Assessing and Monitoring Pupil Progress

Assessment – particularly teacher assessment - is one of the great unclaimed prizes of learning. However, ensuring that assessment is efficient, effective and without bias is a considerable challenge. The removal of National Curriculum Levels as mandatory assessment measures in English schools presents teachers - many of whom have not known any other way of assessing and monitoring their pupils - with uncertainty around how to judge pupils’ mastery of knowledge and concepts. A successful assessment system will enable the teacher to understand thoroughly what is expected to be mastered by pupils at any given stage of education, and assess their progress towards doing so in a meaningful and fair way.

Acknowledging these facts, the Assessing and Monitoring Pupil Progress (AMPP) Guide sets out to unpick some of the problems, and offer some next steps for improving teacher assessment and monitoring.

AMPP is divided into the following five sections:

1. Developing whole school assessment
2. Assessing progress without levels
3. Testing
4. Improving teacher assessment
5. Measuring impact

The AMPP guidance should be used to inform a well-led and clearly-defined approach to assessment, which itself sits within a well-led and clearly-defined vision of teaching and learning in a school, or a group of schools. It outlines the components of effective assessment and offers practical steps for putting it into practice.