

Q7 – How do I use assessment effectively to understand pupils’ learning, provide quality feedback, and inform my teaching decisions?

Components	Pre-enrolment	Phase 1	Phase 2	Phase 3
Formative assessment	I understand that it is important to check that pupils understand what they are being taught.	I have observed and can articulate how different assessment for learning techniques are used by experienced teachers. I can use simple checks for understanding with pupils I am working with.	I can design and deploy formative assessment strategies in my lessons. I am beginning to use assessment information with increasing subject specificity to adjust and adapt my lessons. I use assessment to identify misconceptions. I plan formative assessment tasks linked to lesson objectives. I structure tasks and questions to enable identification of knowledge gaps.	I can skilfully use a variety of assessment strategies that identify misconceptions and barriers to pupil learning. I track pupil assessment data to inform mid-term planning. I draw conclusions about learning by looking at patterns of performance over multiple assessments. I monitor pupil work effectively during lessons, checking for misconceptions. I use formative assessment to promote metacognition.
Giving high quality feedback		I have observed and can articulate how experienced teachers give feedback and the impact it has on pupil learning. I can give simple feedback on pupil learning. I know about the school's feedback and marking policy.	I provide timely feedback that identifies strengths and next steps. I can implement whole-class, group or individual feedback to address common misconceptions. I create opportunities for pupils to respond to and act on feedback. I focus on specific actions for pupils and provide time for response. I appreciate that pupils' responses to feedback can vary depending on social factors.	I balance detailed individual feedback with sustainable workload management. I use verbal feedback during lessons in place of written feedback where appropriate. I use positive feedback to highlight strengths and next steps in learning. I support pupils to monitor and regulate their own learning over time. I scaffold self-assessment by sharing model work and highlighting key details.
Summative assessment		I understand the difference between formative and summative purposes. I know about the key summative assessment points in the primary curriculum. I understand the different types of summative assessments used across the curriculum. I am familiar with the school's assessment calendar and key assessment points.	I am beginning to analyse previous summative assessment materials to understand assessment demands across a range of subjects. I can support preparations for upcoming assessments. I understand how and can use data from previous summative assessment points to inform planning.	I use insights from formative assessment to address gaps before summative assessment points. I support preparations for summative assessments through targeted revision and practice. I recognise the need to support pupils' wellbeing and confidence during assessment periods. I work collaboratively with colleagues to ensure consistent approaches to summative assessment preparations.