

# Assessment is integral to teaching and learning



- Embedding assessment in teaching and learning:
  - is essential in creating personalised learning
  - helps teachers to be flexible enough to recognise learning as it happens
  - results in decisions and actions from both day-to-day interactions with pupils and through taking a periodic overview of progress

**Assessment includes reliable judgements about how learners are progressing related, where appropriate, to national standards and expectations.**

- Linking assessment to national standards is important :
  - for consistency within and across schools
  - for tracking progress
  - for evaluating impact.



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## Exemplification for foundation subjects



### Demonstrating national standards at key stage 3

The exemplification of standards files for foundation subjects support effective assessment by demonstrating national standards across key stage 3 at National Curriculum levels 3 to 8. They are a resource and reference point for teachers:

- when assessing pupils' work in relation to national standards
- for training and professional development purposes
- when thinking about next steps for students.

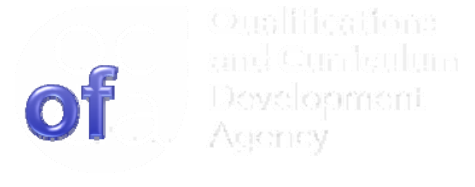
Each exemplification of standards file includes: examples of students' classroom work assessed against national standards; other supporting evidence; a detailed commentary; and an overall assessment judgement on the students' work.

To search use the drop-down menus to choose the subject and level. Then click on 'find'. Alternatively, you can refine your results by using the advanced search. Note: materials are not currently available for levels 3 and 8 in German and Spanish.

Subject

Level

# What are the exemplification of standards files?



- The exemplification of standards files for foundation subjects support effective assessment by demonstrating national standards across key stage 3 at National Curriculum levels 1 to 8.
- They are a resource and reference point for teachers:
  - when assessing pupils' work in relation to national standards
  - for training and professional development purposes
  - when thinking about next steps for students.

# Students' work in the standards files

- Each file contains evidence from students working at different levels. The files include written work, notes made by the teacher when working with or observing students, and video, audio or visual evidence. The students' work is based on the revised secondary national curriculum introduced in September 2008. Each file contains:
  - a student profile
  - a short statement for each piece of evidence explaining what the student was asked to do
  - a commentary on each piece of evidence
  - next steps for each piece of evidence to help the student progress
  - an overall assessment judgement that weighs up the evidence and gives a level-related judgement against national standards.

[Go to the advanced search](#)

### French exemplification standards file level 4

### Pupil's profile

Pupil B is a confident speaker and his spoken French can sometimes be of a higher standard than his written work. He enjoys using language creatively, although can sometimes be a bit ambitious and make mistakes when attempting to use less familiar language.

## Evidence groups

[View whole page](#)

### La routine journalière

## Le cinéma

## L'environnement

Overall  
assessment  
judgement[Show assessment commentary](#)

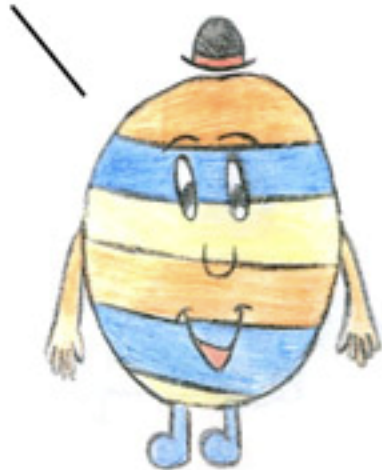
## La routine journalière

## Context

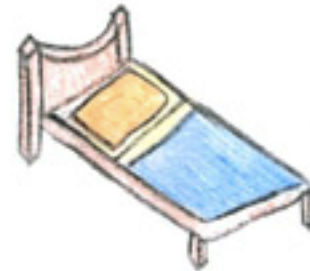
This unit focused on daily routine and the similarities and differences between the routines of young people in the UK and France. During the unit pupils revisited telling the time and learnt a range of reflexive verbs in the present tense. They worked in pairs answering and asking questions about daily routine and read about the typical routine of a young person in France. They were then given the opportunity to reuse written language for their own purpose, both in writing about their own daily routine and to create a Mr Men inspired book for younger pupils.

### Pupil's work

Bonjour! Je m'appelle  
Monsieur Malhonnête.  
Ce matin



Je me lève à 6:30am.



Je me douche à 7:00am.  
Ensuite, je m'habille à 7:30am.





Puis, je prend mon petit-dejeuner  
(les croissants avec chocolat-chaud)



Après ça, je me brosse mes dents



Je quitte la maison (à 8:30am)  
pour l'emploi



Je retourne à 3:00pm avec beaucoup  
d'argent parce-que je suis un bandit!



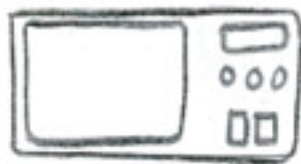




Premierment, je nourre mon chat  
(aussi ce matin) parce-elle est  
affamé.



Et puis, je prend mon dîner  
(delicieux!)



(c'est un micro-ondes)

Après avoir mange, je me lave et je  
change dans mes pyjama.



Finalement, je me couche.



**Assessment commentary**

Pupil B enjoyed using language he had learnt to create his Mr Men inspired book.

**Listening and speaking:**

Pupil B practised both the questions and responses he had learnt to talk about his daily routine. He was able to take part in a short conversation with his partner and used linking words to make his responses more interesting. He made some errors in pronunciation but overall he communicated clearly.

**Reading and writing:**

In the reading activity, Pupil B understood the main points and detail in a text that contained some variety of familiar sentence structures. He was able to complete the gaps with the correct words. The context was familiar and underlining the reflexive verbs in the text reinforced the new grammatical structure, which Pupil B was able to reuse in his own speaking and writing.

Following a model, he adapted the language in the email to describe his own routine and to draw simple comparisons between his own and the French boy's routine. He adapted the language he already knew and applied his knowledge of word and sentence patterns. In the Mr Men Booklet he used a dictionary to come up with his own name – Monsieur Malhonnête – and then created the daily routine of a thief. The writing is mostly accurate and he has started to use simple linking words to make his writing more interesting. He successfully used a dictionary to add interesting vocabulary.

**Intercultural understanding:**

Pupil B joined in a class discussion to speculate about how a young French person's routine might differ from his own. He was then able to identify those differences and note them in French in the reading activity.

**Next steps**

To progress, Pupil B needs to:

- develop a wider repertoire of linking words to use in his speaking and writing
- start to tackle texts with a greater variety of structures.

## Le cinéma

### Context

Following a unit on weekend and free time activities, the teacher decided to focus more closely on cinema. She introduced pupils to simple vocabulary and structures to describe films and to express opinions on films. Pupils took part in a range of language activities to practise recognising and producing simple descriptions of films and giving opinions. They then watched *Au Revoir les Enfants*. This linked with work in history on World War II and developed pupils' intercultural understanding through working with materials from the target language country. Using the language they had learnt, they wrote short synopses of the film and gave their opinions.

### Pupil's work



AUDIO

6. Mon film préféré:  
Speaking



DOCUMENT

7. [Au Revoir les Enfants](#)

Test d'écoute

Exercice 1

Le film que Madame Curie aime: Le silence

Le film que Madame Curie aime: Le silence

Le film que Madame Curie aime: Le silence

Le film que Madame Curie aime: Le silence

Le film que Madame Curie aime: Le silence

Le film que Madame Curie aime: Le silence



DOCUMENT

2. [Les films: Listening activity transcript](#)

### Les trois films – sommaire

Titre	Fantastique Maitre Renard	Harry Potter	Phates des Caraïbe
Type de film	animaux	aventure <del>histoire</del>	histoire
Personnages principaux	Monsieur et Madame Renard	un garçon de onze ans	un pirate une jeune femme
Autre détail	Crois fermiers	se situe dans une grande école	beaucoup de batailles
Ton opinion	nul	super	bon

### **Assessment commentary**

Pupil E learnt language and structures to describe films and opinions, which he adapted to give a presentation, write his own descriptions and produce a simple review.

#### **Listening and speaking:**

In the listening activity, Pupil B correctly identified what the speakers thought about each film. He understood the main points of the conversation, which was made up of simple opinion phrases and short sentences. When viewing the film, although the language was much more complex he was able to understand through discussion in class about each short section viewed, and talk about some of the experiences of French children during World War II. He adapted the language he had learnt to give a simple presentation about his favourite film using generally accurate pronunciation.

#### **Reading and writing:**

In the reading activity Pupil B showed he understood the main points and correctly identified the film titles. He categorised the information and used his knowledge of English to work out the meanings of a range of adjectives. He then used this language and adapted it in his writing. He has produced two short descriptions of films for other pupils to guess and a short response to *Au Revoir les Enfants*. He was able to substitute words and phrases. When reproducing more demanding structures he made a number of errors, but overall his meaning was clear.

#### **Intercultural understanding:**

Working on *Au Revoir les Enfants* broadened Pupil B's intercultural understanding as he learnt about French history and society. He also developed an appreciation of the problems of school children at the time.

### **Next steps**

To progress, Pupil B needs to:

- ensure he copies words and phrases accurately when using them for his own purposes.

## L'environnement

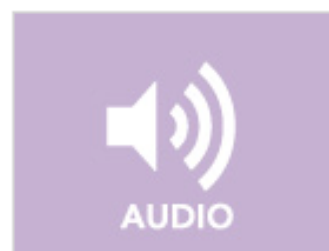
### Context

In a unit on the environment, pupils learnt a range of vocabulary and structures to talk about what is good and what is bad for the environment. They focused on the structures il faut and on doit and carried out a range of language activities, including short interviews with their teacher and designing a poster.

### Pupil's work



1. [L'environnement:  
Reading](#)



2. [L'environnement:  
Speaking](#)



3. [L'environnement:  
Poster](#)





**Pour protéger**



**l'environnement**

- ❖ Il faut protéger les animaux
- ❖ Il faut protéger les espèces rare
- ❖ Il faut réduire la pollution
- ❖ Il faut limiter les vols
- ❖ On doit arrêter la déforestation
- ❖ On doit planter plus d'arbres
- ❖ On doit recycler
- ❖ On doit arrêter le changement climatique

