

Assessment OF and FOR Learning

<u>Assessment of Learning</u> (Focus on Attainment and Standards)	<u>Assessment for Learning</u> (Focus on day to day evidence and reflection)
<ul style="list-style-type: none"> • IEP Evaluations (twice yearly) 	<ul style="list-style-type: none"> • Sharing learning objectives and make links with prior learning
<ul style="list-style-type: none"> • P Level Assessments (using Pivats – twice yearly) 	<ul style="list-style-type: none"> • Observing / Listening to gather information (teachers / assistants)
<ul style="list-style-type: none"> • Annual Review of Statement (summative assessment of progress towards Statement Objectives) 	<ul style="list-style-type: none"> • Individual / class questioning / interaction to check / develop understanding
<ul style="list-style-type: none"> • Foundation Stage baseline assessment / Early Years Profile 	<ul style="list-style-type: none"> • Explaining / modeling to clarify progression in key skills
<ul style="list-style-type: none"> • Internal Accreditation 	<ul style="list-style-type: none"> • Oral / sign / written feedback to support evaluation of progress
<ul style="list-style-type: none"> • External Accreditation (AQA, ASDAN transition Challenge, Towards Independence and Personal Progress, Arts Award, GCSE, Duke of Edinburgh etc) 	<ul style="list-style-type: none"> • Planned activities to provide further insight
<ul style="list-style-type: none"> • Annual Report (summative report on progress across one academic year) 	<ul style="list-style-type: none"> • Involving pupils in their own learning - whenever possible, encouraging the development of independence and responsibility, not reliance on adult help.
<ul style="list-style-type: none"> • Multi – agency assessments – physiotherapist, SALT, Educational Psychologist etc 	<ul style="list-style-type: none"> • Formal pupil observation (SMT)
<ul style="list-style-type: none"> • Using CASPA / Durham comparative data to support analysis 	<ul style="list-style-type: none"> • Access to Learning Plans
<ul style="list-style-type: none"> • Work Scrutiny 	<ul style="list-style-type: none"> • Parent partnership, consultation and dialogue
	<ul style="list-style-type: none"> • Planning Around the Child meetings
	<ul style="list-style-type: none"> • SEAL, PLTS, Key skills informal assessment contributing to enabling access

Recording, reporting, tracking and monitoring progress, target setting, moderation