

Assessment Standard 6 (Standard 6 – Make accurate and productive use of assessment)

Learn that...	Learn how to...
<p>1. effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs</p> <p>2. good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear</p> <p>3. before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use</p> <p>4. to be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect</p> <p>5. high-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve</p> <p>6. over time, feedback should support pupils to monitor and regulate their own learning</p> <p>7. working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.</p>	<p>Avoid common assessment pitfalls, by:</p> <ul style="list-style-type: none"> • <i>planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps)</i> • <i>drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance)</i> • <i>choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.</i> <p>Check prior knowledge and understanding during lessons, by:</p> <ul style="list-style-type: none"> • <i>using assessments to check for prior knowledge and pre-existing misconceptions</i> • <i>structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions)</i> • <i>prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.</i> • <i>monitoring pupil work during lessons, including checking for misconceptions.</i> <p>Provide high-quality feedback, by:</p> <ul style="list-style-type: none"> • <i>focusing on specific actions for pupils and providing time for pupils to respond to feedback</i> • <i>appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child)</i> • <i>scaffolding self-assessment by sharing model work with pupils, highlighting key details</i> • <i>thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.</i> <p>Make marking manageable and effective, , by:</p> <ul style="list-style-type: none"> • <i>recording data only when it is useful for improving pupil outcomes.</i> • <i>working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment)</i> • <i>using verbal feedback during lessons in place of written feedback after lessons where possible</i> • <i>understanding that written marking is only one form of feedback.</i> • <i>reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback)</i> • <i>prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.</i>
<p>Notes</p> <p><i>Learn that...</i> statements are informed by the best available educational research; references and further reading are provided below.</p> <p><i>Learn how to...</i> statements are drawn from a wider evidence base including both academic research and additional guidance from expert practitioners.</p>	

Source: Dfe ITT core content framework and Early Career Framework (2019)

