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.
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