

Southend High School for Girls



Assessment Policy for Spanish

Our assessment policy and procedures are underpinned by three key questions :

1. Where is the learning going?
 2. Where is the learner now?
 3. How does the learner get there?
- (Dylan Wiliam)

Our students should be able to answer these two questions:

1. What am I doing well in the subject?
2. What do I need to do to improve my work in the subject?

At SHSG we see assessment, in all its forms, as an integral part of teaching and learning and as such it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment at Southend High School for Girls:

1. Diagnostic assessment – assessment used to determine what students already know (usually at the start of a lesson / unit).
2. Formative assessment (responsive teaching) – assessment used during the learning process to provide feedback and encourage students to act upon it to make improvements.
3. Summative assessment (in-school summative assessment and nationally standardised summative assessment) – used at the end of the learning process as a measure of where students are in their learning.

KS3

By the end of KS 3 students are able to give and understand information about themselves and others in a range of time frames. They should be able to ask and understand questions and use an increasing range of vocabulary and complex structures in writing and speaking. They should be able to understand written and spoken texts in Spanish including language that they have not yet encountered. They should be able to translate with accuracy into and out of the target language and effectively communicate the key points. In speaking, they are able to pronounce familiar language with increasing fluency and read aloud accurately, even when encountering unfamiliar language.

KS4

By the end of KS4 students should be able to understand more complex texts in written Spanish, including literary texts. They should be able to pick out key information in a range of time frames including language that is unfamiliar and answer questions in both Spanish and English. They should be able to communicate key points accurately and in good English by translating a short paragraph from Spanish into English.

In listening students should be able to understand more complex texts in spoken Spanish. They should be able to pick out key information in a range of time frames including language that is unfamiliar and answer questions in both Spanish and English.

In writing they should be able to write short (90 word) passages using a range time frames in straightforward language with a high level of accuracy. They should also be able to produce lengthier, more fluent pieces of writing (150 words) which use a wider range of vocabulary and complex structures with an increasing level of fluency and accuracy. They should be able to communicate key messages in translation from English into Spanish with a high level of accuracy.

In speaking they should be able to take part in a structured conversation about familiar topics in a range of formal and informal scenarios. They should be able to give information about themselves and others in a range of time frames and produce extended answers. They should be able to ask and answer questions about themselves and others in an extended conversation about the topics studied, with a high level of fluency and accuracy and increasing confidence in their ability to sound authentic in their intonation.

KS5

By the end of KS5 students should be able to understand a range of complex written language and demonstrate their ability to summarise in Spanish using their own words. They demonstrate a knowledge of grammar and understanding by answering comprehension questions about written texts, including gap-fill, synonym exercises and written questions. They demonstrate an ability to summarise a spoken passage in Spanish using their own words and further comprehension skills by answering questions in Spanish about language they have heard. They are able to demonstrate their understanding in a variety of ways including gap fills, true/ false/ not mentioned activities and identifying which speaker holds which opinion. They are able to translate effectively and accurately from Spanish into English and display a good grasp of idiom and complex language and grammar. They are also able to translate from English into Spanish demonstrating their grasp of the key language for the topics studied including the complex language required at this level (Subjunctive in a minimum of 3 tenses, si clauses, relative clauses, pronouns, passive, complex negatives)

They are able to communicate their accurate and detailed knowledge of the film and book that they have studied, expressing their opinions, views and conclusions and consistently supporting them by relevant and appropriate evidence from the text or film. They evaluate the issues, themes and cultural, historic and social contexts of the text or film in Spanish

which is accurate and contains only minor errors. They have a consistently secure grasp of grammar and are able to manipulate complex language accurately while using a wide range of vocabulary appropriate to the essay.

In speaking they are able to evaluate and assess information about the themes studied after a 5-minute preparation time. They are able formulate clear and coherent arguments about the issues and themes mentioned and consistently select the most appropriate facts to support their argument. They are able to express opinions and justify them using a wide range of appropriate vocabulary and manipulate complex structures with confidence. They are able give a 2-minute presentation about their research topic which needs to be securely based in the Hispanic society and culture. They are able to hold a lengthy discussion about their topic in which they demonstrate excellent analytical skills about the topic and are able to express and justify their own opinions, selecting their information to support their argument with care. Their speaking is fluent, accurate and has impressive intonation and pronunciation. They speak with confidence and conviction.

Diagnostic assessment methods

Diagnostic assessment takes place on a lesson-by-lesson basis as per the demands of the Trivium, Rosenshine's principles and general good practice. This will be through effective use of questioning, recall activities at various points in the lesson which will include use of MWBs, blurting/mind-dump, retrieval grids, multiple choice quizzing and true/ false activities, checking of books during the lesson by the teacher and will cover all four skills (listening, reading, writing, speaking) as well as translation and reading aloud.

Formative assessment methods

- Short answer spoken questions – including speaking tasks for the register
- Targeted questioning +thinking time
- Think, pair share
- Entry and exit tickets
- WAGOLL/WABOLL
- Written tasks – sentence and short paragraphs at KS3, longer tasks at KS4 to practise new vocabulary and key grammar points
- Reading and listening comprehension passages including in Examination Style questions to help enhance exam technique
- Reading aloud to practise elements of phonetics
- Essays about literature and film at KS5

Summative assessment

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Sept							Final UCAS
Oct		Listening, reading and translation (peer marked)	90-word writing (teacher marked)	Listening and reading (peer marked)	90-word writing (teacher marked)		Literary essay
Nov	Listening, translation and grammar (peer marked)	60-75 word writing (teacher marked)	Reading (peer assessed) Grammar gap fill	90 word writing (teacher marked)	150-word writing (teacher marked) Photocard (teacher assessed)	Reading, listening comprehension, translation (teacher marked)	
Dec	Speaking: reading aloud (teacher assessed) Progress report	Progress report	Speaking: picture-based discussion (teacher marked) Progress report	Speaking: photocard (teacher assessed) Progress report	PPE Speaking 7th – parents' evening		Reading listening, translation PPE Speaking
Jan			Listening, (peer marked)	Reading and translation into English (peer assessed)	4th-28th PPE		4th-19th Exam PPE paper 1 and 2
Feb	Reading, translation (teacher marked)	Speaking: picture-based discussion (teacher marked)	Translation into Spanish (teacher marked)	Translation into Spanish (teacher marked)	Data on SIMS – 7 th Translation into Spanish (teacher marked) Translation into English (peer marked)	8th – parents' evening	Data on SIMS – 7th
March	Dictation (peer marked)	Translation into English (peer marked)	7th – Parents' evening	25-31 March PPE-all skills	Photocard (teacher marked)	PPE1	

		21st – Parents' evening					
April						22nd-PPE	
May				Reading and listening (peer marked)		Data on SIMS – 15th	
June	End of Year examination 5th-9 th Data on SIMS 26 th			Speaking: photo card/roleplay (teacher marked) 6 th – Parents' evening		Translation into English, listening, reading (peer/teacher marked)	
July	Picture-based discussion	Speaking: roleplay (teacher marked)	Speaking: roleplay (teacher marked)				

Marking and Feedback

Much of the marking of books, notably with comprehension exercises and grammar work, will be done in lessons by students who are encouraged to take a pride in their own work and check carefully. Writing and speaking tasks will be assessed by the teacher and we would expect teachers to mark books at least once each half term. Students mark in a different colour from that which they have done the work in and teachers will mark in red. Students should respond to feedback in green for written tasks. Verbal feedback will be very often given during the course of the lesson as students carry out the work and they should respond appropriately. Vocabulary tests will be peer assessed, checked by the teacher, and spelling corrections (including genders and accents) will be done three times in green.

Marking and Feedback Codes

When providing written feedback in exercise books to ensure consistency across the school particularly for literacy the following codes should be used above the relevant word /section:

- ✓ good point
- X incorrect or wrong point
- SP spelling error which needs correction
- P punctuation error which needs correction
- GR grammatical error which needs correction
- T incorrect tense

/	start a new sentence
//	start a new paragraph
??	the point is not clear
WW	wrong word
^	missing word
[]	this part needs rewording
+1	academic achievement point
Ac	Accent

Presentation

- All work should have a date on the right-hand side, written in full and underlined with a ruler, the date should be written in Spanish eg viernes 15 diciembre
- All work will have a title / heading which is underlined with a ruler
- All work should have en clase/deberes in the margin in Spanish to indicate whether a task has been completed in class or for homework.
- Only black or blue ink should be used for writing with the exception of student responses to feedback. In Spanish this should be green.
- All diagrams / graphs should be done in pencil.
- All work should be set out neatly.

Recording and Monitoring of Assessment

Data is recorded by individual members of staff either electronically or in a paper planner. This will include informal assessment data as well as identified data points. In addition, there is a whole school data sheet on OneDrive where key data, including formal and summative data is recorded to allow the HoD to examine data. PPE and end of year exams are also recorded centrally on this document with question-by-question analysis.