

Assessment & Learning

<u>Assessment of Learning</u> AoL Focus on Attainment and Standards SUMMATIVE	<u>Assessment for Learning</u> AfL Focus on day to day evidence and reflection FORMATIVE	<u>Assessment as Learning</u> AaL Focus on students becoming aware of how they learn METACOGNITIVE
<ul style="list-style-type: none"> ▪ IEP Evaluations (twice yearly) ▪ P Level Assessments (using B Squared Connecting Steps – three times a year) 	<ul style="list-style-type: none"> ▪ Sharing learning objectives and make links with prior learning ▪ Observing / Listening to gather information (Teachers / Teaching Assistants) 	<ul style="list-style-type: none"> ▪ Students reflect on their own work ▪ Self and peer assessment
<ul style="list-style-type: none"> ▪ Annual Review of Statement / EHC Plan (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"> ▪ Decide what their next learning will be and why
<ul style="list-style-type: none"> ▪ Baseline assessment Profile ▪ Internal accreditations ▪ External Accreditation (AIM Awards, ASDAN, Towards Independence and Personal Progress, Arts Award, GCSE, Duke of Edinburgh etc.) 	<ul style="list-style-type: none"> ▪ Explaining / modeling to clarify progression in key skills ▪ Oral / sign / written feedback to support evaluation of progress ▪ Planned activities to provide further insight 	<ul style="list-style-type: none"> ▪ What is the purpose of learning this? ▪ What do I know about this topic? ▪ What do I know that will help me?
<ul style="list-style-type: none"> ▪ End of Year Annual Report (summative report on progress across one academic year) ▪ Multi-agency assessments – Occupational Therapy, physiotherapist, SALT, Educational Psychologist etc 	<ul style="list-style-type: none"> ▪ Involving students in their own learning ▪ Formal student observation (SMT/MLT) 	<ul style="list-style-type: none"> ▪ Do I understand? ▪ What can I do to improve?
<ul style="list-style-type: none"> ▪ Using CASPA comparative data to support analysis 	<ul style="list-style-type: none"> ▪ Access to Individual Learning / Behaviour Plans 	<ul style="list-style-type: none"> ▪ Have I met my target?
<ul style="list-style-type: none"> ▪ Work Scrutiny ▪ Reading and Spelling Age Assessments 	<ul style="list-style-type: none"> ▪ Parent partnership, consultation and dialogue ▪ CAFF / CIN meetings 	<ul style="list-style-type: none"> ▪ Teachers model skills of self-assessment ▪ Teachers support students to become independent learners
<ul style="list-style-type: none"> ▪ MALT and AMT Mathematics Tests 	<ul style="list-style-type: none"> ▪ SEAL, PLTS, Key skills informal assessment contributing to enabling access 	<ul style="list-style-type: none"> ▪ Provide challenging opportunities to practice assessment
<ul style="list-style-type: none"> ▪ SNAP Together SEBD Assessment 	<ul style="list-style-type: none"> ▪ Students know what is expected from them 	<ul style="list-style-type: none"> ▪ Create an environment where it's safe to take chances

THE COMMON THREAD: Recording, reporting, tracking, monitoring & evaluating progress, target setting, moderation