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**Teacher Standard 6: Make accurate and productive use of assessment**

**This document is intended as supporting guidance, not as an assessment criteria or checklist.**

**An early career teacher:**

* ***Accurately*** assesses achievement and *attainment*, including statutory assessment, using new curricula… examinations and assessment arrangements.
* ***Consistently*** and ***effectively*** uses formative, continuous assessment and summative tests to great effect to secure progress for all pupils, through a sequence of lessons over time.
* ***Consistently***and***effectively***uses a range of relevant data, including *school progress data*, to monitor pupil progress and learning over time.
* Records pupil progress and learning and attainment accurately. These are up-to-date and used to inform future planning and target setting.
* ***Consistently*** uses a range of ***effective*** methods to give pupils regular and *constructive* feedback with the opportunity to respond to it.
* ***Accurately*** and timely gives oral and written feedback. This contributes to pupil progress and learning over time.

***Key questions to reflect upon:***

* *Am I aware of school and national assessment requirements and arrangements?*
* *Do I have sufficient subject knowledge to assess subjects and areas of learning?*
* *Am I using opportunities for oral feedback and apply this to practice?*
* *Can I moderate and interpret assessments and confidently apply this to my practice? Do I modify provision and plan accordingly? This includes interventions.*
* *Am I effectively and accurately assessing both progress and attainment?*
* *Do I involve pupils in setting objectives/targets for their own learning? How can self and peer assessment support the learner?*
* *Can I confidently use a range of formative assessment strategies to both gauge learning and inform my teaching?*
* *Am I familiar with the national expectations for each subject area and how pupils make progress? Am I confident to assess against ages and stages in the EYFS?*
* *Are pupils using oral and written feedback as a means of improvement? Is this meaningful and constructive?*
* *Have I a good understanding of the school’s assessment and feedback/marking policies?*
* *Am I considering the needs of pupils when I analyse assessments?*
* *How can I improve the efficiency and impact of my marking?*

**Teachers’ Standards sub-headings:**

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| 1. **Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements** | |
| Strategies: | * **Statutory assessment** - develop a good understanding of SATS, Year 1 Phonics Screening tests and the EYFS profile. * explore the documentation on the gov.uk website relating to statutory assessment across the key stages and discuss with class teachers/ assessment leads how these are implemented within school. (put first) Be aware of ARE for each subject. * **Assessment procedures** - understand how the school assesses subjects and uses assessment to identify gaps and plan next steps in provision. Is a specific policy used to support this assessment? * **Moderation** - attend some moderation events (in school, school cluster/academy chain). Participate in work scrutiny activity to understand how accurate judgements are made. * **Feedback/ Marking Policy** - read and understand the feedback/marking policy for your school. What is the purpose of this? How does it impact on both pupil engagement and progress? * **Follow up** - plan time for children to respond to written/oral feedback as a means of progression. Appreciate the value of live feedback. |
| 1. **Make use of formative and summative assessment to secure pupils’ progress** | |
| Strategies | * Critical reflection - be honest with yourself. Ask yourself, what can I do next? What worked well? Why did it work? What could I do next time to ensure all pupils are engaged and therefore make progress? Did the activity generate the correct outcome for all pupils? * **Assessment for learning** - consistently track pupils’ progress, know the pupils’ starting point and plan for each pupil. Have an awareness of your target groups and reflect this in your planning. Consider how you will assess progress *during* each lesson and how you, or other adults, will adapt your teaching intervene to ensure progress, rather than at the end of each lesson. * **Assessment of learning** - create end of unit assessments/quizzes and analyse the data to understand pupil progress. Use before and after unit assessments to assess pupil progress. Communicate with subject leaders about how their subject may be assessed using both summative and formative assessments. * **Assessments and tracking** - have clear and consistent tracking systems for all data. Highlight on your lesson plans your target groups and the differentiated activities to be used to meet the needs of the pupils. * **Communicate with SENCo** - look at the suggested activities/strategies along with the learning needs outlined in their EHCP or PLP and build these into your provision (teaching, learning and assessment.) * **Planning** - include prior learning and prior assessments to teaching plans to provide a starting point for assessment and learning. Lessons are adapted from plans based on the assessment of the pupils and next steps in provision. Pupil voice is being actively considered. * **Differentiation** - based on learning needs, fluid groupings allow for maximum progression. Activities are carefully selected based on prior assessment; pupils are not pigeonholed into set ability groups which can cap learning. Careful use of formative assessment will ensure that pupils are appropriately challenged. * **Statutory assessment** - explore how statutory assessment is used. How is this utilised to inform planning and to ensure pupil progress? |
| 1. **Use relevant data to monitor progress, set targets and plan subsequent lessons** | |
| Strategies | * **Self and peer-evaluation** - consistently ask/train pupils to purposefully and accurately reflect upon their own learning with reference to LO/SC etc. Use this to inform planning/intervention and other provision where necessary. * **Mini plenaries/progress checks** - Short, snappy spot-checks assessing pupil progress in the moment. This could be at different points in the lesson. Consider how you will record and use this formative assessment. Does it need you to stop the whole class to gain feedback and check if they are making progress? * **Assessment records** - have clear and consistent data tracking of all pupils. Where appropriate, highlight AfL notes, target groups and differentiated activities to be used to suit the needs of the pupils’ For SEND pupils, communicate with support staff/other professionals to enhance your teaching and be aware of other target groups (PP/SEND/LAC/Higher attaining pupils/ EAL). Collect evidence of other staffs’ observations and assessments made during the lessons. Gather information and seek advice as to how to cater for these target groups and ensure you track and reflect upon their attainment and future provision requirements. * **Target setting** - be aware of any targets and the progress that have been made against these. * **Data analysis** - actively use data to draw conclusions about what pupils have learned. This will include looking at patterns of performance over several assessment points. Gain support from others, as required. * **Pupils’ targets** - pupils are aware of their next steps. They have dedicated time and opportunities to engage with targets and feedback. |
| 1. **Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback** | |
| Strategies | * **Marking** - written feedback is prompt/live, understandable, meaningful and motivational for pupils. These clearly relates to the learning objective. This has a positive impact on understanding and future learning. * **On- going formative** assessment - assess and monitor pupil’s learning behaviours and work during lessons, including checking for misconceptions and intervening where, and when, required. * **Meaningful feedback** - verbal feedback is given throughout the lesson to all children including why and how to improve. Where appropriate (and according to policy) some schools may insist that work show evidence of verbal feedback and the impact this has had on progress. Reflect on how your feedback supports metacognition. This feedback is clear and pupil friendly. * **Responding to feedback** -ensure within planning that pupils have the opportunity to respond to feedback. Consider allowing them to write their response to the feedback within their books. Consider what you will do when reflecting on their responses to your feedback, in terms of adapting planning and progression. Reflect on when this process adds little value to future learning. |

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| Possible Evidence |
| * Knowledge and understanding of the pupils’/school’s performance data * Planning and lesson observations indicate:   + Learning objectives/understanding of success criteria   + Appropriate differentiation following assessments   + Opportunities for formative assessment (oral and written) * CPD activities - impact on practice * Self-reflections/evaluations * Work sample shows clear use of assessments and any next steps in provision (teaching/learning) * Whole school moderation shows ECT is working in-line with school policies and national expectations * Assessment records. Quality of observations in the EYFS. * Feedback from colleagues shows understanding of school’s assessment policies * Parental feedback shows parents/carers are aware of their child’s progress and next steps in learning * Quality of report writing and discussion and feedback with parents/carers * Pupil feedback, including marking, indicates pupils know how they are doing and what they need to do to improve. Pupils can talk confidently about their learning. |

**How could I use my CPD time? You may want to:**

* Familiarise yourself with the national expectations for learners in that year group. This is for all subject areas, including the foundation subjects, and EY areas of learning.
* Observe other teachers - what formative assessment strategies do they access as a means of both gauging learning and informing their teaching/ provision? How can this improve learning outcomes and pupil progress?
* Understand further the benefits of involving pupils in their own learning. Develop your understanding of the factors which make self and peer- assessment effective. When doesn’t this work? How important is it that they understand the purpose of the task /learning objective and success criteria?
* Read and understand policies and procedures which relate to this standard. For example, the school’s marking policy and assessment policy. Spend time looking at the school’s assessment requirements and reporting systems - this includes the tracking system.
* Look at examples of marking - how are pupils encouraged to respond to this? Explore the benefits of live oral and written feedback from both a teacher and pupil perspective.
* Explore how data is used to inform provision, to differentiate teaching and personalise the learning.
* Attend and understand pupil progress meetings. How are realistic targets established? Observe the contributions made by all staff and how next steps in provision/targets are identified.
* Attend moderation events (in-house, external, school clusters…). How do staff moderate and interpret work/learning?
* Explore how interventions, including those for the higher attainers, secure pupils’ progress. Spend time understanding examples of summative assessment and national testing. For example: SAT papers, the Year 1 phonics screening test and EYFS profile data. How do staff prepare learners for these tests?
* Reflect on how staff observe children in the EYFS. How do these observations inform assessments and provision? How are parents/carers contributions encouraged? Look through some EYFS learning journals.
* Understand how the characteristics of effective learning are assessed in the EYFS.