

Assessment sheet

Why do we assess?

- By adopting a formative approach to assessment, the teacher will build a detailed picture of the achievement of every child over time.
- This knowledge will enable the teacher to plan for progression by identifying the correct balance of challenge and support for groups of learners.
- Pupils need to be clear about what they are achieving.
- Teachers and pupils can agree targets so that pupils know what they are aiming at.
- Pupils and teachers together can plan the steps to be taken so that pupils can reach their targets.
- Information about pupils' progress can, in year 6, be exchanged with the receiving secondary school to help the secondary teachers to build on prior knowledge.

How often should we assess?

- As with other subjects, pupils need to have the chance to achieve at a certain level several times before a grade is confirmed.
- For a grade 2, for example, pupils will need to perform in a range of contexts and to a consistent standard before you can decide that they are a solid grade 2.
- Some schools like to use the a) b) c) classifiers for each grade to give pupils the satisfaction of making progress and also to be happy that the pupil has performed at that level more than once.
- Not all pupils will be ready to achieve at the first attempt. Discuss what they need to do and give them opportunities to practise.

How can I assess individuals if I am doing whole class activities?

- Consider concentrating on a focus group of children.
- Revisit the activity regularly over a series of lessons so that you have time to see all the children.
- If you have a TA in the class, she/he can observe and record whilst you lead the activity.

Keeping records

- Adapt a system that you use in school in other subjects to record pupils' progress in languages.
- You can use the simple grid which we give you as an example.