EDUCATION & TRAINING FOUNDATION

# ASSESSMENT FOR LEARNING

## EFFECTIVE PRACTICE GUIDELINES

## 01 PROMOTE RELEVANCE OF MATHS AND ENGLISH

**Who?** – Everyone with responsibility for learners actively promotes the relevance and value of maths and English in relation to vocational learning and assessment.

## 02 ENGAGE ALL RELEVANT PROFESSIONALS

**Who?** – All relevant professionals (e.g. vocational, specialist and support practitioners) are actively engaged to support assessment including feedback from those in the workplace where possible and appropriate.

## 03 ENGAGE LEARNERS

**Who?** – Practitioners support learners to monitor and evaluate their learning as it happens, through reviewing, guiding and supporting learning activity both individually or in groups.

## 04 ACCESS SPECIALIST EXPERTISE

**Who?** – Relevantly qualified and experienced education practitioners review (and/or validate) a learner's strengths and learning support needs through direct interaction, particularly as a supplement to paper-based, or IT-supported, testing.

## 05 CONSIDER ALL ASSESSMENT AS AN AFL PROCESS

**What?** – Consider all assessment, whether initial, diagnostic or formative, as fundamentally the same process, with the same purpose (namely, Assessment for Learning).

## 06 LIMIT ASSESSMENT TO WHAT IS NECESSARY

**What?** – Limit the amount and level of assessment to that which is essential for current goal setting, particularly in the initial stage of the learner's journey.

## 07 ASSESS FOR SELF-BELIEF AND MOTIVATION

**What?** – Ensure that assessment and regular reviews address learners' self-belief and motivation alongside their subject knowledge and abilities in maths and English.

## 08 SAFEGUARD CONFIDENCE AND INDEPENDENCE

**What?** – Safeguard learners' self-confidence and independence in learning by identifying capability and strengths, and provide scaffolded guidance on the next steps to build on this foundation.

## 09 ALLOCATE SUFFICIENT TIME

**How?** – Allocate time in sessions for learners to: record and reflect on the purpose and personal implications of their learning goals; monitor and evaluate their own progress and to seek help when needed; update personal progress records. Allocate time for practitioners to review and validate these.

## 10 USE AUTHENTIC CONTEXTS

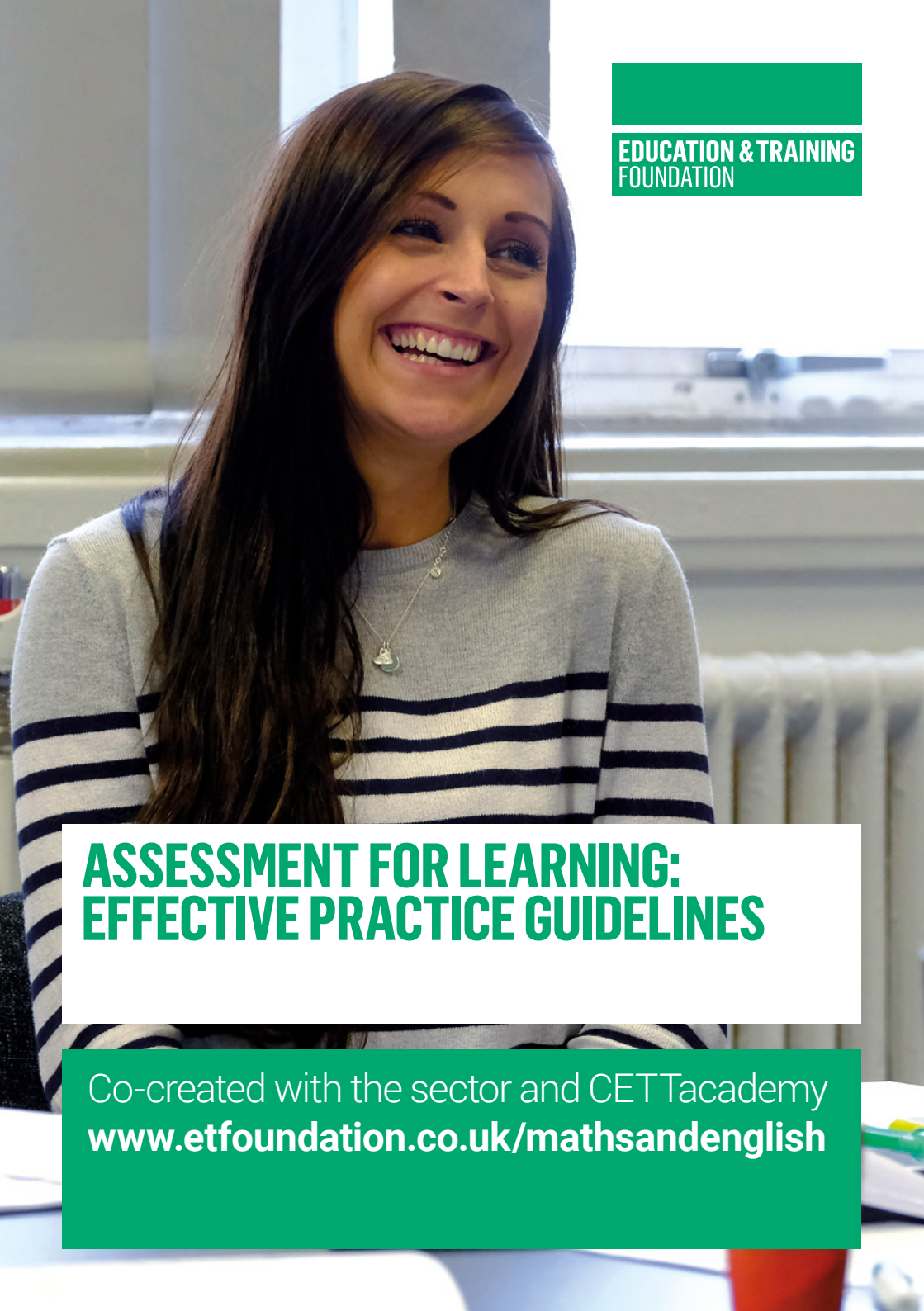
**How?** – Embed or contextualise assessment in authentic/realistic, real-work/ life contexts.

## 11 ENSURE RECORDS ARE 'LIVING DOCUMENTS'

**How?** – Facilitate learners to use their personal progress records to support and record regular reviews, as a 'living' and continually evolving 'plan for learning' that is learner-led, but teacher-supported and validated.

## 12 USE PERSONAL PROGRESS RECORDS EFFECTIVELY

**How?** – Use personal progress records to: review and agree learners' individual learning goals; review own delivery strategies for individuals or groups of learners; identify learners at risk of falling behind, support referrals and to aggregate progress and achievement data for MIS purposes.



EDUCATION & TRAINING FOUNDATION

# ASSESSMENT FOR LEARNING: EFFECTIVE PRACTICE GUIDELINES

Co-created with the sector and CETTacademy

**www.etfoundation.co.uk/mathsandenglish**