

Assessment Strategy – COVID 19

When developing an assessment strategy, leaders and teachers will need to carefully consider the role they want assessment to play in shaping and tracking pupils' learning.

“The fundamental question for teachers and school leaders to consider in evaluating systems for collecting and reporting assessment data is what purposes the data is intended to support?”

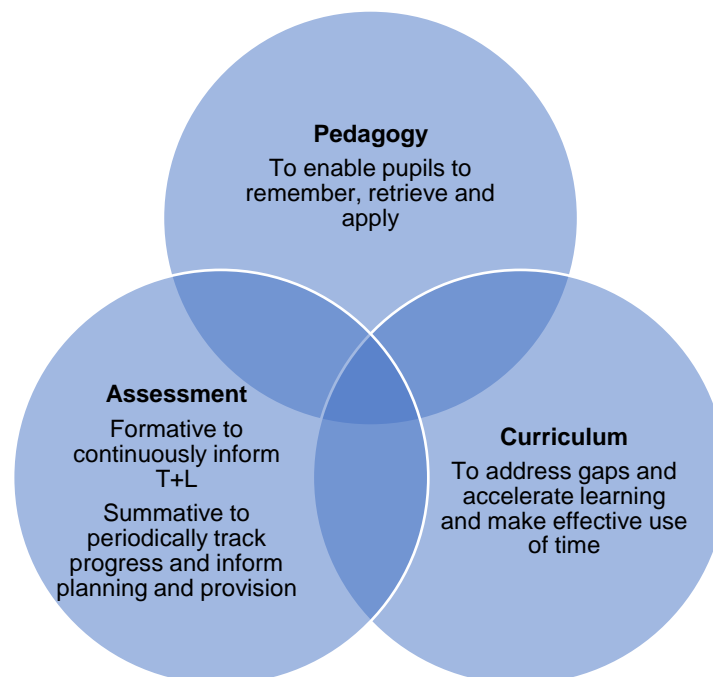
Final report of the Commission on Assessment without levels, 2015

Guiding Principles

Teachers will need a clear understanding of the likely gaps in pupils' learning. This is best achieved through:

- A careful review of previous curriculum coverage
- The use of the most recent teacher assessments
- Ongoing formative assessment of pupils' learning

Learning should be shaped by regular formative assessment undertaken through well-designed tasks that enable pupils to apply their learning and demonstrate what they know, remember, and understand. The relationship between **curriculum, assessment, and pedagogy** and how each of these elements can best support successful learning will need careful consideration.



Key steps include:

- Quickly establish starting points for individuals by tracking back to previous learning
- Use assessment sensitively to identify and plan to close gaps in knowledge, skills and understanding.
- Remain highly receptive and adaptive to feedback from children's learning
- Organise planning so that blocks of work include several domains and provide opportunities to apply previous learning
- Revisit key concepts and knowledge through repeating domains in different combinations

Formative Assessment

There is no intrinsic value in recording formative assessment; what matters is that it is acted on. When shaping the role of formative assessment in recovery, consider:

- Is it effective in identifying gaps in knowledge, skills, understanding and application?
- Does it inform teaching and learning?
- Is it an integral part of a programme of recovery?

Summative Assessment

When shaping the school's summative assessment processes consider how assessment milestones:

- link with key aspects of the school's curriculum offer and school calendar
- are used to evaluate pupils' learning and progress at key points in the programme of study
- might be different for each cohort (Year 2 and Year 6 in particular have a different approach due to end of key stage assessment).