

Please select values 1-4 from drop-down list against the 8 Ref. in the 'Actual' column
Please apply best-fit for your current position from the statements:
- Focusing (1)
- Developing(2)
- Enabling (3)
- Enhancing (4)



Ref	Actual	Focusing (1)	Developing (2)	Enabling (3)	Enhancing (4)
AP 1		Assessment and evaluation approaches are beginning to develop consistency and coherency. The range of purposes and practices for assessment is understood and articulated in a few cases.	The schools has a consistent assessment and evaluation approach in line with the current national expectations. The range of purposes and practices for assessment is understood and articulated.	The school has started to adapt its assessment and evaluation approach in line with the national framework. Assessment is used effectively with other evidence to inform self-evaluation.	The school has a coherent and consistent assessment and evaluation approach in line with the national framework, which aligns with the four purposes of the curriculum. Assessment evidence is used systematically and in combination with other evidence to inform self-evaluation.
AP 2		Assessment arrangements are in line with expectations of the current National Curriculum. The school is starting to consider the recommendations for Achievement Outcomes and Progression Steps in Chapter 4 of Successful Futures.	Assessment arrangements are in line with expectations of the current National Curriculum. The school has an understanding of the recommendations for Achievement Outcomes and Progression Steps in Chapter 4 of Successful Futures.	Assessment arrangements have started to consider the intentions set out in the Achievement Outcomes at each progression step within each of the Areas of Learning and Experiences.	Assessment arrangements are based upon the intentions set out in the Achievement Outcomes at each progression step within each Area of Learning and Experiences.
AP 3		The current National Curriculum provides the context for planning and assessment.	The current National Curriculum provides the context for planning and assessment. The school has an understanding that the Achievement Outcomes and Progression Steps are intended as long term reference points.	In the context of AOLE work, the school has started to consider how the Achievement Outcomes and Progression Steps will be used as the context for planning and assessment.	Achievement outcomes for each Progression Step provides the context for planning and assessment and are used as long term reference points.
AP 4		The school's current curriculum builds appropriately on learners' prior skills, knowledge and understanding. The school is in the early stages of collaboration with key partners to consider the changes that may be needed in the new curriculum.	The school's current curriculum builds appropriately on learners' prior skills, knowledge and understanding through key transition points. The school has started to consider how this may change in the new curriculum through working in collaboration with key partners.	The schools current curriculum builds well on learners' prior skills, knowledge and understanding. Through AOLE work, the school is considering what will be needed in the new curriculum, through working in collaboration with key partners across key transition points.	The curriculum builds well on learners prior skills, knowledge and understanding across all reference and transition points. Summative reporting supported by portfolio evidence and face-to-face discussions involving the relevant teaching staff reinforces this.



Ref	Actual	Focusing (1)	Developing (2)	Enabling (3)	Enhancing (4)
AP 5		Teachers employ a limited range of assessment techniques for identified learners.	Teachers explore a range of assessment techniques for identified learners. There is appropriate collaboration with colleagues and other agencies.	There is a range of assessment techniques and teachers are exploring how these can reflect the breadth of the purposes of the new curriculum. Teachers employ a wide range of effective assessment techniques for identified learners. Collaboration with colleagues and other agencies effectively support learners.	There is a wide range of assessment techniques, selected on 'fit-for-purpose' criteria and reflect the breadth of the curriculum purposes. Teachers employ specialised and highly effective assessment techniques for identified learners. There are innovative approaches to assessment, including interactive approaches and digital technology. There is a strong commitment to working with colleagues and other agencies to best meet identified learning needs.
AP 6		Feedback is superficial and seldom effectively deepen the learners' understanding and skills.	Feedback facilitates a deeper understanding of learning which enhances the learning experience. Teachers engage learners in their own assessment.	Feedback facilitates deep understanding of learning which successfully enhances the learning experience. Teachers regularly share individual progress with learners who are involved and beginning to recognise their next learning steps.	All teachers provide high quality feedback that comes from good formative assessment. Teachers instantly share individual progress with learners so that they involved and clearly understand their next learning steps.
AP 7		Assessment recording and reporting sometimes lacks rigour and purpose, and seldom focuses on progression.	Assessment is used appropriately to guide decisions about how best to progress learning, with reports to parents and carers focused on progress and next steps within the current National Curriculum. The school has knowledge of the recommendations within Successful Futures.	Assessment is used well to guide decisions about how best to progress learning, with reports to parents and carers focused on progress and next steps within the current National Curriculum. Parents have an understanding of the changes outlined in the Successful Futures review.	Assessment is used fully to guide decisions about how best to progress learning, with reports to parents and carers focused on progress and provide holistic evidence of how their child is developing towards the four purposes. Reports include an evaluation of children's achievements and progress for each Area of Learning and Experiences and Cross-Curriculum responsibilities, as well as next steps.
AP 8		Internal moderation is starting to be developed. The school is beginning to collaborate to verify standards.	The school recognises the need for robust moderation and is developing internal consistency throughout the school as teachers are collaborating within their areas/key stages in line with the current National Curriculum.	Teacher assessment is valid as many teachers work collaboratively to agree standards and moderate assessment. Discussion of how assessment will contribute to learning within the AOLE is taking place.	Teacher assessment has high validity as teachers work collaboratively to agree standards and moderate assessment based on the Achievement Outcomes at each progression step within each Area of Learning and Experiences.