Assessment and Tracking EPGs overview by section and with key words for pilot

Section	No.	EPG key words	Effective Practice Guideline
Who?	1	Promote relevance of maths and English	**Everyone with responsibility for learners should actively promote the relevance and value of maths and English,** in relation to vocational learning and assessment and future personal (economic and social) success.
Who?	2	Engage all relevant professionals in support of assessment	**Effectively engage all relevant professionals** (e.g. vocational, specialist and support practitioners) to support assessment, according to their expertise, including feedback from those in the workplace where possible and appropriate.
Who?	3	Equip learners to monitor and evaluate their own learning	**Require and equip learners to monitor and evaluate their learning**, as it happens - enabling the practitioner to review, guide and support learning activity, individually or in groups.
Who?	4	Access specialist expertise when reviewing learners' strengths and needs	**Review (and/or validate) a learner's strengths and learning support needs** through direct interaction with relevantly qualified and experienced education practitioners, particularly as a supplement to paper-based, or IT-supported, testing.
What?	5	Consider all assessment as fundamentally an AfL process	**Consider all assessment**, whether initial, diagnostic or formative, **as fundamentally the same process**, with the same purpose (namely, Assessment for Learning).
What?	6	Limit assessment to what is necessary	**Limit the amount and level of assessment to that which is essential for current goal setting** and particularly in the initial stage of the learner's journey.
What?	7	Also assess for self-belief and motivation	**Ensure that assessment and regular reviews address learners' self-belief and motivation** alongside their subject knowledge and abilities in maths and English.
What?	8	Safeguard confidence and independence	**Safeguard learners' self-confidence and independence in learning by identifying capability and strengths,** and providing scaffolded guidance on the next steps to build on this foundation.
How?	9	Allocate time in sessions for learners to engage in assessment	**Allocate time within sessions** for learners to: record and reflect on the purpose and personal implications of their learning goals; monitor and evaluate their own progress and to seek help when needed; update personal progress records (tracking) and for practitioners to review and validate these.
How?	10	Embed/contextualise assessment in authentic contexts	**Embed or contextualise assessment in authentic/realistic, real-work/ life contexts**.
How?	11	Personal progress records are learner-led and a 'living document'	**Learners should use their** *personal progress records* **to support and record regular reviews**, as a 'living' and continually evolving 'plan for learning' that is learner-led, but teacher-supported and validated.
How?	12	Use personal Progress records to review and for MIS	**Practitioners should use** *personal progress records* **to**: review and agree learners' individual learning goals; review own delivery strategies for individuals or groups of learners; identify learners at risk of falling behind, support referrals and to aggregate progress and achievement data for MIS purposes.