Hackney First Language Initiative in Key Stage 2

Assessment Principles and Timeline

*“There are 3 main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils’ knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and nationally standardised summative assessment, which is used by the Government to hold schools to account. Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.” (Final report of the Commission on Assessment without Levels September 2015 page 5).*

So, in line with this approach, we propose that teachers carry out on-going assessment throughout the year using the Programme of Study Objectives which we have grouped into 12 categories. In our planning documents we have identified what needs to be covered each year. These objectives are further broken down in each lesson plan. Evidence to support the assessment process will include observational notes, comments on post-it notes, conversations with the pupils, samples of written work, audio/video/digital evidence of speaking and listening, photos and displays.

We propose two summative assessment checkpoints in the school year for each year of KS2. The second one for all years will be June/July. We propose to stagger the other checkpoints to make the process as manageable as possible.

These assessments should not feel like tests but should be as open ended as possible to enable the pupils to show you what they can do. Ideally, they will include activities which are linked over a number of lessons and give you the chance to observe and listen to pupils in a relaxed way. Suggested assessment tasks are included at the end of the relevant unit on the website [www.bcclanguages.co.uk](http://www.bcclanguages.co.uk) and on the web page <http://www.learningtrust.co.uk/TPG/spanish/Pages/Spanish.aspx>

**Checkpoints**

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| Autumn Term 1 | Ongoing formative assessment and recording years 3 - 6 |
| Autumn Term 2 | Year 5 summative assessment activity 1 in December |
| Spring Term 1 | Years 3 & 4: summative assessment activity 1 |
| Spring Term 2 | Year 6: summative assessment activity 1 |
| Summer Term 1 | Ongoing formative assessment and recording years 3 - 6 |
| Summer Term 2 | Years 3-6 Summative assessment activity 2 |

**What will happen at the end of each year in terms of reporting?**

Schools will need to report on pupil progress at the end of each year in the 4 skills of listening, speaking, reading, writing using the following statements:

* The pupil is working below the expected standard (-)
* The pupil is working at the expected standard (=)
* The pupil is working above the expected standard (+)

This decision will be based on the pupil being able to do the “Can do” statements (or Key Performance Indicators) in the appropriate year. Your school will need to keep records to track each pupil’s progress through KS2 and pass on the data to the next year’s teacher.

**Year 6**

The transfer of data to the secondary schools has to reach the Hackney Learning Trust Data Team before the end of the Spring Term. This includes all general data about health etc plus Literacy, Numeracy and Spanish.

The format will be the same for the 3 subjects with the 3 options stated above. In our case, we will have 4 dropdown menus, one for each language skill.

Listening

Speaking

Reading

Writing

This will enable us to be more precise about achievement in the different skills. In addition, there will be a dropdown menu where you can put the number of years of study at KS2. The choices will be

0.5 years

1.0 year

1.5 years

2.0 years

2.5 years

3.0 years

3.5 years

4.0 years

Make your decision at this point of time, half way through the year. Are the pupils working at expected levels at half way through the year? If you are not yet teaching year 6, then you will not be required to complete this. The idea is that a member of your office staff will enter this on the SIMS system. It is so important that our subject has been recognised as the third one to go on the transfer document and that our secondary languages colleagues will be able to plan on the basis of robust data.