

This document has two parts, the first is the general principles of assessment in our school, and the second is the specific methodology for formative and summative assessment in this curriculum subject.

### 1. General Principles of Assessments

#### Why is Assessment Important?

Along with pedagogy and curriculum, assessment is a critical aspect in the learning continuum.

Assessment is very important for monitoring the progress pupils make in the curriculum, including the knowledge and skills that the children have acquired. Assessments help teachers and assistant teachers to plan next steps, to help set targets and goals, report to and involve parents in their children's learning and most importantly of all to encourage, inspire and motivate children to address misconceptions, to recall and to improve.

There are two main types of assessment: formative assessment and summative assessment. These are sometimes referred to as **assessment for learning** and **assessment of learning**, respectively. At some level, both happen in almost all classrooms.

#### Formative Assessments

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Effective formative assessment encourages learning by stressing the importance of recall, critical thinking, reasoning, and reflection thus creating a quality learning environment. Many techniques may be used to formally assess student learning. These include questioning (either directed or no-hands up), concept mapping, writing two or three sentences, the teacher observing (e.g. listening to reading) and recommending specific improvements, low stakes quizzes and so on.

Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

Assessment for learning is an ongoing iterative process that arises out of the thoughtful and sensitive interaction between teacher and learners.

*“Human Learning presupposes a specific social nature and process by which children grow into the intellectual life of those around them.” Lev S. Vygotsky*

## **Summative Assessment**

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and objectives and the relevant national standards. The period of time between summative assessments may vary, depending on what the subject is and what the teacher or assistant teacher wants to find out. A summative assessment may take place at the end of a unit of work, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

Typically summative assessments take place no more than three times a year. The results of summative assessments are reported to parents regularly so that they are fully involved in the child's learning journey and are able to monitor the progress their child is making at useful intervals over the course of the academic year. To distribute workload and make the summative assessment meaningful, the school provides short termly assessments rather than one long one at the end of the year.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs that the child takes themselves and shared with families via SeeSaw, through presentation and performance including Expert Showcase, other visual media, or through an audio or video recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual, cohort and whole school “snap shot” data that will be useful for tracking progress, for informing stakeholders (e.g. parents, governors, etc.) and for defining whole school improvement plans.

To optimise the benefit of summative assessment the outcome data is analysed by teachers inform whole class next steps and teaching and learning (therefore also having formative benefits). The school uses the NFER PIRA and PUMA tests in this way, results are diagnosed to inform formative next steps.

## **Recording and Reporting Summative Assessments**

Some summative assessments in the Core Subjects such as PIRA (Progress in Reading and Language Assessment) and PUMA (Progress in Understanding Mathematics Assessment) take place on Insight. For Foundation Subjects, Three Part Assessment Grids are used. Once noted these may be shared with the Curriculum Subject Leader.

The Termly Reports to parents/carers use the same language as the Assessment Grids to inform parents whether their child is Working Towards Age Related Expectation/Standard (ARE), At Expected Age Related Expectation/Standard or Above Expected Age Related Expectation Standard.

## 2. Specific Methodologies for This Curriculum Subject – History

**Curriculum Subject** - French

**Curriculum Subject Leader** – Emily Lane

### Formative Assessment Methods

Speaking and listening are central to formative assessment. As our French lessons mostly revolve around speaking and listening, there are plenty of opportunities for formative assessment. Language Angels provide regular tests, games and low stakes quizzes in every lesson which encourage children to repeat what they have learned several times. This not only consolidates their learning but also, with the use of mini whiteboards, provides the teacher with many opportunities for formative assessment. Here is an example of a mini listening quiz:

Les Légumes 3 Marker Tools

✓ or ✗

1) <input style="width: 50px; height: 40px; border: 1px solid white;" type="text"/>	6) <input style="width: 50px; height: 40px; border: 1px solid white;" type="text"/>
2) <input style="width: 50px; height: 40px; border: 1px solid white;" type="text"/>	7) <input style="width: 50px; height: 40px; border: 1px solid white;" type="text"/>
3) <input style="width: 50px; height: 40px; border: 1px solid white;" type="text"/>	8) <input style="width: 50px; height: 40px; border: 1px solid white;" type="text"/>
4) <input style="width: 50px; height: 40px; border: 1px solid white;" type="text"/>	9) <input style="width: 50px; height: 40px; border: 1px solid white;" type="text"/>
5) <input style="width: 50px; height: 40px; border: 1px solid white;" type="text"/>	10) <input style="width: 50px; height: 40px; border: 1px solid white;" type="text"/>

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Children also have the chance to write short sentences in French towards the end of the units, once their vocabulary is secure. This writing is also helpful to teachers in assessing children formatively.

### Summative Assessment Methods

At the end of each unit, children are required to complete a short 20 question test which covers Reading, Writing, Oral and Listening skills. Here is an example:

Nom: \_\_\_\_\_ Date: \_\_\_\_\_ Classe: \_\_\_\_\_ Unit: Les légumes

**Speaking Exercise**

Can you say any of the following phrases in French?

*The aubergines.*

*The tomatoes.*

*One kilo of...*

*I would like...*

*I would like one kilo of tomatoes.*

**Listening Exercise**

From the PowerPoint slide write any of the numbers that correspond to the five different vegetables the speaker mentions.

**Reading Exercise**

Can you draw a line from any of the following phrases to the correct picture?






Les épinards

Les petits pois

Un kilo de.../d'...

Un demi kilo de.../d'...

Les pommes de terre

**Writing Exercise**

Can you write any of the following five phrases in French?

The carrots.

The mushrooms.

One kilo of...


I would like...

I would like one kilo of carrots.

Word Bank




les tomates      un kilo de... / d'...      les champignons      Je voudrais...

This raw score out of 20 can then be used to guide the teacher's termly 3 part assessment, which will then be recorded in Insight as either 'Greater Depth' (usually 20/20), 'At Expected' (around 16-19) or 'Moving Towards Expected'. After each class teacher has entered the data, the subject leader can then easily view it to understand how different groups of children are achieving. The children can also self-assess using against the criteria for that unit using a grid like this:


Nom: \_\_\_\_\_

**INSTRUCTIONS:** Tick the box that shows how well you did at each task.

### What I can do after... 'Les légumes'

In French I can...	 I can do this by myself.	 I need some help.	 I find this difficult.
...name at least 5 vegetables.			
...say 'I would like...' at least one vegetable.			
... say 'I would like a kilo of...': at least one vegetable.			
...say 'please'.			

To help me improve I could \_\_\_\_\_

\_\_\_\_\_

© LANGUAGE ANGELS

#### Other Notes Relevant to this Subject:

Learning Modern Foreign Languages requires a great deal more repetition of material than many other subjects. Children need the basic building blocks before they can move on to more complicated

grammar and syntax. Therefore, there is a lot of revisiting of topics and going back over to check and revise the basics before being able to move on. Therefore there is a great deal of assessment happening throughout each topic in French.

References: <https://blog.cambridgeinternational.org/describing-coherence-of-curriculum-pedagogy-and-assessment/>

## Appendix:

### Example of Three Part Assessment Grid for French

<b>Subject:</b> French <b>Year 4</b>
<b>Learning Objective:</b> Les Legumes  In this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall. To attempt to spell some of these nouns (including the correct determiner/article). To say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.
<b>Example Methodology for Assessment:</b> Fill-in-the-gap activities to check accurate use of definite article. Listening activities with short audio tracks. Market stall role-play.
<b>Above Expected Age Related Expectation Standard</b>  The child can name and recognise all 10 vegetables presented in this unit in their plural form. They can attempt to spell more than 5 of these vegetables in French with relative accuracy. They can ask somebody in French for a particular vegetable, using “je voudrais” with no reminder first and know how to ask for one kilo or a half kilo. They can perform a very simple French role play about buying vegetables at a market stall.
<b>At Expected Age Related Expectation/Standard</b>  The child can repeat and recognise most of the 10 vegetables in French with their correct article. They can attempt to possibly spell 5 of these words unaided from memory with good accuracy. They can ask somebody in French for a particular vegetable but I may need a reminder of how to specify the weight. They can perform a very simple French role play about buying vegetables at a market stall, but may need a model answer to help me and a word bank to work from.
<b>Working Towards Age Related Expectation/Standard (ARE)</b>  The child can repeat and recognise a few of the 10 vegetables in French with their correct article. They can attempt to possibly spell one of these words unaided from memory with relative accuracy. They can ask somebody in French for a particular vegetable if they hear the model being said by somebody else first. They can perform a very simple French role play about buying vegetables at a market stall, but will need a model answer for me to copy accurately from.