



Assessment

Assessment is often treated as an end point; research has shown that in some cases, teachers have not been able to access or review results until some time (days and even weeks) later, by which point the opportunity to intervene has passed.

Teachers describe this as “teaching in the dark”: relying on intuition, marking long after the moment of learning, and missing chances to adapt instruction.

Integrated assessment changes this dynamic by embedding quick, formative checks directly into teaching. With real-time insight, teachers can adjust instruction on the spot, ensure misconceptions are caught early, and engage every learner in the process. This creates a foundation for data-driven pedagogy, where teaching decisions are guided by evidence and every action is informed by a clear understanding of student needs.

“Assessment should inform instruction minute by minute.” (Williams, 1989)

Rationale for Overdale Junior School to use an iPad to support Assessment

1. The use of iPads as part of lessons gives teachers real-time insight into learning

Traditional assessment often happens after the lesson, meaning teachers only discover misconceptions days later. With iPads, teachers can:

- Ask quick questions during the lesson
- See every student’s response instantly
- Adjust teaching immediately
- Have a record of learning responses instantly (100% participation rate)

This ensures misunderstandings are caught early, not after they’ve become habits, foundational or misconceptions.

2. The use of iPads as part of lessons ensures that every child’s voice is heard

In a typical classroom, only a handful of pupils have opportunities to respond.

- Every student to respond privately and safely
- Teachers to see the full picture of class understanding
- Quieter or less confident learners to participate equally

This raises engagement and ensures assessment reflects *all* learners, not just the vocal few.

3. The use of iPads as part of lessons make assessment more accurate and inclusive

Digital tools help us design assessments that are:

- Accessible to different reading levels and languages
- Adaptable for different abilities
- Clear and consistent for all learners

This supports equity and ensures every child can show what they truly understand.

4. The use of iPads as part of lessons help teachers into intervene at the right moment

Assessment is most powerful when it informs teaching *minute by minute*.

iPads allow teachers to:

- Spot misconceptions instantly
- Provide targeted support during the lesson
- Group students flexibly based on real-time needs

This leads to more personalised learning and better progress.

5. The use of iPads as part of lessons helps to make learning more visible over time

As students complete assessments, their results are automatically collected into digital portfolios. This helps:

- Teachers track growth across weeks and months
- Students see their own progress
- Parents understand strengths and next steps

This long-term visibility builds confidence and supports meaningful conversations about learning.

Learning cannot be judged in the moment or even over a short period of time.

