**Assessment in English (Spoken Language) at Tavistock Primary and Nursery School**

This overview should be read alongside our School Assessment Policy.

At Tavistock Primary and Nursery School our practice aligns with the expectations of the National Curriculum which is designed to, *‘promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.’*(English National Curriculum).

As stated in the National Curriculum, spoken language underpins the development of reading and writing and, furthermore, *‘pupils’ development across the whole curriculum – cognitively, socially and linguistically.’* (English National Curriculum).

In line with the National Curriculum, attainment in spoken language is assessed in KS1 and KS2 according to the statutory descriptors. Assessment for spoken language in the Early Years falls within the remit of the Communication and Language section of the EYFS curriculum and is assessed in its own right. To ensure close monitoring of yearly progress, teachers use Tavistock Primary’s spoken language and fluency progression charts. From September ’24 this will be further supported by Voice 21 Oracy Benchmarks and Curriculum.

This, combined with continuous monitoring and assessment of children’s spoken language across all subjects and areas of learning, will enable teachers to make sound judgements when assessing progress and attainment.

**Formative Assessment**

Through valuing every voice and by modelling and teaching oracy explicitly with high-expectations, teachers continually evaluate and assess spoken language against the TPNS curriculum descriptors. They also assess:

* Confidence and competence in speaking and listening
* Ability to explain their understanding of books and other reading
* Ability to talk through their ideas for writing

**Summative Assessment**

**End of Year**

Teachers in Years 1-6 use the National Curriculum descriptors and the TPNS progression chart to assess children’s progress and attainment in the spoken language curriculum.

Teachers in Reception

At the end of Reception, teachers complete the statutory EYFS Profile for each child which involves making judgements by using their knowledge and understanding of what a child knows, understands, and can do regarding the EYFS prime area of Communication and Language.

From September ’24, teachers will use the correct Voice 21 Curriculum toolkit page for their year group. Teachers will use the suggested outcomes and the descriptors to assess whether children have met age related standards in the following strands of oracy:

* Physical
* Linguistic
* Cognitive
* Social and emotional