

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

Components	Pre-enrolment	Phase 1 Beginning: Observation and awareness	Phase 2 Developing: Practice and collaboration	Phase 3 Consolidation: Confident application and evaluation
Formative assessment	I understand that it is important to check that pupils understand what they are being taught.	I have observed and can articulate different assessment for learning techniques used by experienced teachers. I can use simple checks for understanding with pupils I am working with.	I can design and deploy a variety of formative assessment strategies in my lessons. I use assessment information 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 use assessment strategies that identify misconceptions and barriers to pupil learning. I am beginning to track pupil assessment data to inform mid-term planning. I can 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 different experienced teachers give feedback and the impact it has on pupil learning. I can give simple feedback on pupil work. 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 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 create a culture in which feedback is valued. I balance detailed individual feedback with sustainable workload management. I use verbal feedback during lessons in place of written feedback where appropriate. I prioritise highlighting errors related to misunderstandings rather than careless mistakes. 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 of assessment. I understand the different types of summative assessments used in my subject. I am familiar with the school's assessment calendar and key assessment points in my subjects.	I can analyse previous summative assessment materials to understand assessment demands in my subject. I am beginning to prepare pupils appropriately for upcoming assessments without teaching to the test. I can create appropriate practice materials that reflect summative assessment requirements. I am beginning to understand how summative data from previous cohorts informs planning.	I can effectively prepare pupils for summative assessments through targeted revision and practice. I can design activities that build pupils' assessment literacy and exam technique without narrowing the curriculum. I use insights from formative assessment to address gaps before summative assessment points. I am beginning to recognise signs of exam anxiety and implement strategies to support pupils' wellbeing and confidence during assessment periods. I can work collaboratively with colleagues to ensure consistent approaches to summative assessment preparation across teaching groups.