

Questions from Eileen Visser, Her Majesty's Chief Inspector, on school assessment

Assessment

- Are lessons informed to a high level about an individual's response to learning – is this recorded clearly and subsequent action taken?
- Is the recording, collation and tracking of pupils' progress secure across all aspects of learning? Do all teachers know how to analyse the data and use it to improve outcomes?
- Is an appropriate range of strategies used to record individual pupils' learning and progress? Is the collation of records examined regularly to ensure best fit, show progress across different curricular areas and be manageable throughout a pupil's school career?
- Is there a distinction between lessons that constructively reinforce and generalise prior learning and those where there is unnecessary repetition of previous work?
- Are additional adults in a class or activity used to the full to observe and record interactions and pupils' responses? Are these observations used effectively to inform planning and the next stage of learning?
- Do all staff understand that assessment requirements should not determine the curriculum on offer?
- Are you up-to-date with recent developments in special education and mainstream practice as applicable to your school, class, pupils?
- Do you ensure developments are consistently conveyed to all staff and that all staff undertake appropriate training in the particular strategies used in your school?

Checking understanding and giving feedback

- How well do teachers and other adults systematically check pupils' understanding in a lesson? Do they adjust according to the information they observe and react appropriately to improve access, participation and improve learning?
- How effectively are pupils and their parents/carers kept informed about how well they are doing and given guidance in a range of forms to help them do better and improve?
- How well do pupils respond to and understand suggestions provided in a range of ways to improve their learning?