

**Questions based on a selection from Appendix 5 of  
*A curriculum for all learners: Guidance to support teachers of learners with  
additional learning needs*  
Welsh Assembly Government**

**Using assessment information with pupils**

Do you recognise that pupils need to know where they are currently in their learning, where they need to go and how to get there?

How do you share learning objectives/outcomes with pupils before a lesson/series of lessons in ways they can understand?

How are assessment criteria developed and/or shared with pupils to facilitate self/peer assessment?

How do you explain what 'good' looks like so pupils are clear about expected standards?

How do you use questions effectively to find out about pupils' prior knowledge/ understanding and to promote thinking and reflection?

**Feedback**

How does your feedback help pupils to understand what they have achieved?

What is your marking policy? Do you over-emphasise grades/marks at the expense of telling pupils what they need to do to improve?

How do you give pupils the time and the vocabulary to reflect on feedback and make comments on their learning?

How do you use assessment information from pupils to inform your future planning?

Do all teachers pay sufficient attention to assessment records of previous teachers?  
How can you improve your use of information/data?

What evidence do you have that formative assessment has helped you to improve learning, teaching, standards?

### **Using assessment information**

Do you analyse information in sufficient detail to provide a picture of strengths and weaknesses in pupils' performance, your curriculum and teaching in different subject areas? How is this information used to plan for improvement?

Are teacher assessments used in conjunction with other sources of assessment information to identify pupil performance and possible underachievement?

How do you share assessment information with parents/carers in a way that is clear and will help them support their children?

How can school portfolios be used to help parents/carers understand what is meant by progress?

How do you ensure that analysis of assessment information leads to review/revision of plans and approaches?

How does accumulated assessment data feed into updates of the school improvement plan?

Does your governing body have sufficient information to set targets for improvement? Is it in an accessible format? How do they monitor progress?

### **Recording systems**

Is your recording system valid and manageable?

Have you agreed the information that needs to be retained?

Are you clear about purpose/use?

Is practice consistent?

Do records provide useful information for future plans and provide feedback on effectiveness of teaching?

How do records feed into reports to parents/carers?

Are records effective for pupils of all abilities?

Do records support effective transition between classes/key stages?

Is there any duplication?

Do your assessments record a sufficiently broad range of pupil achievement?