

Assessment

As part of the new curriculum the Welsh Government will set out a new assessment framework for schools to use when planning, teaching and undertaking assessment. One of the fundamental principles of the new framework is that it should have a positive impact on both learning and teaching within an educational system which places learner progression at the centre. Assessment is a continuous process and takes place on a daily basis in schools.

Assessment is integral to supporting learning and teaching. It is how we recognise and support progress for all of our learners – by identifying their strengths, achievements, areas for improvement and, importantly, their next steps.

In the context of Curriculum for Wales 2022, the following will apply.

- It is proposed that the Curriculum and Assessment Bill will contain provisions that will enable formative assessment to take place. Assessment for formative purposes should be given priority over summative assessment under the new arrangements. This means that the focus of assessment should be on discerning learner progress, and informing next steps in learning and teaching. (Formative assessment is also known as assessment for learning.)
- The Education system will move away from phases and stages to a continuum of learning that flows from the ages of 3 to 16.
- Progress will be signalled through progression steps which act as reference points on the continuum, relating broadly to expectations at ages 5, 8, 11, 14 and 16. These progression steps are articulated through a series of achievement outcomes which provide broad expectations of learning and will be used as the basis for building an accurate picture of how a learner is progressing along the continuum, in the context of the four purposes of the curriculum.

