

The Key Learning Indicators (KLIs) are designed to aid well-rounded teacher assessment and promote positive cultural and behavioural change in line with the principles underpinning the 2014 national curriculum revision. The framework and supporting resources are not a curriculum resource or checklist that directly structure planning and teaching sequences, but an end of year, summative set of indicators that, if met should ensure that children are at least meeting the end of Key Stage national expectations.

The KLIs place a greater value on achievement through understanding of concepts and constructs that can be articulated convincingly and thoroughly rather than on the accrual of new skills, knowledge and understanding, at undue pace, from the traditional, narrower, 'next step' of the sequenced curriculum.

They place the children at the centre of assessment and maintain the profile of learning as its core priority rather than primarily facilitating data accountability exercises. It promotes deep learning conversations and clear, purposeful questioning between children and adults in order to elicit and evidence convincing levels of skills, knowledge and understanding. These in turn inform valid, reliable assessments of learning.

This way of assessing recognises and supports the view that progress over time does not always occur in a linear way within an academic year, and expects teachers to make assessments of a child's capacity to meet expectations within the context of their individual rate of progress through the curriculum.