

When scrutinising planning

Long term planning	Evidence evaluated	No major concerns	Action required	Notes
o is the responsibility of the whole staff, and reflects the school's aims;				
o provides a whole-school curriculum framework, mapping out the planned progression throughout a child's school life.				

Medium term planning	Evidence evaluated	No major concerns	Action required	Notes
o identifies key learning intentions and curriculum targets for classes;				
o offers criteria for the assessment of learning, for example the expectations identified for each QCA unit.				

Short term planning	Evidence evaluated	No major concerns	Action required	Notes
o includes clear, specific learning intentions for assessment				
o is explicit in showing how children's prior knowledge and skills, including their learning in recent lessons, is taken into account and informs the planning;				
o takes into account a range of learning styles;				
o identifies what will be assessed, how this will be done, and who will do it.				



When observing learning

	Evidence evaluated	No major concerns	Action required	Notes
o learning intentions are shared with the children, and used as the basis for a review of learning and feedback to children;				
o children know what they are learning, what they have achieved and how they can improve;				
o opportunities are provided for reflection and discussion of their learning, progress and goals;				
o teachers use a range of assessment methods confidently and appropriately;				
o the organisation of both the classroom and lesson supports planned and unplanned assessments;				
o there are strategies in place to help the teacher to identify when children are having difficulties or are not making progress;				
o assessments are used to decide what to do next with individuals, groups or the class;				
o shared ways forward are agreed between pupils and teachers which focus on how pupils will achieve their goals;				
o the assessment role of other adults in the classroom is clear;				
o not all learning is assessed.				

When scrutinising children's work

	Evidence evaluated	No major concerns	Action required	Notes
○ prompt and regular marking occurs in all classes and all subjects;				
○ the marking process includes both verbal and written feedback;				
○ marking focuses on the learning intentions as the criteria for success;				
○ children are developing the skills of self assessment and peer assessment, and have opportunities to assess their own and others' work;				
○ marking helps children understand what they have achieved and what they need to do next;				
○ where there are difficulties, marking helps children understand what they need to do in order to improve;				
○ marking, along with other information, is used to adjust teaching plans.				

When considering recording procedures

	Evidence evaluated	No major concerns	Action required	Notes
o assessment of learning is more than just tests;				
o assessment of learning is always undertaken for a specific purpose;				
o a 'best-fit' approach is used when using level descriptions as the assessment criteria;				
o in making judgements against level descriptions a range of assessment information is used;				
o consistent judgements are reached through activities that promote shared understanding of standards;				
o the portfolios agreed within the school are consistently used to confirm assessment judgements;				
o analysis of children's performance in tests and other assessment activities is used to identify gaps in teaching and learning;				
o children receive feedback on their performance in tests and other assessment activities;				
o assessment of learning is used to evaluate teaching and for monitoring progress;				
o there is a whole-school agreed set of attainment information, which is recorded;				
o on-going teacher assessment, together with records of summative assessment, forms part of the agreed attainment information used to track progress;				

(continued)

When considering recording procedures (continued)

	Evidence evaluated	No major concerns	Action required	Notes
o the agreed attainment information is updated at least once a year and used to track progress;				
o in addition, individual teachers decide what else they need to record and how it will be recorded;				
o progress against key learning intentions is observed, noted and where significant is recorded;				
o this information is used to inform future planning;				
o children are encouraged to record comments on their work;				
o samples of assessed work are kept to exemplify agreed standards and to model success;				
o records which are passed on are useful, clear and easy to understand;				
o records support report writing;				
o whole school records provide the information required for the Common Transfer Form;				
o information from the previous teacher is used to plan work in a new class;				
o the records of pupil's progress are reviewed regularly to ensure information held is used effectively and when necessary adjustments are made.				



When reporting to parents

	Evidence evaluated	No major concerns	Action required	Notes
o every effort is made to ensure that parents understand the information which is given to them about their child's attainment and progress;				
o reports outline strengths in all aspects of school life and indicate areas that need to be developed;				
o children are actively involved in, and contribute to the reporting process;				
o there are opportunities for teachers, pupils and parents to talk together;				
o parental involvement in pupils' learning is encouraged;				
o targets are set, shared with parents and reviewed with pupils;				
o statutory requirements for reporting are met;				
o the timing of reports allows appropriate discussion and action to take place;				
o parents are helped to understand that teacher assessment and test levels are equally important and provide different and complementary information.				

When reporting to other teachers

	Evidence evaluated	No major concerns	Action required	Notes
○ curriculum liaison and trust is well established with partner schools;				
○ children's work is used as a focus for discussion about progression and approaches to learning as they transfer;				
○ there are opportunities for teachers to observe learning in partner schools;				
○ there is agreement within and across schools about what information should be passed on;				
○ information transferred identifies pupils' strengths and areas for development;				
○ the information which is transferred to the next school covers the statutory requirements;				
○ when pupils stay in the same school, information gets to the next teacher in time for effective planning to occur;				
○ when pupils move schools there are procedures in place to ensure that the right information gets to the right people in good time.				

When considering the use of data

	Evidence evaluated	No major concerns	Action required	Notes
o when new children arrive the information that comes with them is always used to pitch the curriculum appropriately;				
o the whole school agreed set of attainment information is used to track the progress of individual children;				
o attainment information is used to inform curriculum planning and to identify key learning objectives;				
o year on year trends are monitored;				
o attainment is analysed for each cohort and is used to set appropriate targets;				
o progress towards targets is tracked for individuals and year groups;				
o the progress and attainment of different groups is monitored: e.g. gender, ethnic groups, EAL, SEN, gifted and talented pupils etc;				
o data from the Autumn Package and PandA are used to make realistic comparisons with other schools;				
o pertinent and challenging questions about comparative performance are asked;				
o analysis of data informs decisions about what to include in subject action plans and school improvement plans.				

When considering policy and management

	Evidence evaluated	No major concerns	Action required	Notes
o the assessment policy is developed by all staff and is understood by all				
o procedures are in place to monitor and evaluate all aspects of assessment, recording and reporting				
o there is a member of staff with overall responsibility for assessment, recording and reporting, with a clear job description;				
o there is a marking policy;				
o practices and policy are systematically reviewed and evaluated, in terms of the impact upon both teaching and learning;				
o all staff are involved in the review and evaluation processes;				
o targets for development are identified and agreed, as part of school development planning;				
o the current requirements and guidance for statutory assessment are understood and followed.				