

What are assessment focuses (AFs)?

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2. Why does APP use AFs?

3. Reading AFs

4. Writing AFs

5. Mathematics AFs

Assessment focuses (AFs) are based on the National Curriculum programmes of study and level descriptions. They cover the areas for assessment and provide the framework for National Curriculum tests. Using AFs for classroom-based assessment enables a direct link to be made to National Curriculum standards in a subject and the Primary Framework learning objectives.

The AFs sit between the National Curriculum programmes of study and the level descriptions. They provide a more detailed assessment framework against which teachers can judge the outcomes of their teaching and their pupils' learning. They are tools for assessment, **not learning objectives**. Evidence for the AFs comes from all parts of the curriculum.

For each AF there are two or three bullet points at every level. These are level-related criteria which identify what to look for as you observe pupils' classroom work.

The process of making a periodic teacher assessment judgment using APP involves matching the criteria for a given AF to qualities you have noted in your pupil's work, then refining your judgement by checking the criteria above and below. The steps to follow to arrive at an overall level judgment for attainment targets (ATs) are detailed in the [Making judgements](#) section.

In APP, teacher assessment judgements draw on the full context of pupils' work, whereas a test can only sample.

Reading AFs

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| | Assessment focus |
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| AF1 | Use a range of strategies including accurate decoding of text, to read for meaning |
| AF2 | Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text |
| AF3 | Deduce, infer or interpret information, events or ideas from texts |
| AF4 | Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level |
| AF5 | Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level |
| AF6 | Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader |
| AF7 | Relate texts to their social, cultural and historical contexts and literary traditions |

Points to remember when using the reading AFs

- AFs are not hierarchical, age or ability related, and they define broad areas in which evidence can be examined in order to determine how well pupils are progressing.
- Readers use a range of strategies to decode texts (AF1) which become more automatic with experience, as listening to pupils read throughout Key Stage 2 demonstrates.
- Reading involves making meaning from content, structure and language (AFs 2-5).
- To develop as readers who can make sense of a wide range of texts, pupils need to be secure on AF3. Securing AF3 is a vital underpinning for progress through level 4 and above.
- The AFs which highlight evaluation and analysis (AFs 4-7) build on the skills in AFs 1-3.
- In exploring a text, readers respond to specific aspects (AFs 4-5) and to the text as a whole (AF6) and consider how the text relates to their wider reading and experience (AF7).