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| **1. 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. | **2. Effectively engage all relevant professionals** (e.g. vocational, specialist and support practitioners) to support assessment, within their capabilities, including feedback from work experience where possible and appropriate. | **3. Require and equip learners to monitor and evaluate their learning**, at all times, as it is happening - freeing the practitioner to review, guide and support learning activity, individually or in groups. | **4. 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. |
| **5. Consider all assessment**, whether initial, diagnostic or formative, **as fundamentally the same process**, with the same purpose (namely, Assessment <u>for</u> Learning). | **6. 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. | **7. Ensure that assessment and regular reviews address learners' self-belief and motivation** alongside their subject knowledge and abilities in maths and English. | **8. 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. |
| **9. Allocate time, within sessions**, for learners to:<br>● record and reflect on the purpose and personal implications of their learning goals;<br>● monitor and evaluate their own progress and to seek help when needed;<br>● update *personal progress records* (tracking) and for practitioners to review and validate these. | **10. Embed or contextualise assessment in authentic, real-work/life contexts** | **11. Learners should use their *personal progress records* to support and record regular reviews** with learners, as a 'living' and continually evolving 'plan for learning' that is learner-led, but teacher-supported and validated. | **12. Practitioners should use *personal progress records* to:**<br>● review and agree learners' individual learning goals;<br>● review own delivery strategies for individuals or groups of learners;<br>● identify learners at risk of falling behind, support referrals and to aggregate progress and achievement data for MIS purposes. |