

Management/planning for speaking – ideas from Helen Myers

Normal teaching and learning

Ofqual proposal Ref: Page 15-16 of Ofqual proposals	<i>Helen's suggestion for possible response / ACTIONS</i>
Spoken language assessment should but do not have to, take place during normal teaching and learning rather than during a one-off performance. The criteria set out below are not intended to be used in a formal examination context and there is no requirement to set up Centre-devised speaking tests to arrive at an outcome unless this is a necessary arrangement for specific Learners, e.g. for private candidates.	<i>Establish principle for your context</i> If possible ... - no 'one-off' performances - no formal context - no centre-devised tests If necessary, a Centre-devised test
Teachers may base their judgements on the accumulation of evidence of a Learner's language performance through everyday classroom activities over time. This means Teachers have scope for various opportunities for Learners to demonstrate competence against the criteria set out below. There is no requirement for an awarding organisation to review this evidence.	<i>Establish how pupils can be given the opportunity to demonstrate speaking competence in 'everyday classroom activities over time'</i>
Teachers may share the criteria with their Learners as well as their 'working at level, if they wish, to enable them to discuss, monitor and assess their own progress and to identify strengths and areas for improvement.	<i>Establish how to share criteria and progress against these criteria and give opportunity to discuss. [NB opportunity for true formative assessment + support 'no surprises' - / no appeals']</i> <i>Discuss advantages / disadvantages of 'indicative performance'</i>
Teachers should arrive at judgements taking into account a Learner's strengths and weaknesses in performance across a range of contexts, themes and activities with different purposes.	<i>Establish what constitutes 'a range of contexts, themes and activities with different purposes.'</i> <i>Establish whether or not / how teachers might keep record of performance (Checklist / grid / pupil record)</i>
Themes are those broad themes which will be taught in order to cover the requirements for Listening, Reading and Writing as outlined in the awarding organisation's specification.	<i>Avoid demanding coverage of the entire content of GCSE noting that language taught from Primary / Year 7 to lockdown is recycled in any normal scheme of work</i>
Speaking activities can be integrated into the teaching and learning of these skills in order to develop the skill of speaking in its own right as well as supporting the development of the other skills.	<i>Link with 'opportunity to demonstrate speaking competence in 'everyday classroom activities over time'</i> <i>Establish how speaking can be integrated into preparation for listening, reading and writing.</i>

<p>Different purposes may cover for example, conversations, presentations, transactions, formal and informal settings, descriptions and narrations. These suggestions are neither prescriptive nor exhaustive. Learners can demonstrate their speaking skills in relation to different purposes in a whole class context, working in pairs and groups or in a one-to-one interaction with the Teacher.</p>	<p><i>Link with 'opportunity to demonstrate speaking competence in 'everyday classroom activities over time'</i></p> <p><i>Establish checklist of opportunities for different tasks / purposes different contexts (alone, 1:1, pairs, whole-class)</i></p>
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