

Assessment for Learning (AfL) – leadership and management				
Quality standard	Red = Needs significant development	Amber = Needs further development	Light green = Good and improving	Green = Very strong and secure
1.1 The leadership team has a secure and shared understanding of AfL and gives priority to its systematic development across the school.	At least one senior leader and some middle leaders have a good understanding of AfL. The development of AfL is being prioritised in the school improvement plan.	Most senior and middle leaders have a good understanding of AfL and are working collaboratively to develop AfL. The development of AfL is a priority in the school improvement plan.	All senior and core subject leaders and most other middle leaders have a secure and shared understanding of AfL and continue to develop this collaboratively. AfL is a clearly identifiable and key area for development in the school improvement plan (i.e. it is at the heart of developing teaching and learning in the school).	All senior and middle leaders have a secure and shared understanding of AfL and continue to develop AfL collaboratively. The leadership team has a shared vision which informs how AfL is supported and systematically developed in the school.
1.2 The school has a designated senior leader and expert core subject teachers who fully engage with LA support and training for implementing Assessing Pupils' Progress (APP) and actively lead in-school developments within and across subjects.	There is a designated senior leader and designated expert core subject teachers, and some have accessed LA support and training. The designated core subject teachers are either the subject leaders themselves or are beginning to work with them to plan how to develop APP in their subject area. The designated senior leader is beginning to plan how APP will be developed as part of the whole-school assessment policy.	The designated senior leader and expert core subject teachers access some appropriate LA support and training. The expert core subject teachers are either the subject leaders themselves or are working with them to help develop APP in their subject area. The designated senior leader is beginning to coordinate the development of APP as part of the whole-school assessment policy.	The designated senior leader and expert core subject teachers access all appropriate training support. They model good classroom practice and the effective use of APP to support planning and teaching. They coordinate and actively support the in-school development of AfL with APP, and ensure that staff have full access to APP materials and to LA training and support and that this is disseminated within and across subjects.	The designated senior leader and expert core subject teachers model very good classroom practice. The use of APP is an integral part of their planning and teaching. In collaboration with teachers across key stages, they coordinate and actively support a carefully planned programme of personalised continuing professional development (CPD) for all teaching staff making full use of external support as appropriate.

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<p>1.3 The impact of developing AfL with APP on teaching and learning, motivation and pupil progress is systematically monitored and evaluated. This ongoing process directly informs CPD for all staff.</p>	<p>The designated senior leader is beginning to build the monitoring and evaluation of the impact of developing AfL with APP into the school improvement plan.</p> <p>Some subject leaders, working with core subject experts where appropriate, are beginning to build the monitoring and evaluation of the impact of developing AfL with APP into their subject improvement plans.</p>	<p>The monitoring and evaluation of the impact of developing AfL with APP is built into the school improvement plan.</p> <p>The roles and responsibilities of senior leaders, middle leaders and all teaching staff in relation to monitoring and evaluating impact is made clear in all improvement plans.</p> <p>Plans make clear how monitoring and evaluation will be used to inform CPD.</p>	<p>A systematic programme of monitoring and evaluating the impact of AfL with APP is in place in all core subjects.</p> <p>The distinction between monitoring teacher behaviours and implementation of processes, and evaluating impact on quality of planning and teaching and on pupils' learning and progress, is understood by all senior and middle leaders.</p> <p>Monitoring and evaluation informs the CPD of all teachers.</p>	<p>A systematic and systemic programme of monitoring and evaluation of the impact of developing AfL with APP is established throughout the school.</p> <p>A wide range of tools are used to gather and triangulate evidence, including progression data analysis, peer lesson observations, and pupil and parent voice.</p> <p>Monitoring and evaluation is founded on self-evaluation at all levels and informs CPD of all teaching staff (including TAs).</p>
<p>1.4 Subject leaders, teachers and TAs work collaboratively, share their practice and learn from each other both within and across subject areas.</p>	<p>There is some collaborative working within subject areas.</p> <p>Cross-phase collaborative working and sharing of practice is encouraged.</p> <p>All TAs receive some CPD.</p> <p>The sharing and networking of effective practice is beginning to be developed, e.g. through meetings, newsletters, bulletin boards and e-forums.</p> <p>Peer lesson observation, e.g. using learning and teaching review tables, is being encouraged and beginning to be facilitated.</p>	<p>Collaborative working within subject areas is frequent, with some cross-phase collaborative working and sharing of practice.</p> <p>There is a planned programme of CPD for TAs who are encouraged and enabled to participate in all relevant teaching staff CPD.</p> <p>There is regular sharing and networking of effective practice.</p> <p>Peer lesson observation, e.g. using learning and teaching review tables, is increasingly common.</p>	<p>Collaborative working between teachers and TAs within and across phases is encouraged, planned for and resourced.</p> <p>The sharing and networking of effective practice across the school is routine.</p> <p>Peer lesson observation, e.g. using learning and teaching review tables, is an entitlement for all staff.</p>	<p>Collaborative working between teachers and TAs within and across phases is planned for, resourced and routine as part of self-motivated professional development in a learning community.</p> <p>The sharing and networking of effective practice is a feature of all whole-school and phase meetings.</p> <p>A programme of personalised support for CPD, e.g. through coaching, is an entitlement for all teaching staff.</p> <p>Teachers are confident to take informed risks to develop their teaching and receive peer support to do so.</p>

Assessment for Learning (AfL) – day-to-day assessment				
Quality standard	Red = Needs significant development	Amber = Needs further development	Light green = Good and improving	Green = Very strong and secure
2.1 All teachers have a secure and shared understanding of AfL and how it impacts on learning and standards.	<p>Most teachers have had some AfL CPD.</p> <p>The quality of AfL in lessons is improving across the school (most teachers at 'Focusing' and a few at 'Establishing' in the AfL learning and teaching review table).</p>	<p>Nearly all teaching staff (including TAs) have had AfL CPD and share practice to learn from each other.</p> <p>The quality of AfL practice is improving across the school but in-school variation is significant (many teachers at 'Focusing' but increasing numbers at 'Developing' with some at 'Establishing' in the AfL learning and teaching review table).</p>	<p>All teaching staff are part of the school's CPD programme and work together collaboratively to share practice and learn from each other.</p> <p>The quality of AfL practice is generally good across the school but there is notable in-school variation (most teachers at 'Developing' with many at 'Establishing' in the AfL learning and teaching review table).</p>	<p>All teaching staff have a personalised CPD programme and continue to work together collaboratively to share practice and learn from each other.</p> <p>The quality of AfL practice is consistently high across the school with minimal in-school variation (teachers typically at 'Establishing' or 'Enhancing' in the AfL learning and teaching review table).</p>
2.2 All teachers have a good understanding of progression in the key concepts and skills in their subject.	<p>Most teachers have received some subject-specific guidance, training or support.</p> <p>Some teachers have access to internal and external subject-specific training.</p> <p>Some teachers have engaged in APP standardisation and moderation exercises.</p>	<p>Most teachers receive regular subject-specific training and/or support and work with others to further develop their subject knowledge.</p> <p>Nearly all teachers have access to internal and external subject-specific training.</p> <p>All teachers have engaged in APP standardisation and moderation exercises.</p> <p>Most lessons are planned to appropriately challenging <i>learning objectives</i> and intended <i>learning outcomes</i>.</p>	<p>All teachers receive regular subject-specific training and/or support and work with others to further develop their subject knowledge.</p> <p>All teachers have access to internal and external subject-specific training.</p> <p>All teachers engage in a programme of APP standardisation and moderation exercises.</p> <p>Nearly all lessons are planned to appropriately challenging <i>learning objectives</i> and intended <i>learning outcomes</i>.</p>	<p>All teachers receive regular subject-specific training and/or support matched to their identified needs and continue to work closely together to further develop and refine their subject knowledge.</p> <p>All teachers routinely engage in APP standardisation and moderation exercises.</p> <p>All lessons are planned to appropriately challenging <i>learning objectives</i> and intended <i>learning outcomes</i>.</p>

<p>2.3 All teachers give pupils clear feedback which identifies next steps and provides opportunities in lessons for pupils to discuss and act upon the feedback.</p>	<p>Some teachers provide specific, positive feedback in lessons and in their marking to inform next steps.</p> <p>Pupils are sometimes given time in lessons to respond to feedback and improve their work.</p>	<p>Most teachers regularly assess learning and provide specific, positive feedback in lessons and in their marking to inform next steps. In core subjects this feedback is informed by APP where appropriate.</p> <p>Pupils are often given time in lessons to respond to feedback and improve their work.</p>	<p>Nearly all teachers continually assess learning and provide specific oral and written feedback to inform next steps. In core subjects this feedback is informed by APP where appropriate.</p> <p>Pupils are usually given time in lessons to respond to feedback and improve their work.</p>	<p>All teachers provide feedback to help pupils use success criteria (which focus on fine grades of progression in key concepts and skills) to identify how to take their next steps. In core subjects this feedback is informed by APP where appropriate.</p> <p>Pupils are routinely given time in lessons to respond to feedback and improve their work.</p>
<p>2.4 Skilful questioning and focused dialogue (whole-class, group and paired discussion) is a regular feature of lessons.</p>	<p>Some teachers use questioning to prompt whole-class group/paired discussion.</p> <p>Some teachers are beginning to develop peer and self-assessment.</p>	<p>Most teachers use thoughtful questioning and provide regular opportunities for whole-class group/paired discussion.</p> <p>Most teachers are developing peer and self-assessment as a regular feature of lessons.</p>	<p>In nearly all lessons, teachers use planned and responsive questioning and there are opportunities for structured whole-class supported group/paired discussion.</p> <p>Well-focused and supported peer and self-assessment is a common feature in lessons.</p>	<p>All teachers routinely use skilful questioning, appropriate resources and engaging activities to focus and sustain orchestrated whole-class, group and paired dialogue.</p> <p>There is a whole-school approach to developing dialogue in lessons.</p> <p>Peer and self-assessment is part of a seamless range of dialogue often generating a buzz of discussion.</p>

<p>2.5 In lessons, all pupils have a clear understanding of what they are trying to learn (<i>learning objectives</i>), how they can recognise achievement (<i>learning outcomes</i>), what 'good' looks like (<i>success criteria</i>) and why they are learning this (<i>big picture</i>).</p>	<p>Some lessons are planned to appropriately challenging <i>learning objectives</i> which focus the teaching.</p> <p>Some teachers explain the <i>learning objectives</i> and <i>outcomes</i> and check pupils' understanding during the lesson and in these lessons many pupils can explain the learning objectives and outcomes.</p>	<p>Most lessons are planned to appropriately challenging <i>learning objectives</i> which focus the teaching (linked to NC standards and informed by APP where appropriate).</p> <p>Most teachers explain:</p> <ul style="list-style-type: none"> • the <i>learning objectives</i> and <i>outcomes</i> and many pupils understand these • what a good <i>learning outcome</i> will 'look like' and how this relates to subject standards and many pupils can describe these success criteria • the relevance of what is being learned (<i>big picture</i>) and many pupils can explain why they are learning what they are. 	<p>Nearly all lessons are planned to appropriately challenging <i>learning objectives</i> which focus the teaching (linked to NC standards and informed by APP where appropriate).</p> <p>Teachers typically explain:</p> <ul style="list-style-type: none"> • the <i>learning objectives</i> and <i>outcomes</i> and check pupils' understanding and most pupils understand these • what a good <i>learning outcome</i> will 'look like' and how this relates to subject standards and most pupils can describe these success criteria • the relevance of what is being learned (<i>big picture</i>) and most pupils can explain why they are learning what they are. 	<p>All teachers plan lessons to appropriately challenging <i>learning objectives</i> and intended <i>learning outcomes</i> using <i>success criteria</i> to scaffold learning.</p> <p>Pupils are able to explore the objectives, outcomes and success criteria and sometimes determine the success criteria themselves.</p> <p>Exploration of the <i>big picture</i> ensures all pupils can make links to other aspects of the subject including functional aspects, and to other subjects, and can transfer skills into new contexts.</p>
<p>2.6 All pupils have the confidence, dispositions and skills to evaluate the quality of their work and level of understanding, and work with their teachers and peers to take the next steps in their learning.</p>	<p>Some teachers encourage dialogue and seek to build pupil confidence, e.g. through establishing ground rules for constructive peer assessment.</p> <p>Some pupils can evaluate the quality of their work, and level of understanding, and work with their teachers and peers to take the next steps in their learning.</p>	<p>The quality of dialogue and pupil confidence is improving through the specific strategies many teachers are using to develop this, e.g. through creating a positive classroom environment and modelling constructive feedback.</p> <p>Many pupils can evaluate the quality of their work, and level of understanding, and work with their teachers and peers to take the next steps in their learning.</p>	<p>The quality of dialogue and pupil confidence is improving through the specific strategies most teachers are using to develop this, e.g. through clarifying progression using fine success criteria and modelling constructive feedback.</p> <p>Most pupils can evaluate the quality of their work, and level of understanding, and work with their teachers and peers to take the next steps in their learning.</p>	<p>All teachers consciously develop pupils' dispositions, skills and confidence to engage in dialogue, e.g. through engaging pupils in developing success criteria and modelling effective interaction.</p> <p>All pupils can evaluate the quality of their work, and level of understanding, and work with their teachers and peers to take the next steps in their learning.</p>

Assessment for Learning (AfL) – periodic assessment				
Quality standard	Red = Needs significant development	Amber = Needs further development	Light green = Good and improving	Green = Very strong and secure
3.1 Planning for progression is informed by APP guidelines. Medium- and long-term plans identify intended learning outcomes and opportunities for periodic APP assessments and reviews of progress.	Some core subject leaders and teachers are beginning to consider how medium- and long-term plans could reference APP assessment criteria and identify assessment opportunities which relate to planned progress.	Some medium- and long-term plans identify assessment opportunities which are appropriate for the planned progression and intended learning outcomes, and help generate an appropriate range of assessment evidence.	Most medium- and long-term plans identify assessment opportunities which are appropriate for the planned progression and intended learning outcomes, and help generate an appropriate range of assessment evidence.	All medium- and long-term plans identify assessment opportunities which are appropriate for the planned progression and intended learning outcomes, and help generate an appropriate range of assessment evidence. Feedback from APP assessment is used to aid whole-school curriculum review.
3.2 Standardisation and moderation processes are in place to ensure accurate and consistent APP judgements.	Some core subject leaders are beginning to develop moderation and standardisation activities using the Standards files and APP guidelines.	Moderation and standardisation activities are built into the school improvement plan. Cross-phase (including cross-school) moderation and standardisation activities are being developed to ensure accurate and consistent APP judgements.	Regular standardisation and moderation activities for all teachers are built into departmental planning. Cross-phase (including cross-school) moderation and standardisation activities are in place to ensure accurate and consistent APP judgements.	Regular standardisation and moderation activities engaging all teachers are routine. A programme of cross-phase (including cross-school) moderation and standardisation activities is part of the annual development cycle which ensures accurate and consistent APP judgements.
3.3 APP is integral to tracking and target setting that ensures that all underachieving groups and individuals are receiving appropriate additional support.	Tracking systems are beginning to be developed that incorporate APP assessment criteria and can be used to monitor pupil attainment.	APP assessment criteria are beginning to be used to track pupil progress and to direct appropriate intervention and additional support.	All teachers maintain some records of all individual pupil progress based on APP assessment criteria. Tracking systems are able to identify individuals and groups of pupils who are not making sufficient progress and the areas in which they require support.	APP assessment criteria are an integral part of pupil tracking systems and provide detailed records of progress for all pupils. Underperforming groups and individuals are identified along with appropriate intervention strategies, which are rigorously evaluated for impact.

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<p>3.4 APP criteria are shared and discussed regularly with every pupil to agree targets and review progress towards them.</p>	<p>Some core subject leaders are beginning to develop a process for using APP assessments to give feedback to pupils and develop curricular targets.</p> <p>APP guidelines are beginning to be used to highlight pupils' strengths and weaknesses, e.g. with a focus group.</p>	<p>APP guidelines are being used to highlight the strengths and weaknesses of every pupil.</p> <p>APP assessment criteria are beginning to be discussed with pupils.</p> <p>Pupils are aware of their curricular targets and how they inform progress.</p>	<p>APP assessment criteria are regularly discussed with all pupils.</p> <p>Pupils are developing as independent learners, agreeing challenging targets.</p> <p>Pupils use their understanding of progression to judge the quality of their work and how it can be improved.</p>	<p>APP assessment criteria are in common use and understood by all pupils.</p> <p>Pupils are active participants in shaping challenging targets and reflect critically on how to make progress and identify personally effective learning strategies.</p>
<p>3.5 Teachers use APP assessment information to inform whole-class learning and teaching, group intervention and one-to-one support and tuition.</p>	<p>Some teachers recognise the expectation that APP will help inform their planning.</p> <p>Some teachers recognise the opportunity of adapting their teaching in light of assessment outcomes.</p>	<p>Learning is increasingly personalised for pupils as teachers use APP to help inform their learning and teaching.</p> <p>APP assessments are beginning to be used to inform and focus appropriate intervention.</p>	<p>Teachers typically use APP information to help inform their lesson planning and personalised learning in whole-class teaching.</p> <p>Intervention is ever more focused to meet the needs and sustain the progress of pupils.</p>	<p>Teachers routinely use APP information to help inform their lesson planning, personalised intervention and ongoing dialogue with pupils.</p> <p>Monitoring and evaluation is in place to ensure that intervention is appropriate in nature, challenge and duration and is sustaining progress.</p>
<p>3.6 Information from APP assessments is used to support transition and transfer.</p>	<p>Core subject leaders and SLT are beginning to explore how APP will support continuity and progression from year to year.</p> <p>Core subject leaders and SLT are beginning to explore how APP assessment data can best be transferred across key stages and schools.</p>	<p>Systems are in place to support teachers in using APP to support continuity and progression from year to year.</p> <p>More detailed APP data is being transferred across key stages and schools identifying areas of strength and weakness of individual pupils.</p>	<p>Systems secure smooth continuity and progression from year to year, engaging parents and carers in discussions about progress and personal curricular targets.</p> <p>Appropriately detailed APP profiles for individual pupils are shared in sufficient time to influence curriculum planning, teaching and intervention.</p>	<p>Continuity and progression across phases is seamless with parents and carers actively engaged in the transfer and transition process.</p> <p>Appropriately detailed and up-to-date APP pupil profiles are transferred across schools and years. These inform discussions, using a common language, between teachers across phases and years and with pupils and parents, which secure progression in learning for all pupils.</p>

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<p>3.7 Individual pupils' progress and curricular targets (related to National Curriculum (NC) levels and informed by APP criteria) are regularly shared and discussed with parents and carers.</p>	<p>Some core subject leaders are looking at how APP assessments can help give feedback to parents and carers as part of the school's reporting system.</p>	<p>Curricular targets related to NC levels, informed by APP criteria, are shared and discussed with parents and carers.</p>	<p>School's reporting system is based on APP criteria and parents and carers have access, throughout the year, to information about their child's progress.</p> <p>Progress, targets, next steps for learning and support needed and provided are regularly discussed with parents and carers.</p>	<p>All parents and carers are actively engaged in helping their child make progress towards their personal targets, informed through access to information, and ongoing dialogue with teachers and their child using APP assessment criteria.</p>
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Afl Strategy Quality Standards 1.1 – 3.7 taken from Paper 3b ii, *Assessment for Learning Information Pack for Local Authorities* (DCSF)