

Session 2: **A time and a place for everything.** How and when to use formative, summative, periodic (and dynamic?) assessment.

Handout 1 – What is periodic assessment?

Periodic assessment

From time to time it is important to step back and systematically review the learning that has taken place to date across a whole subject, drawing on the full range of evidence available. This periodic assessment helps identify strengths and weaknesses in both individuals and groups and enables teachers to prioritise the next steps in teaching and learning.

Unlike an end-of-year judgement, this type of assessment gives insight into learning needs at a point where action can be taken to address those needs. In this way, it helps to personalise future planning and ensure that pupils are appropriately challenged. Periodic assessment offers an opportunity to look at the development of skills and understanding across the whole curriculum for a subject, not just to assess learning of the most recently taught topic.

Effective periodic assessment:

- is based on existing evidence drawn from classroom activities/lessons
- requires evidence from a wide range of contexts, for example observation of group work, class discussions, oral responses, class work, homework
- can be based on individual or group activities
- will have most impact where outcomes can feed directly into medium- and short-term planning
- requires a structured, consistent approach to the review of evidence
- depends on good subject knowledge and a clear understanding of progression in key concepts and skills within the subject.

Periodic assessment has several benefits. It:

- does not require special assessment activities but involves making use of the opportunities provided by planned teaching and learning
- provides a broad picture of achievement, giving a better view of pupils who may have progressed unevenly in different aspects of the curriculum
- draws on a wide enough range of evidence to link pupils' achievement to national standards in a meaningful way, as well as indicating next steps for learning and longer term targets (Where are these pupils now? Where should their learning go next?).
- reveals aspects of the curriculum that need to be strengthened
- supports evaluation of progress and the setting of appropriate learning targets at both individual and group level.

http://curriculum.qcda.gov.uk/key-stages-3-and-4/assessment/assessment_and_curriculum/day-to-day-periodic-and-transitional-assessment/Periodic/index.aspx