

### Assessment of Languages in the Primary Classroom

The opportunity to learn a second language from the age of 7, in KS2, will become compulsory in September 2014. Many excellent Primary Languages programmes of study already exist in local schools but there is now a need for a coherent yet versatile means of ongoing assessment which will chart pupil progress and provide a simple tool for continuous assessment across KS2 as well as transfer information about Year 6 pupils to pass on to secondary schools.

As part of the DfE funded Languages Support Programme, a group of Westdene TSA partner schools focussed on developing user-friendly assessment tools for primary languages. The group, comprising four primary schools and two secondary schools, used both local and national frameworks (the Languages Ladder) as a point of reference. They trialled the frameworks and guidance and have produced the following support materials for primary and secondary schools:

- Teacher Guidance
- My Language Learning Record (blank version for pupils)
- Languages Transition Information Form (blank version for year 6 teachers)

## Assessment of Languages in the Primary Classroom

### Teacher Guidance

#### Aims and objectives

The aims of this cross-phase project are:

- to support progression in oracy (listening and speaking) and literacy (reading and writing)
- to support teachers in using 'My Language Learning Record' as a framework for formative and summative assessment
- to support ongoing teacher assessment in the classroom
- to support peer and self-assessment
- to provide information to help teachers in report writing for individual pupils
- to support effective transition between KS2 and KS3
- to support the passing on of information from primary to secondary schools at class and individual pupil levels

#### Progression

Teaching and learning a second language in the primary school should focus on structures and vocabulary, so that learners develop language learning skills that enable them to use language independently and creatively.

#### Oracy

In oracy learners move from listening and then repeating words, phrases and structures to producing language of their own and should be encouraged to start to substitute words and phrases to change what they can say (Appendix 1). In order that they can work in groups and pairs to create simple conversations and dialogues of their own, they should be given frequent opportunities to ask and respond to questions in whole class settings. As they progress they should be able to listen to increasingly longer utterances and to follow and respond to familiar stories, songs and rhymes.

#### Literacy

In reading, learners will progress from matching single words and phrases to understanding simple texts. They will learn how to deduce meaning without necessarily understanding every word and will acquire basic dictionary skills. As they learn sound-spelling links they will be able to read aloud new words and phrases correctly.

In writing learners should progress from copying words to writing words, phrases and sentences with support and on their own, through creative activities and contexts.

#### Assessing pupils in the classroom

The information that assessment generates should provide a shared language for discussing progress and improvement, and be dependable. Useful assessment information must be valid, reliable, manageable and meaningful for teachers and pupils. As well as providing a self-assessment record for pupils, the Language Learning Record has been designed to provide a framework for teachers for assessing language learning in KS2 as part of everyday learning. It is intended to be a simple, flexible tool which will enable the ongoing assessment of pupils during lessons and can be used for a variety of purposes

The statements describing achievement in oracy and literacy, can be used **formatively** so that pupils:

- know where they are in their learning at any given time
- understand and agree their next steps
- understand how to get there.

Through observation, reviews of pupil work, informal assessment of pupils working in pairs and groups and individual activities, teachers can assess pupils across the skills.

To support this, teachers can use assessment for learning strategies such as:

- peer and self-assessment
- two stars and a wish
- thumbs up thumbs down
- traffic lighting
- mini white board activities
- no hands up
- target setting.

These strategies can be used to check comprehension of structures, target language instructions as well as understanding of new language. They can also be used to check for misunderstanding or misconceptions. Pupils need to also have a clear understanding of the success criteria for meeting a particular level in any skill. The statements can be used in the assessment of individual focused activities in all four skills as a whole class assessment or for a targeted group of pupils.

The statements can also be used **summatively**:

- to provide information for completing end of year reports
- to pass on to the next year group
- to provide information to pass on to secondary schools at the end of year 6.

In order to give a pupil an overall pupils should have demonstrated characteristics of a level over time and across different contexts. Where teachers are unsure, they should make a best fit judgement. Pupils may have different levels of performance in different skills.

### **My Language Learning Record**

My Language Learning Record is intended to be used from year 3 through to year 6. It can be updated and added to as pupils progress. It can be used in hardcopy and kept in folders or books or pupils could have their own electronic copy. Although it is a record for self-assessment, teachers can support their pupils in filling it in and provide opportunities planning, reflection and next steps or targets. The last page provides opportunities for pupils to showcase what they have achieved through selecting best work. By the end of year 6, teachers will have evidence to feel secure in the information they pass on to secondary colleagues in terms of what their pupils have achieved and covered in Key Stage 2.

In this guide a teacher's version of the Learning Record is provided which includes examples for guidance (Appendix 2).

The Language Learning Record is for use by pupils for self-assessment and enables them to:

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- note down the language contexts they have encountered
- reflect on the language skills that they have used
- identify the progress they are making in Listening, Speaking, Reading, Writing (The numbers in the oracy and literacy boxes are the levels of progression 1-4 based on the Languages Ladder can do statements)
- identify what they must do to make progress.

### **Guidance for completing the Language Learning Record**

The record form is intended to be a template which can be used by pupils across a year, or for each topic, half-term's or term's work and can be adapted electronically to suit the teacher's planning. Examples given in the Teacher Copy (Appendix 2) are for guidance only.

- On page 1 pupils should insert language themes in the appropriate topic box
- On page 1, in the skills section, pupils can either tick or date boxes, or describe the activity where they used this skill
- On page 2 pupils can date, tick or colour the oracy and literacy boxes when they have achieved that level. Teachers might also devise a system whereby pupils indicate whether they are starting to achieve a level and when they feel comfortable at that level. To be comfortably at a level, pupils should be able to demonstrate its characteristics over time and in different contexts.
- From page 3 onwards, pupils can build a portfolio of their best work, updating it as they progress. It should reflect both literacy and oracy. As well as written work it could include a reading/story log, a listening log (songs, rhymes, poems film clips) and should also include references to speaking activities and even recordings of spoken work.

### **Languages Transition Information Form (Appendix 3)**

This form was originally developed and successfully trialled by Longhill School in conjunction with local primary schools in Rottingdean. It has been updated and further developed by the Westdene TSA as part of this project.

The form has been designed to provide a simple method for transferring language teaching and learning information about year 6 pupils both individually and on a whole class basis to secondary schools. Ideally the form should arrive at the secondary schools by the start of the summer term in year 6. This will enable the secondary staff to have time to plan provision which will take into account pupils' language learning in order to provide a KS3 curriculum which builds on prior knowledge and attainment.

### **Completing the form in the Primary School**

4. The double-sided form is designed for one year 6 class, and names should be entered in the left hand column.
2. The two columns for oracy (listening and speaking) and literacy (reading and writing) should be completed using the 'can do' statements of grades 1-4 in the Languages Learning Record. Level 1-4

should be assigned to each child in oracy and literacy. To achieve a level, pupils should have worked at the level over time and in different contexts. Teachers should use a best fit approach. Please note the following:

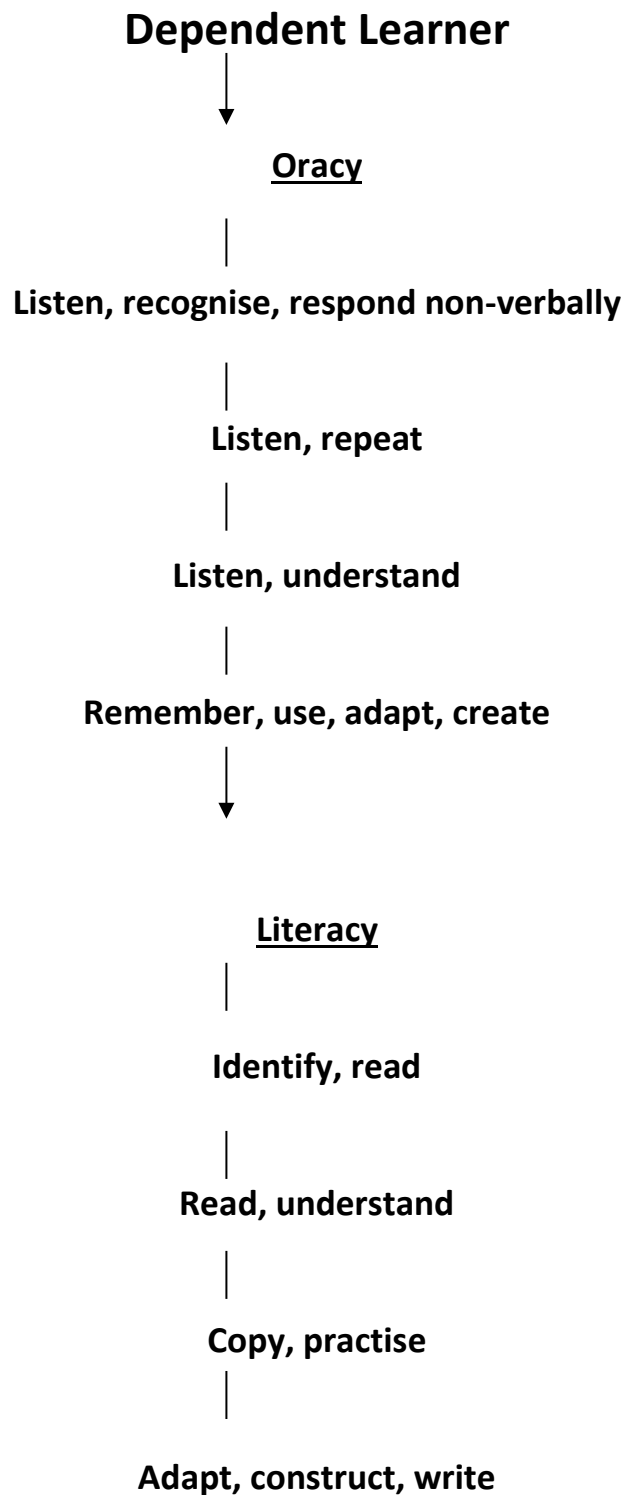
- the 4 language skills grouped as oracy and literacy, for ease of ongoing teacher assessment
- an individual child may score more highly in either oracy or literacy. This could be due to a variety of factors e.g. the pupil speaks the language, or is of average ability but from a bilingual family (see examples in Appendix 3).

3. The second side of the form is to describe the language learning path of the class throughout Key Stage 2, and should be completed with as much detail as possible under each heading.

4. The form should be sent to all the secondary schools who will receive pupils from the year 6 class. The secondary school initials should be inserted in the final column in order to help secondary schools. Where a pupil does not know yet which secondary school they will be attending, TBC should be inserted. (This column should be completed with the class teacher to avoid any delicate issues that a specialist teacher might be unaware of.)

**See below for Appendices**

## Progression in Language Learning Skills





## Independent learner

This section remains to be completed and will be added at a later date



Appendix 2

**My Language Learning Record  
TEACHER'S COPY FOR GUIDANCE**

Name \_\_\_\_\_ Class \_\_\_\_\_ Language \_\_\_\_\_

**I have learnt about** (NB These contexts for guidance only and to support planning)

<b>People</b> <i>e.g. families</i>	<b>Daily language</b> <i>e.g. day and date</i>	<b>Animals, habitats and plants</b> <i>e.g. Walking in the jungle</i>	<b>Near and far</b> <i>e.g. Morocco, Mexico</i>
<b>Travel and transport</b> <i>e.g. the many uses of bicycles</i>	<b>Weather and climate</b> <i>e.g. comparing our climate with another</i>	<b>Food and healthy eating</b> <i>e.g. The hungry caterpillar</i>	<b>Bodies and healthy lifestyle</b> <i>e.g. Sports</i>
<b>Historical era</b> <i>e.g. WW2</i>	<b>Landscapes</b> <i>e.g. water</i>	<b>Festivals and religion</b> <i>e.g. Christmas</i>	<b>Imaginary worlds</b> <i>e.g. imaginary planets</i>
<b>Other</b>			

**My Language Skills**

**I can**

repeat after my teacher	talk to my partner	work in a group	present to my class
listen to a story	join in with a song	join in with a rhyme	play language games
read out loud	pronounce different sounds	use a dictionary to find words	perform to an audience
create new sentences or texts with language I have learnt	use language in other subjects	use a ICT to help my language learning	understand some things about how the language works

notice and understand similarities between other cultures and my own	find out information about other cultures and communities		
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**My Language Achievement**

**In listening and speaking I can**

<p><b>1</b> understand a few spoken words and phrases. <i>e.g. in my teacher's instructions or in a song or rhyme</i></p>	<p><b>2</b> understand a range of spoken phrases. <i>e.g. simple questions from my teacher, phrases in a song or story</i></p>	<p><b>3</b> understand the key points from a short spoken passage <i>e.g. from a poem or story</i></p>	<p><b>4</b> understand the key points and some details from a spoken passage <i>e.g. from a description or story</i></p>
<p><b>1</b> say and repeat single words and short simple phrases. <i>e.g. greetings, numbers</i></p>	<p><b>2</b> answer simple questions and give information. <i>e.g. say a few things about myself</i></p>	<p><b>3</b> ask and answer simple questions and talk about my interests <i>e.g. say a few sentences about a topic</i></p>	<p><b>4</b> take part in a simple conversation and express my opinions. <i>e.g. talk with a partner, say what I like and don't like, make a short presentation</i></p>

**In reading and writing I can**

<p><b>1</b> recognise and read few words and phrases. <i>e.g. labels in the classroom, words next to pictures I know</i></p>	<p><b>2</b> read and understand a range of written phrases. <i>e.g. a rhyme or rap</i></p>	<p><b>3</b> understand the key points from a short written text. <i>e.g. from a poem, a simple description or a story extract I know</i></p>	<p><b>4</b> understand the key points and some details from short written texts. <i>e.g. from a message or passage about something I know</i></p>
<p><b>1</b> write or copy words and phrases correctly. <i>e.g. labels for pictures, words for a display</i></p>	<p><b>2</b> write one or two short sentences following a model. <i>e.g. some information about myself, name age etc.</i></p>	<p><b>3</b> write a few simple sentences with support, using expressions which I have already learnt. <i>e.g. a short email or lines in a poem</i></p>	<p><b>4</b> write a short text on a familiar topic, adapting language which I have already learnt. <i>e.g. a short message or presentation</i></p>



## My Best Language Work

Pupils can build a portfolio of their best work, updating it as they progress. It should reflect both literacy and oracy. As well as written work it could include a reading/story log, a listening log (songs, rhymes, poems film clips) and should also include references to speaking activities and even recordings of spoken work.



## Primary Languages Provision in your school for Year 6

### Please give the following details:

- the year (eg Year 2) in which Yr 6 began learning French/Spanish/German (underline language)
- how frequently taught and how long the sessions
- the model of provision eg classteacher/visiting specialist/specialist teacher in the school

### Other language opportunities e.g. trips, special events, competitions etc.

**Summary of language contexts covered across KS2 by Year 6 pupils** (Please detail themes covered in year 6 separately)

### Key grammatical structures year 6 pupils have been taught

**Other information****ACKNOWLEDGEMENTS**

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