

# Assessment for ALL

A presentation to stimulate discussion on the assessment of languages in the primary school

NB Please view the Notes pages of this presentation

# National Curriculum

- **Purpose of study**
- *Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.*

What is the role of language learning in the primary school?

- What characterizes language learning in the secondary school?

ESAG:

- Effective assessment practice in language learning should foster motivation, enjoyment and progress in learners.

- What can a primary teacher look for if they are to assess languages effectively?

- What could the teacher's evidence be?

# ESAG

- Assessment should be embedded in the language learning process, respecting that language development includes making mistakes, whilst also establishing high expectations for individuals.



- What is it important to be accurate with, in the different years of KS2?

# ESAG

- All learners should be able to describe their own progress in ways that can be fully understood by themselves, their parents/guardians and other stakeholders in primary and secondary schools.

Can you identify in general terms (understandable to children and families) how your scheme of work progresses through the aims of the National Curriculum?

- **Aims**

- The national curriculum for languages aims to ensure that all pupils:
- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

# Progression in Speaking

- The Notes to this screen are purely illustrative; the actual progression would depend on the scheme of work

ESAG

- Monitoring and describing progress in language learning should be consistent across Key Stage 2

- How can coordinators ensure consistency across KS2 in their school?

# ESAG

- Language learning at Key Stage 3 should build on the transferable skills and knowledge which primary school learners will bring to their Secondary foreign language learning, even if the language studied may be different. Assessment should motivate learners at this point to recognize their strengths in meeting a new challenge.

- How can pupils be prepared to describe their language learning experience when they get to their new school?



# ESAG

- Primary and Secondary colleagues together should consider how best to share information about language learning in the primary phase, and how to develop and build on this.

- If it were possible to set up such a meeting between primary and secondary colleagues, what would be on the agenda?

- What other sources of advice are there?

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