

Assessing to learn and learning to assess. What should assessment look like in the primary languages classroom?

How would you define assessment for learning?

“It’s about the way a teacher might assess a pupil in order to determine what that pupil or group needs to take their learning further. Then to use that information to change, modify, and tune the teaching to meet that need. “ (*Professor Paul Black, Interview with GTC, Assessment for Learning.*)

Primary languages assessment is good when:

- there is progressive planning for skills development (often underpinned by KS2 Framework)
- progress is monitored in lessons, e.g. mini whiteboards are used to assess, useful oral feedback given, and errors sensitively corrected
- self- and peer-assessment are used (regularly and periodically)
- systems assessing all four skills inform progression and transition to secondary

<http://www.ofsted.gov.uk/resources/modern-languages-achievement-and-challenge-2007-2010>

Assessment for learning: Key questions

- What do we want our learners to be able to do with the language? (lesson, module, term, Key Stage)

→ **Planning learning**

- How do we share that so that the ‘process of learning’ is in all our minds?

→ **Sharing learning objectives and modelling**

- How do we find out who has ‘got there’ and who hasn’t?

→ **Knowing our learners and using accurate assessment methods (including peer- / self-assessment)**

- How do we share that information with learners?

→ **Feedback**

- How does that change our teaching? What do we do next?

→ **Using what we know from assessment to inform teaching**

“The **process** of learning has to be in the minds of both learner and teacher.”

QCA, 10 principles of Assessment for Learning