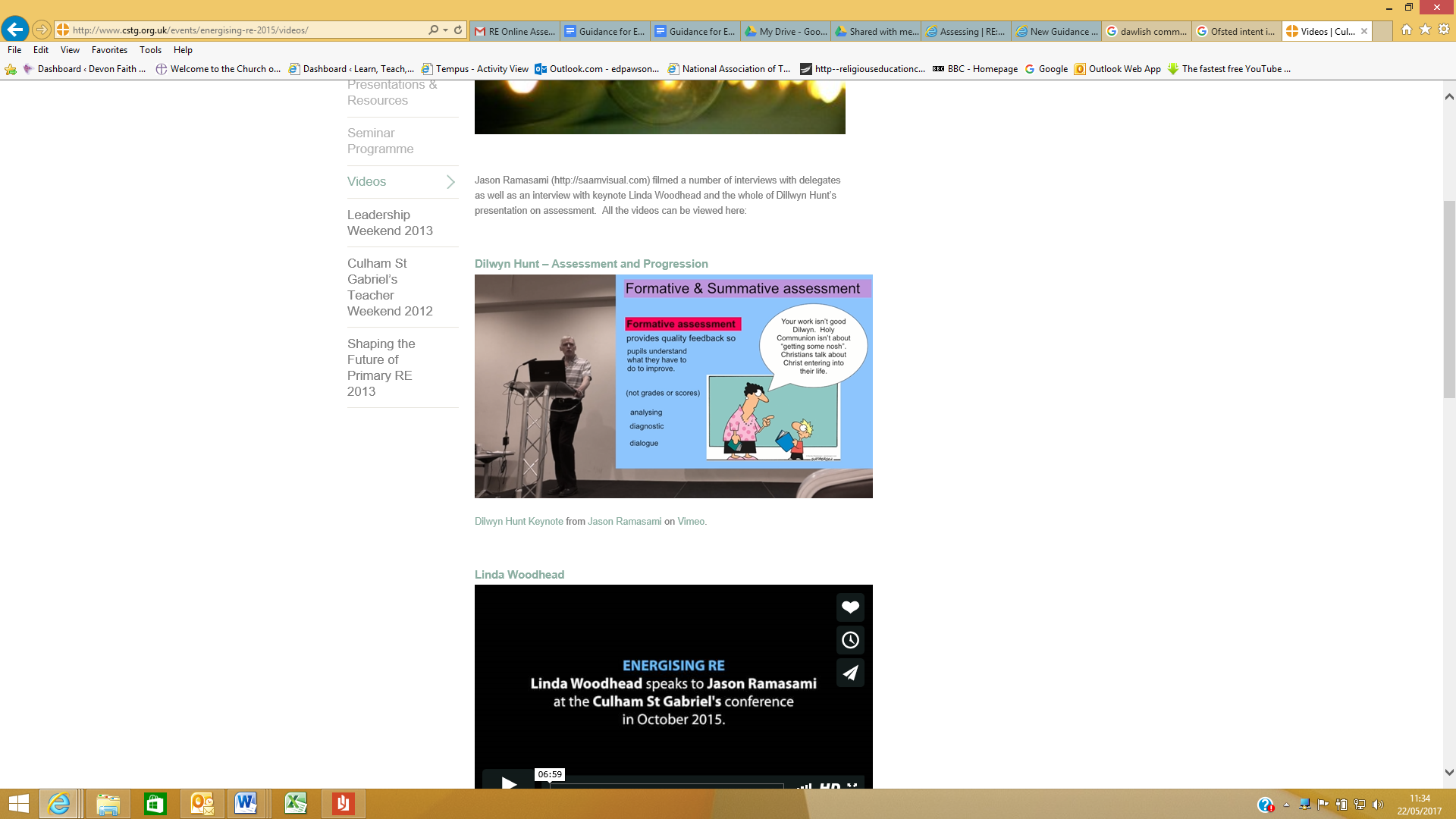
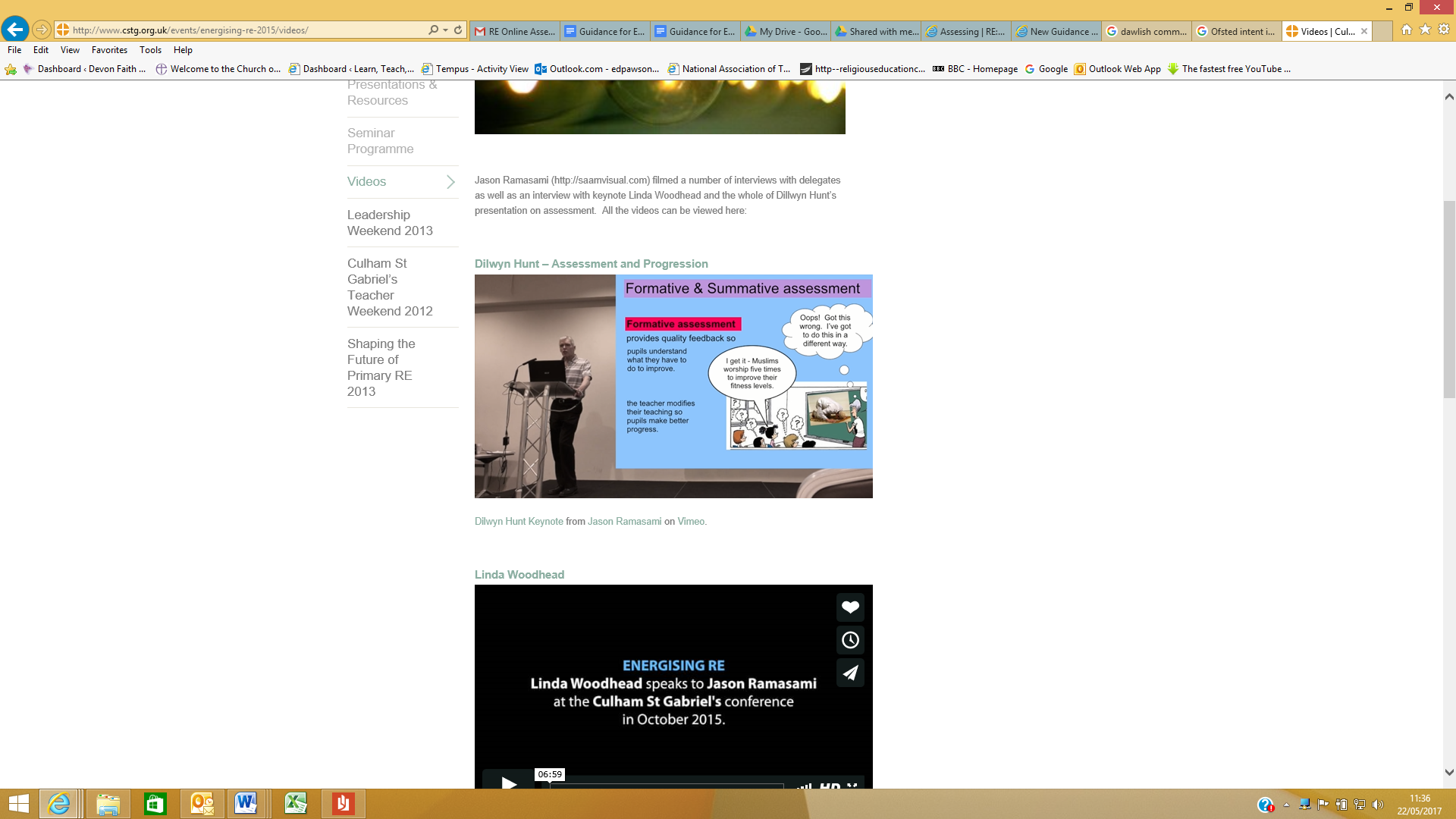
**Formative and Summative Assessment**



**Formative assessment**

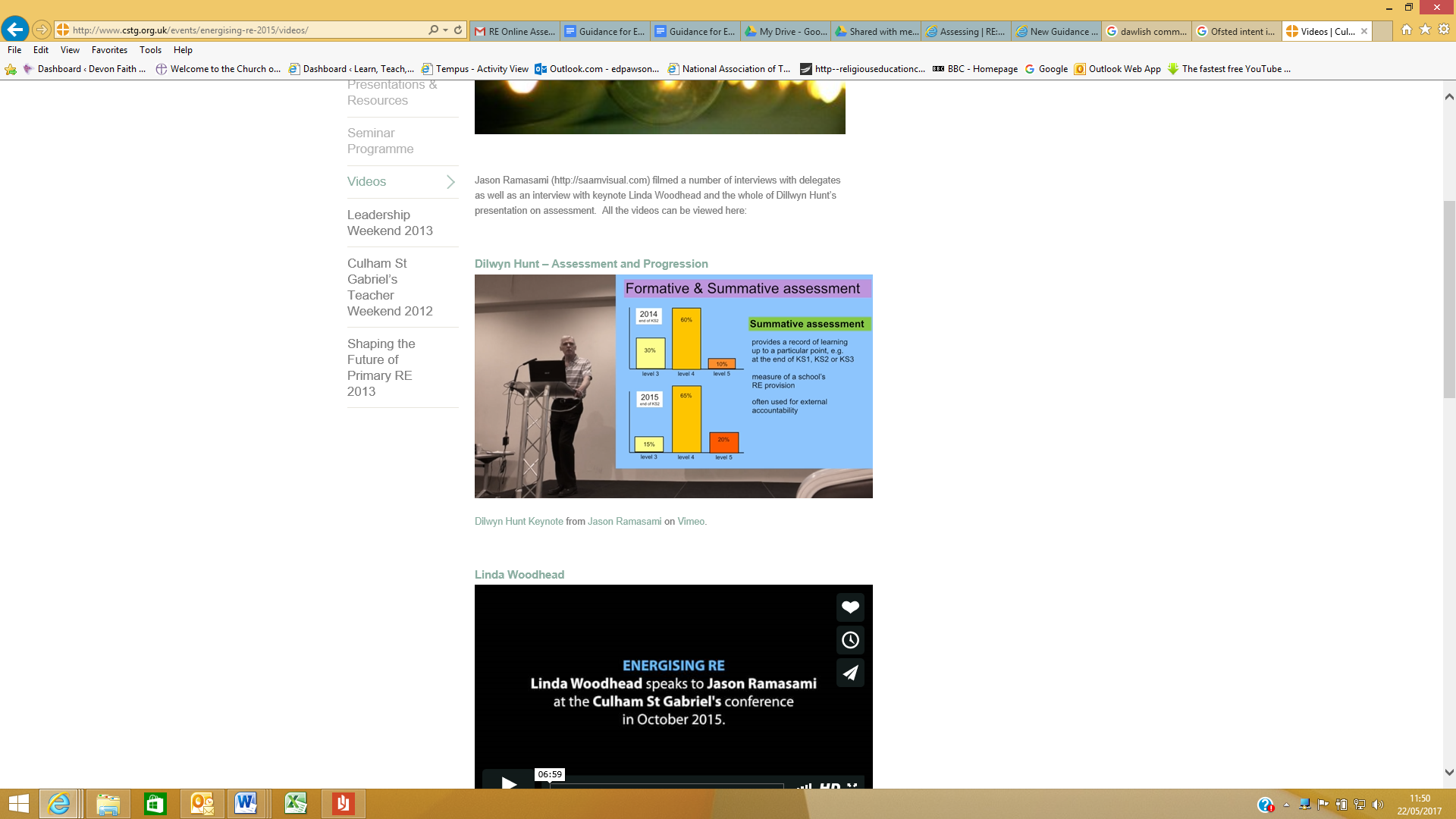
Formative assessment provides the teacher with quality feedback, so that pupils understand what they have to do to improve. It is intended to change the way we teach, depending on what we observe.

It does not work by using grades or scores, but works by:

* Analyzing the learning process
* Diagnosing the feedback
* Encouraging dialogue with pupils

The teacher needs to listen to what is going on in the classroom and notice signs that say “this isn’t quite working”. They are then able to respond by adapting their approach, modifying what they are teaching so that pupils can make better progress.

**Summative Assessment**

Summative assessment provides a report of the learning, up to a particular point, providing a measure the school’s RE provision.

SATs tests and GCSE results are examples of summative assessments. They lend themselves to using numbers or levels to give a single numerical value to represent the progress of a specific child.

This data can be used to show year on year progression for the purposes of external accountability. Summative assessment data is not much use in the formative process.

For further guidance, see Dilwyn Hunt’s address on Assessment and Progression

<http://www.cstg.org.uk/events/energising-re-2015/videos/>