

## Assessment for Learning

Assessment is an integral part of the learning process. Through ongoing integrated assessment, teachers build a comprehensive picture of the progress and learning needs of each child in order to plan future work and ultimately improve learning. Improvement in learning is enhanced by taking account of any information that is available about a child's progression in learning to date. Assessment for Learning encourages:

- the active involvement of children in their own learning by:
  - sharing learning intentions with children,
  - developing their awareness of the skills and knowledge that are being developed,
  - developing their awareness of the strategies
- the provision of effective feedback to children (recognising the profound influence this can have on motivation and self esteem, both of which are crucial influences on learning)
- the development of children's ability for peer and self assessment by helping them to
  - review and evaluate their own and other's work,
  - set their own goals following effective questioning and feedback,
  - understand how to improve.
- the use of outcomes of assessment to inform future teaching and learning.

A varied range of assessment techniques should be used as an integral part of the learning and teaching process, not just at the end of a lesson or topic. Teachers should select learning techniques that best suit the nature of the work being assessed and the purpose of the assessment at the particular time, for example:

- observation
- class discussion
- oral, written, visual presentations or physical demonstrations,
- independent or group tasks,
- project work,
- homework,
- diagnostic and/or standardised tests.

Evidence from these activities should be used to help teachers:

- identify strengths and areas for improvement,
- plan the next stages of learning
- make summative judgements at a particular point in time, for example at the end of a topic, unit of work or the end of each year.