipped to make well-founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential;
- **every school** has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress;
- **every parent and carer** knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

#### Making Good Progress pilot

The pilot began in 2007 and involves over 450 schools trialling new ways to assess, report and stimulate progress at KS2 and KS3, to help every child to make good progress. In addition to **progression targets** (to increase the number of pupils who make two levels of progress throughout a key stage) and a **progression premium** (to reward schools which help pupils who entered a key stage behind national expectations to make good progress), the other three strands of the pilot have particularly close links to the assessment for learning strategy:

**Assessment for learning:** The pilot is underpinned by robust assessment for learning, with teachers rigorously monitoring all pupils' progress in reading, writing and mathematics throughout the year, using APP assessment criteria.

**Single level tests:** These tests are available in reading, writing and mathematics from levels 3–8. Teachers can enter pupils from years 3–9, with testing windows in December and June. The tests are designed to confirm teacher assessment of the level at which a pupil is working, and they aim to recognise progress and to motivate pupils during long key stages. The same APP criteria underpin both the new tests themselves and the teacher assessments which are used as the basis for entering pupils for them.

**Progression tutoring:** One-to-one tuition of up to twenty hours in English and/or mathematics is available for pupils who entered the key stage behind national expectations or who are making slow progress. In addition to the tuition available in the Making Good Progress pilot, one-to-one intervention for primary pupils in reading, writing and mathematics will be available through the Every Child a Reader, Every Child Counts and Every Child a Writer programmes.

## The benefits of assessment for learning

Assessment for learning is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). It is not an add-on or a project; it is central to effective teaching and learning.



## Making robust assessments

Good assessment for learning makes:

- an *accurate* assessment – knowing what the standards are, judging pupils' work correctly, and making accurate assessments linked to National Curriculum levels;
- a *fair* assessment – knowing the methods used are valid;
- a *reliable* assessment – ensuring that judgements are consistent and based on a range of evidence;
- a *useful* assessment – identifying barriers to pupil progress and using that information to plan and discuss the next steps in learning.
- a *focused* assessment – identifying areas of a child's learning where there are blocks to progression, which might, for example, benefit from the attention of one-to-one tuition;
- for *continuity* of assessment, enabling better transfer between years and schools.

## A strategic approach to assessment

Senior leaders in schools will need to ensure that their approach to assessment for learning is part of a manageable and school-wide system of assessment. Assessment for learning is not an isolated activity. It feeds into the school's cumulative understanding of pupils' achievements. This comes from both immediate and longer-term assessment, with each assessment contributing evidence to an increasingly well-informed, rounded and reliable picture of an individual pupil's performance. Teachers can then add to this their personal understanding of each child's disposition, style and learning history.

It is helpful to think about three linked aspects of assessment. **Day-to-day** assessment provides a wide range of evidence of learning in specific contexts which shapes immediate next steps. **Periodic** review of this evidence gives a clear profile of pupils' achievement across a whole subject and informs and shapes future planning and targets for improvement. When required, these judgements and insights can be more formally shared between pupils, parents and teachers at **transitional** points between year groups, schools and phases. The key features of these three assessment viewpoints are summarised here:

<b>Day-to day</b>	<ul style="list-style-type: none"><li>• Learning objectives made explicit and shared with pupils</li><li>• Peer and self-assessment in use</li><li>• Pupils engaged in their learning and given immediate feedback</li></ul>
<b>Periodic</b>	<ul style="list-style-type: none"><li>• Broader view of progress across subject for teacher and learner</li><li>• Use of national standards in the classroom</li><li>• Improvements to medium-term curriculum planning</li></ul>
<b>Transitional</b>	<ul style="list-style-type: none"><li>• Formal recognition of pupils' achievement</li><li>• Reported to parents/carers and next teacher(s)</li><li>• Uses external tests or tasks</li></ul>



## What will the strategy deliver?

Some schools are already using assessment for learning very effectively. However, in order to support schools in taking a strategic approach to assessment, and to secure consistent best practice in assessment for learning across all schools and for all pupils, there is a need for additional support. In recognition of this, the Government is investing £150 million over three years to support schools in developing their use of assessment for learning. The principles underpinning the allocation of this funding are that it should provide:

- a universal distribution of development **funds** and **resources** which can be used to suit each school's current state of development;
- a universal offer of **support** from LA National Strategy consultants, expert practitioners and other schools to help all to understand and implement assessment for learning;
- a **targeted offer** to schools which, for a variety of reasons, have not yet established assessment for learning.

For each of the three years, starting in April 2008, every maintained school will receive money through the Standards Fund to help them to establish assessment for learning or to extend the good practice they already have in place. Funding will be allocated to schools according to the number of pupils on roll, plus a further £1000 for all schools (£1250 for Pupil Referral Units and Secondary Special Schools). In subsequent years, some of the funding will be more targeted, both on those schools that have not by then established assessment for learning, and on those which have excellent practice, to help them to support others.



## Our objectives for each year of the funding are:

### Year 1 (2008–2009)

- To offer every school a set of tools to review their own AfL practice, identify improvements that can be made, and know where to look for resources;
- To make sure that every school is introduced to *Assessing Pupils' Progress* in reading, writing and mathematics, and is offered training for this;
- To ensure that subject leaders for English and mathematics understand the characteristics of each National Curriculum level and how best to help children progress through them;
- To ensure that senior leaders understand the benefits of these new approaches and support their implementation across the school;
- To offer every teacher access to resources that will develop their skills, knowledge and capability in good assessment practice, including key assessment for learning techniques;
- To identify strong schools so they are equipped to support other schools in years 2 and 3.

### Year 2 (2009–2010)

- To offer direct support to schools which have not managed to establish APP;
- To draw on support and expertise from schools which have embedded assessment for learning, including for example through learning visits to schools with excellent practice;
- To ensure that all schools have a member of the senior management team responsible for leading the development of strong assessment systems, as a minimum in English and mathematics;
- To ensure that all children understand what they need to do to progress through National Curriculum levels, and have a growing range of strategies for learning how to learn.

### Year 3 (2010–2011)

- To offer direct support to schools which have not managed to embed APP;
- To develop strong and widespread practice in using assessment for learning to support planning, improve teaching and learning, sharpen use of intervention and keep pupils on ambitious trajectories, and to share effective ways of linking assessment for learning to forward planning and target-setting;
- To ensure all schools have a senior, specialist member of staff who is not only a great classroom practitioner but also knows how to develop ways to support assessment across the whole school. To run in-school moderation, induct new staff into assessment routines or develop a robust assessment policy for the school;
- To ensure parents understand or can access what a level in reading, writing and mathematics represents and how they can help their children make progress.

## How we are going to deliver these objectives

In recent years, the National Strategies have done considerable work to help schools develop assessment for learning. The training and materials they have developed remain relevant to classroom teachers and are listed in the 'Where to find more information' section at the end of this document.

We will now build on this work by focusing in particular on promoting **tracking pupil progress**, as we know that where this practice is well developed in schools, learners make good progress and standards are consistently improving.

Assessing Pupils' Progress						
Name .....						
Guide to assessment criteria: Writing						
	AF5 - vary sentences for clarity, purpose and effect.	AF6 - write with technical accuracy of syntax and punctuation...	AF3 - organise and present whole texts effectively...	AF4 - construct paragraphs and use cohesion within and between paragraphs.	AF1 - write imaginative, interesting and thoughtful texts.	AF2 - produce texts which are appropriate to task, reader and purpose.
<b>Level 7</b>	<p>Across a range of writing</p> <ul style="list-style-type: none"> <li>variety of sentence types deployed judiciously across the text to achieve purpose and overall effect, with rare loss of control</li> <li>a range of features employed to shape/craft sentences that have individual merit and contribute to overall development of the text, eg <i>embedded phrases and clauses that support succinct explanation; secure control of complex verb forms; antithesis, repetition or balance in sentence structure</i></li> </ul>		<p>Across a range of writing</p> <ul style="list-style-type: none"> <li>Information, ideas and events skilfully managed and shaped to achieve intended purpose and effect., eg <i>introduction and development of character, plot, event, or the terms of an argument, are paced across the text</i></li> <li>a variety of devices position the reader, eg <i>skilful control of information flow to reader; teasing the reader by drawing attention to how the narrative or argument is being handled</i></li> </ul>	<p>Across a range of writing</p> <ul style="list-style-type: none"> <li>paragraphing across the text is integral to meaning and purpose, eg <i>paragraph length and complexity varied to match narrative pace or development of argument; varied devices to link or juxtapose paragraphs; paragraph structure repeated for effect</i></li> <li>individual paragraphs shaped or crafted for imaginative or rhetorical effect, eg <i>last sentence echoing the first; lengthy single sentence paragraph to convey inner monologue</i></li> </ul>	<p>Across a range of writing</p> <ul style="list-style-type: none"> <li>imaginative and generally successful adaptation of range of forms and conventions to suit varied purposes and audiences, eg <i>deliberate referential texts or textual conventions for effect or emphasis</i></li> <li>well judged, distinctive individual voice or point of view established and sustained throughout, eg <i>consistent handling of narrator's persona in fiction; well use of original turns of phrase in formal discursive writing</i></li> <li>generally successful and consistent control of level of formality and varied range of stylistic devices to achieve intended effect, eg <i>varying the level of formality within a piece for effect; direct address to the reader to take the reader into their confidence</i></li> </ul>	
<b>Level 6</b>	<p>Across a range of writing</p> <ul style="list-style-type: none"> <li>controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect</li> <li>confident use of a range of sentence features to clarify or emphasise meaning, eg <i>fronted adverbials, relative clauses, parallel structure</i></li> </ul>	<p>Across a range of writing</p> <ul style="list-style-type: none"> <li>syntax and full range of punctuation are consistently accurate in a variety of sentence structures, with occasional errors in ambitious structures, eg <i>only occasional comma splices; some use of semicolons, not always correctly</i></li> </ul>	<p>Across a range of writing</p> <ul style="list-style-type: none"> <li>material is clearly controlled and sequenced, taking account of the reader's likely reaction, eg, <i>paragraphs of differing lengths, use of flashback in narrative, anticipating reader's questions</i></li> <li>a range of features clearly used to shape the text</li> </ul>	<p>Across a range of writing</p> <ul style="list-style-type: none"> <li>construction of paragraphs clearly supports meaning and purpose, eg <i>paragraph topic signalled and then developed, withholding of information for effect, thematic links between paragraphs</i></li> <li>a range of features clearly used to shape paragraphs</li> </ul>	<p>Across a range of writing</p> <ul style="list-style-type: none"> <li>imaginative treatment of appropriate material with conventions of a variety of forms, adapted when needed to suit purpose and audience, successfully, eg <i>deliberate use of inappropriate language for humour, clear emphasis on narration rather than description</i></li> <li>across a range of writing, convincing, individual point of view established and mostly sustained throughout, eg <i>authoritative expert view, clear characterisation, adopting a role</i></li> </ul>	

*Assessing Pupils' Progress* is a structured approach to teacher assessment, developed by QCA in partnership with the National Strategies. APP provides clear criteria against which judgements can be made about levels and sub-levels. APP materials for key stages 2 and 3 are available on the Primary and Secondary Frameworks. Materials for key stage 1 will be available on the Primary Framework from January 2009. Over the next two years, APP materials will also be developed for speaking and listening, ICT and Science, and work will begin on APP for foundation subjects. The materials include:

- the APP handbooks – guidance on using the materials to reach an assessment judgement;
- assessment guidelines – criteria developed from the National Curriculum level descriptors, which enable teachers to identify and track which level each pupil is working at across each assessment focus area;
- standards files – collections of assessed pupil work, exemplifying attainment at different levels.

The criteria used in the assessment guidelines are also embedded in the Primary and Secondary Frameworks.

Making sound judgements about learners' progress is a key skill for teachers. **Training in criteria-based assessment** is not about 'using the package'; it is about becoming a well-informed teacher with a repertoire of assessment skills which they use to make fair assessments in the classroom. By the end of the first year, every subject leader in mathematics and English will have had the chance to find out how to make APP work in their school through training offered by the National Strategies. See the primary and secondary timelines at the end of this booklet for further detail on when training will be made available to Local Authorities and to schools.

Every school needs someone who is not only a great classroom practitioner but also knows how to develop ways to support assessment in, for example, a year group, a subject, a department or a whole school. This person would be able to run in-school moderation, induct new staff into assessment routines or develop a robust assessment policy for the school. With the Chartered Institute of Educational Assessors, we are working towards having a trained **assessment specialist** in each school.

### **Additional resources**

The Chartered Institute of Educational Assessors' **Assessment Policy tool** can help schools to reflect on their own practice, undertake an audit to inform improvements in assessment, and make amendments to produce a school-wide action plan across different subject disciplines.

In addition to this policy tool, the Chartered Institute of Educational Assessors has also developed a **Professional Framework of Assessment** that highlights the skills and competencies required to develop or maintain teachers' assessment skills at the highest level ensuring that each student can gain access to personalised learning through more effective use of individualised assessment. The framework maps out the process of assessment from preparing or planning to assess, through to conducting and finally feeding back to students. Used as a tool to support teachers, the framework can be used to highlight individual areas of strength and also highlight areas for further development across the school.

Easy-to-use **school self-assessment tools** will be made available through National Strategies training events and online to help schools understand how effective their assessment processes are, identify where they are on a continuum and know where to look for improvements. The two tables at **Annex A** of this document provide examples that schools can use as a starting point to evaluate their current assessment for learning practices. They were developed as part of a project with secondary schools to help them to improve the impact of AfL on learning and standards, and to develop effective AfL practice across the whole school. Schools can use them to collect evidence of the impact of AfL in classrooms and to identify priorities for development using a simple 'traffic light' system of different colour highlighting. Primary versions of these tables are currently being developed and will be available to primary school leaders in the autumn term 2008.

## Next steps

These are some suggested practical next steps for local authorities and schools:

### Local Authority:

- Use the timelines in this document, together with local knowledge of schools, to construct a manageable LA plan for 2008–2011 – ensuring universal availability of APP training and materials to all schools, and support for those that will need a more targeted approach.
- Identify, train and support the use of lead schools and lead departments in AfL and APP as a key element in scaling up good practice.
- Establish local networks of schools to develop and share practice in AfL, including families of primary and secondary schools.
- Use the Primary Framework Headteacher CPD to engage school leaders in the processes of leading improvement and developing APP.
- Organise training for school senior leaders on the leadership of change, whole school AfL, and how they can support subject leaders in improving classroom practice.
- Support LA SIP Coordinators in ensuring that SIPs are briefed on effective AfL and APP in raising standards and supporting good progress.

### Secondary senior leader / subject leader:

- Carry out a review of current AfL practice, using the sample self-evaluation tables on pages 14 to 15, and identify priorities for development. Use this information to set out a school plan for the development of AfL with APP.
- Access support and training from the LA or via the resources listed on page 10.
- Release 'expert teachers' for secondary APP training in all four core subjects in spring 2009.
- Use AfL funding to provide time for the establishment of APP practice across the English and mathematics departments. This could include buying in external sources of support, and in-school moderation and standardisation meetings.
- Ensure that all four core subject leaders attend local Subject Leader Development Meetings in the summer and autumn of 2008, and spring 2009.

### Primary head teacher / senior leader:

- Carry out an audit/review of current AfL practice, using the sample self-evaluation tools, and identify priorities for development. Use this information to inform your school self evaluation and to set out a school plan for the development of AfL with APP within your single plan.
- Access sources of support and training from the local authority or via the resources listed on page 10. Ensure you are familiar with the materials available on the assessment area of the Primary Framework website, and plan to ensure teachers are familiar with these materials.
- Use AfL funding to provide time for the establishment of APP practice. This could include releasing teachers to work with schools where APP is already established or working with leading teachers. You will also want to develop in-school moderation and standardisation meetings.

## Where to find more information

### From the CIEA

A number of existing resources can help you:

- CIEA Assessment Policy tool
- CIEA Insights, to help with training
- CIEA Professional Framework of Assessment

See <http://www.ciea.org.uk/> for more information.

### From the National Strategies

#### Resources for primary schools

Developing assessment for learning: [www.standards.dcsf.gov.uk/primaryframework/assessment/daf/](http://www.standards.dcsf.gov.uk/primaryframework/assessment/daf/)

Assessing Pupils' Progress: [www.standards.dcsf.gov.uk/primaryframework/assessment/app](http://www.standards.dcsf.gov.uk/primaryframework/assessment/app)

The Standards Files: [www.standards.dcsf.gov.uk/primaryframework/assessment/standards\\_files](http://www.standards.dcsf.gov.uk/primaryframework/assessment/standards_files)

#### Resources for secondary schools

Assessment for learning – whole-school and subject-specific training materials can be accessed at:

[www.standards.dfes.gov.uk/secondary/keystage3/all/respub/afl\\_ws](http://www.standards.dfes.gov.uk/secondary/keystage3/all/respub/afl_ws)

APP for English

[www.standards.dfes.gov.uk/secondary/keystage3/respub/englishpubs/ass\\_eng/](http://www.standards.dfes.gov.uk/secondary/keystage3/respub/englishpubs/ass_eng/)

APP for mathematics

[www.standards.dfes.gov.uk/secondary/keystage3/subjects/maths/focus/asses\\_maths/](http://www.standards.dfes.gov.uk/secondary/keystage3/subjects/maths/focus/asses_maths/)

### From the QCA

For general information about assessment:

[www.qca.org.uk/qca\\_13581.aspx](http://www.qca.org.uk/qca_13581.aspx)

### Further reading

At <http://k1.ioe.ac.uk/tlrp/arg> you can find more articles on assessment for learning, including key publications by the Assessment Reform Group. Additional resources and information are also available

from the Association for Achievement and Improvement through Assessment (AAIA) at

[www.aaia.org.uk](http://www.aaia.org.uk) and from King's Formative Assessment Group at

[www.kcl.ac.uk/schools/sspp/education/research/groups/asses](http://www.kcl.ac.uk/schools/sspp/education/research/groups/asses).



# Annex A: school self-evaluation tables

## 1. Reviewing the structures, systems, practices and processes needed to support whole school development of AfL

Focusing	Developing
<p>Senior and subject leaders review strengths and weaknesses of teaching and learning across and within all subjects.</p>	<p>SLT are introducing structures and systems to foster distributed leadership (to support and develop both top down and bottom up change processes).</p>
<p>Some senior leaders understand the nature and purpose of AfL (as a key aspect of all good teaching) and are beginning to build upon identified pockets of good practice.</p>	<p>Senior and subject leaders are developing a shared understanding of AfL as a key means of accelerating pupil progress and developing independent learners.</p>
<p>AfL is being woven into SI planning as a key development priority.</p>	<p>Systems are being introduced to monitor and evaluate the impact of developing AfL on teaching and learning, motivation, behaviour and pupil progress.</p>
<p>Systems are being introduced to evaluate strengths and weaknesses in pupil performance and track individual pupil progress in each subject.</p>	<p>The whole school focus for AfL development is informed by analysis of the learning needs of pupils.</p>
<p>All teaching staff (including TAs) are included in communications and training.</p>	<p>Systems are being developed to evaluate strengths and weaknesses in pupil performance, set individual targets, and track pupil progress in each subject.</p>
<p>AfL development is often a focus in departmental discussions.</p>	<p>Most subject leaders are proactively developing AfL across their department and reviewing its impact to determine 'next steps'.</p>
<p>All subject leaders are expected to review their AfL practice as part of departmental self evaluation.</p>	<p>Many subject leaders and teachers are working collaboratively, within and across departments.</p>
<p>Most subject leaders are prioritising the development of AfL.</p>	<p>Coaching of AfL is being developed.</p>
<p>.</p>	<p>.</p>

Schools can use this table to collect evidence of impact of AfL and to identify priorities for development using a simple traffic light system of different colour highlighting.

**Traffic light the statements:**  
**Green = secure or surpassed**  
**Amber = partial or inconsistent**  
**Red = not evident**

Establishing	Enhancing
<p>Headteacher, senior and middle leaders work together to refine and sharpen structures, systems and approaches to whole school change and introduce new ones where things aren't working.</p> <p>All SLT and most teaching staff have a secure and shared understanding of what effective AfL practice 'looks like'.</p> <p>All senior and middle leaders maintain an unrelenting focus on developing AfL, and address competing priorities and contradictory policy or practices which stem from these.</p> <p>All subject leaders &amp; teachers evaluate strengths and weaknesses in pupil performance and track individual pupils' progress.</p> <p>The impact of developing AfL on teaching and learning, motivation and pupil progress is systematically and systemically monitored and evaluated. This ongoing process directly informs CPD.</p> <p>All subject leaders &amp; most teachers, and TAs work collaboratively, share their practice and learn from each other (e.g. through peer observation) both within and across subjects.</p> <p>Coaching is established across the school and is an entitlement for all teachers and TAs.</p> <p>Parents and carers are consulted as part of self evaluation and are being helped to support their child's learning.</p>	<p>The school's structures, systems and approaches are focused on developing a community of independent, deep learners.</p> <p>A shared understanding of AfL continues to become ever more insightful.</p> <p>All staff and pupils reflect critically about their ways of working and 'think outside the box' if necessary i.e. flex &amp; change through learning from others to take intelligent informed risks.</p> <p>Structures and mechanisms are established for encouraging and facilitating sustained professional dialogue between all staff.</p> <p>All pupils are fully engaged in processes to monitor and evaluate their progress.</p> <p>All staff engage in enquiry based monitoring and evaluation which informs CPD (e.g. ongoing action research in lessons &amp; coaching). CPD is seen as a journey.</p> <p>All staff work collaboratively within &amp; across departments, enthusiastically share their practice and learn from what they and their peers do well.</p> <p>Cross school collaborative working is part of the culture and generates a learning buzz.</p> <p>Parents and carers are proactively engaged in supporting learning in and outside of school.</p>



## 2. Reviewing AfL practice in lessons and its impact on the quality of learning and teaching

	Focusing	Developing
Pupils	<p>All pupils know there are learning objectives.</p> <p>Most know what they have to do; a few have a limited understanding of what they are trying to learn.</p> <p>Some pupils can relate the lesson to recent lessons.</p> <p>Most pupils can work together.</p> <p>Some are confident to contribute to discussions.</p> <p>Some are confident to talk about their work.</p> <p>Most pupils make progress in their learning.</p>	<p>Most pupils are clear about what they are trying to learn.</p> <p>Many are aware of some features of a good learning outcome.</p> <p>Many can, with support, identify some strengths and weaknesses in their work and suggest how to improve it.</p> <p>Many recognise how the learning builds upon earlier learning.</p> <p>In whole class discussions all pupils listen to others. Many are confident to contribute.</p> <p>In paired or group discussions most pupils contribute &amp; learn from each other. Discussions remain focused.</p> <p>Most pupils make progress in relation to the learning objectives.</p>
Teacher	<p>Lessons are planned to learning objectives and appropriate tasks then identified.</p> <p>The learning objectives and/or learning outcomes are shared e.g. displayed.</p> <p>Opportunities are provided for discussion related to learning (whole class, group or paired).</p> <p>Pupils are encouraged to listen and learn from each other and contribute to discussions.</p> <p>Progress, in relation to the learning objectives, is reviewed with the class e.g. during the plenary.</p>	<p>The lesson is planned to appropriately challenging <i>learning objectives</i> (linked to N.C. standards) which focus the teaching.</p> <p>The teacher explains the <i>learning objectives</i> and <i>outcomes</i> and checks pupils' understanding.</p> <p>The teacher explains what a good <i>learning outcome</i> will 'look like' and this relates to subject standards.</p> <p>The teacher explains the value of what is being learned and how it links to past and future learning (<i>big picture</i>).</p> <p>The teacher relates the tasks to the learning objectives and outcomes throughout the lesson.</p> <p>The teacher regularly assesses learning and provides specific, positive feedback to inform next steps.</p> <p>There are opportunities for structured whole class, and supported group/paired discussion.</p> <p>Teacher uses specific strategies to improve the quality of dialogue and pupil confidence.</p>

**Traffic light the statements:**  
**Green = secure or surpassed**  
**Amber = partial or inconsistent**  
**Red = not evident**

Establishing	Enhancing
<p>All pupils have a clear understanding of what they are trying to learn (and value having learning objectives).</p> <p>All pupils are clear about the success criteria and can, with support, use these to judge the quality of their own and each others' work and identify how best to improve it.</p> <p>Most pupils can, with support, contribute to determining the success criteria.</p> <p>All pupils can relate their learning to past, present and future learning in the subject and most can relate this learning to other subjects.</p> <p>In whole class, group or paired discussions all pupils develop their thinking and learn from each other.</p> <p>Pupils are confident to take risks by sharing partially formed thinking or constructively challenging others.</p> <p>All pupils make good progress, in relation to the learning objectives, with some independence.</p>	<p>All pupils understand what they are trying to learn and confidently discuss this using subject terminology.</p> <p>All pupils routinely determine and use their own success criteria to improve.</p> <p>Pupils understand how the learning relates to the key concepts and skills they are developing.</p> <p>Pupils value talk for learning and consciously use it to advance their thinking.</p> <p>There is a classroom buzz: pupils initiate and lead whole class discussions; group discussions are self determined and governed.</p> <p>Responses are typically extended, demonstrate high level thinking and support their views.</p> <p>All pupils have an appetite for learning: they independently identify and take their next steps in learning to make good progress.</p>
<p>The lesson is planned to appropriately challenging <i>learning objectives</i> and intended <i>learning outcomes</i> using success criteria to scaffold learning.</p> <p>Opportunities are provided for pupils to explore the objectives, outcomes and success criteria and sometimes determine the success criteria themselves.</p> <p>Exploration of the <i>big picture</i> includes links to other aspects of the subject and to other subjects.</p> <p>Pupils are helped to use success criteria (which focus on fine grades of progression in key concepts and skills) to identify how to take their next steps.</p> <p>Progress is regularly reviewed with pupils e.g. prior to the next stage of a task.</p> <p>The teaching is flexible and responsive to pupils' learning needs and the progress they are making.</p> <p>The teacher uses skilful questioning, appropriate resources and engaging activities to focus and sustain whole class, group and paired dialogue.</p> <p>The teacher explicitly develops pupils' dispositions, skills and confidence to engage in dialogue.</p>	<p>Planning is informed by an in depth understanding of standards and progression in key concepts and skills (subject and cross curricular).</p> <p>The teaching enables each pupil to use AfL to take their learning forward independently.</p> <p>The teacher routinely explores with pupils how they learn most effectively and how this can be applied.</p> <p>The teacher and pupils develop the lesson together in response to the learning needs.</p> <p>Whole class and group dialogue is skilfully orchestrated and supported as an integral feature of the lesson to accelerate learning and develop pupils' independence.</p> <p>Teacher intervention in discussions is minimal but timely and in response to critical learning moments.</p>

# AfL and APP timeline – Primary

	Summer 08	Autumn 08	Spring 09	Summer 09	Autumn 09
<b>LA leadership</b>	<p>Prepare LA plan for scaling up APP utilising the Primary Framework CPD and materials</p> <p>Disseminate key messages and materials for use with school leaders</p>	<p>Implement LA plan for scaling up APP</p> <p>Ensure school leaders are trained to lead the implementation of APP and are aware of additional supporting materials</p> <p>Make strategic decisions about tracking systems if not yet done so</p>	<p>Develop systems for moderation of APP judgements</p>	<p>Train schools in tracking arrangements and termly data capture if not yet done so</p>	<p>Ensure there is a LA CPD plan through to Sept 2011 which secures full-scale APP implementation as part of wider AfL embedding</p>
<b>School and subject leadership</b>	<p>Disseminate key messages</p> <p>Self-evaluation of AfL and APP readiness and level of support needed</p> <p>Develop medium term CPD plan to ensure whole school development of AfL and APP</p>	<p>Receive training in use of additional materials to support implementation of APP</p> <p>Implement medium term CPD plan to ensure whole school development of AfL and APP</p> <p>Develop processes for in-school standardisation and hold in-school standardisation meetings</p>	<p>Train staff in use of additional materials to support implementation of APP</p> <p>Monitor use of APP and the use of assessment information to modify planning and provision on a day to day and medium term basis</p>	<p>Hold in-school moderation meetings to ensure judgements using APP are secure</p> <p>Train staff in using tracking arrangements and termly data capture to record judgements using APP</p> <p>Moderation systems are in place to ensure judgements made using APP are secure</p>	<p>Ensure that there is a school CPD plan through to Sept 2011 that secures full-scale APP implementation as part of wider AfL embedding</p>
<b>Teachers</b>		<p>Primary teachers begin to use APP materials</p>	<p>Teachers use the APP process in KS2</p> <p>Teachers are making effective use of the Primary Framework and assessment information to improve planning for progression</p>		<p>Teachers in KS2 are using the APP process to make periodic assessments of all children</p>
<b>Resources available from Chartered Institute of Educational Assessors</b>	<p>CIEA Assessment Policy</p> <p>CIEA Professional Framework of Assessment</p> <p>CIEA Toolkit</p> <p>CIEA Question setting tool</p> <p>CIEA Diploma Training course</p> <p>CIEA Assessment audit tool</p> <p>CIEA Assessment Action Planning tool</p>	<p>As previously, plus:</p> <p>CIEA Masters Assessment Qualifications</p> <p>CIEA Case studies in primary, secondary and tertiary institutions</p>	<p>As previously</p>	<p>As previously, plus:</p> <p>Chartered Educational Assessor network established</p>	<p>As previously, plus:</p> <p>Chartered Educational Assessor Training programme available</p>

# AfL and APP timeline – Secondary

	Summer 08	Autumn 08	Spring 09	Summer 09	Autumn 09
<b>LA leadership</b>	<p>Disseminate key messages and materials for use with school leaders</p> <p>Prepare LA plan for scaling up APP, utilising the renewed Secondary Frameworks CPD and materials</p> <p>Identify and support lead APP departments and schools</p>	<p>Implement LA plan for scaling up APP</p>	<p>Differentiated programme of CPD support and training ready for schools to access</p> <p>Ensure school leaders are trained to lead the implementation of APP and are aware of additional supporting materials</p>		<p>Targeted training and support for schools based on data and level of implementation</p> <p>Ensure there is a LA CPD plan through to Sept 2011 which secures full-scale APP implementation as part of wider AfL embedding</p>
<b>School and subject leadership</b>	<p>Disseminate key messages</p> <p>Self-evaluation of AfL and APP readiness and level of support needed</p> <p>Develop medium term CPD plan to ensure whole school development of AfL and APP</p>	<p>Identify senior leader and expert teachers in English and mathematics who will access LA training and support and lead in-school developments</p> <p>Implement medium term CPD plan to ensure whole school development of AfL and APP</p>	<p>Attend Subject Leader Development Meeting with focus on assessment and APP as part of Framework training</p> <p>Access additional differentiated APP training</p> <p>Monitor use of APP and the use of assessment information to modify planning and provision on a day to day and medium term basis</p>	<p>Follow up Subject Leader Development Meeting as part of Framework training</p>	<p>Ensure that there is a school CPD plan through to Sept 2011 that secures full-scale APP implementation as part of wider AfL embedding</p>
<b>Teachers</b>		<p>Access revised APP materials and guidance in English and mathematics</p>	<p>Supported in implementing APP in-school by expert teachers</p>	<p>In-school development to scale up APP across departments</p> <p>Use APP evidence to plan for Year 8 and review Year 7 scheme of work</p>	<p>Strengthen use of APP criteria to develop periodic assessment in all KS3 classes</p>
<b>Resources available from Chartered Institute of Educational Assessors</b>	<p>CIEA Assessment Policy</p> <p>CIEA Professional Framework of Assessment</p> <p>CIEA Toolkit</p> <p>CIEA Question setting tool</p> <p>CIEA Diploma Training course</p> <p>CIEA Assessment audit tool</p> <p>CIEA Assessment Action Planning tool</p>	<p>As previously, plus:</p> <p>CIEA Masters Assessment Qualifications</p> <p>CIEA Case studies in primary, secondary and tertiary institutions</p>	<p>As previously</p>	<p>As previously, plus:</p> <p>Chartered Educational Assessor network established</p>	<p>As previously, plus:</p> <p>Chartered Educational Assessor Training programme available</p>

You can download this publication or order copies online at  
[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

Search using the ref: DCSF-00341-2008

Copies of this publication can be obtained from:

DCSF Publications  
PO Box 5050  
Sherwood Park  
Annesley  
Nottingham NG15 0DJ  
Tel: 0845 60 222 60  
Fax: 0845 60 333 60  
Textphone: 0845 60 555 60

Please quote the ref: 00341-2008DOM-EN

ISBN: 978-1-84775-147-8

PPSTER/D16(7636)/0508/24

© Crown copyright 2008

Extracts from this document may be reproduced for non-commercial research, education or training purposes on the condition that the source is acknowledged. For any other use please contact [hmsolicensing@opsi.gsi.gov.uk](mailto:hmsolicensing@opsi.gsi.gov.uk)

**75% recycled**  
This leaflet is printed  
on 75% recycled paper



The Assessment for Learning Strategy is a joint project between the DCSF, National Strategies and QCA together with the Chartered Institute of Educational Assessors.

**CEA** Chartered Institute of  
Educational Assessors



**The National Strategies**

