

**From principles to practice:
Making assessment *for* learning work in the classroom**

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The concept of *assessment for learning*, also known as *formative assessment*, is generating a great deal of educational debate in the UK. It is a frequently used phrase but what does it mean and what are its implications for teachers and learners?

In this presentation the underlying principles of assessment for learning will be presented and strategies for good practice will be outlined.

In this presentation an innovative interactive system, developed by Cambridge Assessment and Harcourt Assessment, will be described. This assessment for learning system offers screen-based assessments, diagnostic reporting, targeting and planning for teachers and students (aged 11 –14) in Mathematics, English and Science. The system demonstrates the way in which assessment for learning can be operationalised with support for teachers and learners.