

Assessment For Learning Checklist

This section contains general guidance, in the form of a checklist, to support teachers and schools implementing assessment for learning.



Assessment for learning is effective when pupils:

- show changes in their attitudes to learning and in their motivation, self-esteem, independence, initiative and confidence
- show changes in their responses to questions, in contributions to plenary (full-class) sessions, and in explanations and descriptions
- improve their attainment
- ask relevant questions
- are actively involved in formative assessment processes, eg setting targets, peer or self-assessment, recognizing progress in their written work, skills, knowledge and understanding.

To effectively use assessment for learning teachers need to:

- know their pupils well, know why pupils make mistakes, and be able to make judgments about next steps or interventions
- share learning intentions with pupils and use them to mark work or give feedback or rewards
- build in review time for themselves and their pupils
- encourage pupils to take responsibility for their learning by providing opportunities for pupils to describe their response to learning intentions or targets, the strategies they use and the judgments they make in relation to their progress
- give pupils examples of a variety of skills, attitudes, standards and qualities to aim for
- analyze pupils' performance in tests and use the information for future learning plans
- feel confident and secure in classroom practice.

In addition, teachers need to produce plans with:

- emphasis on learning intentions and on sharing them with pupils and other adults in the classroom
- assessment criteria for feedback and marking, peer and self-assessment
- differentiated classroom groups
- built-in review time and flexibility
- notes of pupils who need additional or consolidation work
- time for guided group sessions for explicit formative assessment opportunities
- adjustments highlighted or crossed out: what did or did not work and why.

To effectively use assessment for learning schools need an ethos (guiding beliefs or culture) that:

- values attitudes to learning and promotes trusting relationships
- encourages and builds self-esteem
- believes that all pupils can improve and measures individuals against their own previous attainment instead of against other pupils
- uses value-added data
- provides support, guidance and appropriate training for teachers
- manages change well and includes maintenance systems
- encourages review and self-evaluation at individual, subject and school level.

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