

## Assessment of Learning (AoL)

Often called **summative** assessment

- Takes place after the learning
- Focuses on pupils' achievements
- Is used to provide feedback to parents/carers based on performance evidence

*'The ultimate user of assessment information is the learner and the culture needed in the classroom to support and encourage them is one of success, backed by the belief that all can achieve.'*

**C. Harrison & S. Howard,**  
**Inside the Primary Black Box (2009)**

## The Assessment Balancing Act

- Both formative and summative assessment are important
- Schools need to seek a practical, responsible, informative balance between the two

## Benefits for Pupils

- Active engagement in and enjoyment of their learning
- Enhanced performance, motivation, attainment and independence
- Raised self-esteem and increased confidence
- Improved resilience, perseverance and versatility as a learner
- A means of evaluating and developing their learning
- Improved relationships between teachers and pupils

*'Pupils must be active in the learning process – learning has to be done by them, it cannot be done for them .... They have to close the gap between what they don't know and what they want to know and they need to be taught the skills to close the gap.'*

**C. Harrison & S. Howard,**  
**Inside the Primary Black Box (2009)**

## Assessment for Learning (AfL)

Often called **formative** assessment

- A central part of the learning and teaching process
- Ensures pupils are active participants in their own learning
- Feeds forward to shape improvements and identify how learning can be developed
- Fosters pupils' responsibility for and ownership of their learning through reflection and self-management
- Establishes where pupils are, where they need to go and how to get there
- Is concerned with improving rather than proving competence

*'Assessment helps me know where I am going.'*

**Robena, aged 10**

## AfL in the Classroom

It involves teaching pupils:

- What they are about to learn and why
- How to be successful in grasping new learning
- How to understand success criteria and use them to self and peer-assess
- How to ask, as well as answer better questions to help them think and deepen their own learning

## Benefits for Teachers

- More focused on pupils' learning
- More concerned with the learning than activity or performance
- More reflective about their own practice
- Pupils able to direct their own learning
- Improved relationships between teachers and pupils
- Learning deeper, more transferable and lasting

# Assessment: Keeping Learning on Track



## Guidance for schools in developing quality assessment processes

*'Assessment can help learning if it provides information to be used as feedback by teachers and by pupils in assessing themselves and each other ... Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching to meet learning needs.'*

*P. Black, D. William, Working inside the Black Box: Assessment for learning in the classroom (2002)*

Useful sources of further information:

**AfL Assessment for learning: A practical guide, [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)**  
**Association for Achievement and Improvement through Assessment (AAIA), [www.aaia.org.uk](http://www.aaia.org.uk)**  
**Inside the primary black box (2009), Christine Harrison and Sally Howard**  
**Active learning through formative assessment (2008) Shirley Clarke**

# At a Glance – Assessment Guidance

| Type of Assessment   | Frequency   | What is it?   | What does it mean in practice?   |   |   | What does it lead to?  |  |
|--|---|---|--|---|---|--|--|
| <b>CLOSE UP</b><br>        | <b>Day to Day</b><br><i>Every day in every lesson</i>   | <b>Assessment for Learning</b>  | <p><b>Assessment for Learning</b> is about involving pupils in their learning so that they know where they are, where they need to go and how to get there</p> | <p>Teachers and pupils are clear about what they are trying to learn<br/>– <b>Learning objectives</b></p> <p><b>Success criteria</b> summarise the key steps the pupil needs in order to fulfil the learning objective</p> <p>Pupils receive <b>formative feedback</b> that is both specific and constructive</p> <p>Pupils are involved in assessing their own work and that of others – <b>self and peer assessment</b></p> | <p>Through <b>learning focused dialogue</b> with individuals and groups, pupils become aware of their learning needs and pathways to improvement<br/>Teachers plan with pupils for the next steps in learning</p> | <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Pupils generating success criteria</li> <li>• Continuous reviewing of learning, pupils making improvements 'as they go'</li> <li>• Open questioning</li> <li>• Talk partners/learning buddies</li> <li>• Two stars and a wish</li> <li>• 'Next steps' comments</li> <li>• Praising achievement, not ability</li> </ul>   | <b>Resilient, confident, independent life-long learners</b>  |
| <b>STANDING BACK</b><br> | <b>Periodic</b><br><i>At intervals defined by the school's assessment policy</i>              | <b>Teacher Assessment</b><br><i>Interim summative judgements using national standards</i> | <p><b>Summative judgements</b>, i.e. levels and grades/expectations based on information from an array of sources, predominantly teacher assessment</p>        | <p><b>Using a broad range of evidence:</b></p> <p><b>First standardise</b>, ensuring teachers' judgements against NC levels are accurate and valid</p> <p><b>Then moderate</b>, checking that judgements are consistent and resolving any differences</p> <p><b>Review and analyse</b> judgements to adapt ongoing planning and teaching to meet learning needs</p>   | <p><b>Accurate data used to influence and guide actions</b> to improve provision, set targets and ensure a challenging curriculum tailored to individual learning needs</p>                                       | <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Summarising for the Early Years Foundation Stage</li> <li>• Internal and cross - phase/school standardisation and moderation</li> <li>• Inter – LA moderation supported by AAIA</li> <li>• Termly pupil progress review meetings</li> <li>• Setting targets supported by Fischer Family Trust (FFT) estimates</li> </ul> | <b>A broad view of attainment and progress for teachers, learners, parents and carers</b><br><b>Operational planning for improvement</b> |
| <b>PUBLIC VIEW</b><br>  | <b>Transitional</b><br><i>Phase transfer/end of phase transfer</i><br><i>End of Key Stage</i> | <b>National testing and reported Teacher Assessment</b>                                   | <p>Formal recognition of achievement</p>   | <p>Recognising and celebrating achievement with parents and carers</p> <p>Informing school self-evaluation</p> <p>Providing information by which the school can be judged by parents and carers, governors, LA, Ofsted, DfE</p>   | <p><b>Statutory requirements</b> In order to meet school, LA and national reporting arrangements</p>  | <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• EYFS outcomes</li> <li>• Y1 phonics check</li> <li>• KS1 teacher assessments</li> <li>• KS2 teacher assessments</li> <li>• KS2 test results</li> </ul>   | <b>Public accountability</b><br><b>School self-evaluation</b><br><b>Strategic planning for improvement</b>                               |