

## **Anticipated Experiences of Monitoring and Assessment**

- Target setting at different levels – pupil, group, class, school
- Meeting the needs of all pupils – inclusion of pupils with SEN, use of Foundation Stage Profile
- National Curriculum assessment – Teacher assessment and tests – use of this data
- Formative, summative, diagnostic assessment
- Different methods of assessment – formal and informal; Opportunities to evaluate different methods
- Referencing – norm, criterion, ipsative
- Validity, reliability, manageability
- Record keeping – purpose of this and different formats
- Reporting – to parents, to pupils, to other professionals (transfer etc)
- Use of data – accountability. Use of PAT data
- Linking assessment to planning and teaching experience – learning objectives, aims