Reigate Park Primary Academy

British Sign Language (BSL) Assessment Framework

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Purpose of Assessment Framework

Reigate's BSL Assessment Framework is designed for children from Nursery through to Year 6 and aims to ensure that as many pupils as possible leave Reigate with an accredited BSL Level 101 qualification by the time they reach the end of Year 5 (101 assessment summer Term Year 5). Reigate's BSL Assessment Framework is designed for pupils who are hearing and pupils who are Deaf. The assessment framework is designed for young people who attend a mainstream setting or for children who attend a mainstream setting with enhanced resources for Deaf children.

Scope

Vision: To create a primary BSL curriculum which can be taught as a modern language to all pupils at Reigate and enable them to leave with an accredited qualification in British Sign Language.

This assessment framework is suitable for pupils in Nursery – Year 6 who wish to:

1. Learn basic BSL skills in order to communicate with Deaf adults and children within school, home or the community.
2. Learn basic BSL skills in order to gain further qualifications in BSL.
3. To evidence a curriculum with depth – developing knowledge and understanding, conversation skills.
4. To evidence a curriculum with clear progression from FS1-Y6.
5. To support pupils in building lifelong BSL skills.

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Outcomes and Objectives

Key learning outcomes that students should achieve by the end of the course/unit are contained within the medium and short term planning documents.

Assessment Methods

Summative Assessments

Summative assessments are carried out on a termly basis at the end of each term.

The expectation is that Summative Excel spreadsheet percentages and videos (KS2 only) will be completed:

- December
- April
- July

Formative Assessments

Excel spreadsheets are completed on weekly basis when assessment criteria is met within the classroom.

AFL is used on a lesson-by-lesson basis.

As part of formative assessments dates e.g. month and year will be added next to each objective for the child on the excel spreadsheet. This will form part of ongoing, weekly assessment.

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Suggested methods of collecting data:

1. Individual videos of the children take of themselves (productive test).
2. Videoed conversations with teacher/peers
3. Teacher observation in class
4. Internal and external moderation

'Snapshots' are taken on a half termly basis (Excel spreadsheet is saved as a PDF).

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Assessment Criteria

Please refer to Reigate Park's BSL Tracker Guide for guidance on use of spreadsheets

Excel spreadsheet:

Example class tracker completed for part of Autumn term

	A	B	C	D	E	F	G	H	I	J	K
1	Year 3 Pupil	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J
2	I can fingerspell 8 letters	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept
3	I can fingerspell 17 letters	Sept	Dec	Nov	Sept	Dec	Sept	Sept	Sept	Dec	Sept
4	I can fingerspell the alphabet	Sept						Sept			
5	I can understand 8 letters	Sept	Sept	Sept	Dec	Dec	Sept	Sept	Sept	Dec	Sept
6	I can understand 17 letters	Nov	Oct		Nov	Nov	Oct	Sept	Oct	Nov	Oct
7	I can understand the alphabet							Oct			
8	I can fingerspell my name	Nov	Nov	Dec	Dec	Dec	Oct	Oct	Oct	Dec	Oct
9	I can understand other names							Nov			
10	I can use greetings	Nov	Nov		Nov	Nov	Dec	Nov	Nov	Nov	Nov
11	I can understand greetings										
12	I can use farewells										
13	I can understand farewells										
14	I can use numbers 0-12	Nov	Nov	Nov	Nov	Dec	Nov	Nov	Dec	Nov	Dec
15	I can understand numbers 0-12	Dec					Dec	Dec			
16	I can sign o'clock times	Dec					Dec	Dec			
17	I can understand o'clock times							Dec			
18	I can sign money (£ and p)	Dec					Dec	Dec	Dec		Dec
19	I can understand money (£ and p)							Dec			
45	Total	11	7	5	7	7	10	15	8	7	8
46	Pupil average	27.5	17.5	12.5	17.5	17.5	25	37.5	20	17.5	20

Final rows showing pupil totals and averages linked to inputted data for 10 pupils.

TOTAL	%
93	23.25
400	

Class totals and average linked to inputted data for 10 pupils.

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Timeline and frequency

Summative Assessments will be completed on a termly basis December, April, July each year.

Formative assessments are ongoing.

Scoring system

% of objectives achieved for each term are worked out for individual children and the whole class average via the Excel spreadsheet.

Excel spreadsheet collates whole class average % so that at each snapshot point, you can see the % objectives achieved by the whole class throughout the year (these are not evenly spaced throughout the year). On average roughly 1/3 of statements are taught each term).

What constitutes a good level of attainment?

If each child is working above the whole class average % at any snapshot point, this deems them to be working above the expected attainment level for that year group at that point in time. If they are working below the whole class %, they are working below expected attainment level. If the child is working at the average % for the whole class, they are deemed to be working at the expected level for their age and that point in the year. This % will be reviewed on an annual basis until and average can be achieved over the course of approx. 3 years.

Inclusivity and Accessibility

Symbolised versions for answer sheets for receptive and productive videos for children working at lower ability.

Multiple choice options are given for children working at lower ability.

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Children who are new to the school have access to key learning elements sent home as well as access to additional support through BSL Ambassadors.

Reasonable adjustments are made through our Reasonable adjustments Policy.

Children with additional needs are given rest breaks with examinations.

Please also see:

1. Reasonable Adjustments Policy
2. Special Educational Needs Policy
3. Equal Opportunities Policy

Feedback from students

Feedback from students will be taken on a termly basis and through Subject Leader Inquiry. This will support the continued development of the curriculum and Assessment Framework.

Evaluate and reflect

Assessments and policies, planning documents and assessments will be reviewed on an annual basis.

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APPENDIX 1

Example letter to parents to sit exam:

Date

R.E: British Sign Language (BSL) Level 101 exam

Dear Parent/Carer

We are very pleased to inform you that your child has performed well enough in their BSL teacher assessments in school to be put forward for their BSL Level 101 exam.

The exam involves your child using the BSL skills they have learned to take part in an examination, which may result in them gaining a nationally recognised BSL qualification. Your child will be assessed on their ability to use BSL in a five-minute recorded conversation with a staff member from Reigate's BSL Team. If your child successfully passes their level 101, they will gain a lifelong accreditation with a certificate.

The exams will take place during the week beginning ????

In order for your child to sit the exam, please can you provide permission for them to take part. Please give consent using the slip below. Please note that some boxes MUST have the 'yes' box ticked in order for your child to sit the exam.

Many thanks for your ongoing support. If you have any questions, please do not hesitate to ask.

Sally Harrison

Assistant Principal/SENCO

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BSL Level 101 Exam Consent

Full Name of Child (as you would like it to appear of your child's certificate):

Name: _____

Class: _____

PLEASE ENSURE THIS FORM IS RETURNED BY ?????

IN ORDER FOR YOUR CHILD TO SIT THE BSL 101 EXAM.

I give consent for: **Please ensure all boxes are ticked.**	**Please tick as appropriate**	
	Yes	**No**
My child to sit their BSL level 101 exam **('Yes' must be ticked for your child to sit the exam).**		
My child's details (name, DOB etc.) to be uploaded to the exam board's website for them to registered for the exam **('Yes' must be ticked for your child to sit the exam**).		
My child to be recorded using an iPad and the recording to be uploaded to the exam board's website for moderation purposes (**'Yes' must be ticked for your child to sit the exam**).		

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Photos/videos of my child to be used on Reigate's website, Twitter, Facebook pages.		
Photos/videos of my child to be used on the exam board's website and social media pages.		

Signed Parent/guardian_____

Date: _____

Please return consent forms to ???

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BSL Tracker Information

Assessment of BSL at Reigate Park

Introduction

BSL teachers use both formative and summative assessment to track the progress of their pupils. This is recorded in individual class trackers that enable both half-termly and annual data to be easily produced. The trackers also provide both whole class and individual pupils' data.

Use of Class Trackers

Class trackers are set up with children's names and assessment objectives that directly relate to the medium-term plans. As achievement dates are added to individuals' records, the tracker automatically calculates both their personal totals and percentages and also those for the class as a whole. This enables the BSL teachers to quickly see both class and individual gaps in knowledge and also whether children are working at expected levels or not (both above and below)

Setting up Class Trackers

Pupils are added to the tracker, with names in red to show BSL first language users and highlighted in purple to show they are new to the school, until the end of that academic year. If a pupil leaves during the school year, the rest of their objectives are 'greyed out' and their formulas altered accordingly, with the relevant number of objectives removed from both their column and the class averages.

Each tracker is set up for the number of pupils and objectives in the class that academic year. Objectives are grouped by the half-term they are taught in, but can be achieved at a later point in the year, whenever evidence is gathered. Trackers are designed to be printed as A4 landscape,

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with objectives and 10 pupils showing on each page. Columns are at set widths in order to keep the optimum layout within the printable area. An additional row of pupils' names is added to the tracker to enable the second page of objectives to easily be linked to the relevant pupils.

Formulas are added at the end of each column, totalling the individual pupils' attained objectives and also showing them as an average. As objectives are achieved, the relevant cell is coloured green and a date added (either the month or specific date) and the total will change.

Formulas for each column are:

Pupil Total	=COUNTA(B2:B44)-1	[First to last objective rows; -1 to account for extra row of names]
Pupil Average %	=(M45/40)*100	[40 being the total number of objectives]

Overall Row totals:

Class Total	=SUM(B45:AH45)	[Sum of all pupils' totals]
Class Average %	=(AI45/AI46)*100	[Class total / total objectives]

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Example class tracker completed for part of Autumn term:

	A	B	C	D	E	F	G	H	I	J	K
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4	I can fingerspell the alphabet	Sept						Sept			
5	I can understand 8 letters	Sept	Sept	Sept	Dec	Dec	Sept	Sept	Sept	Dec	Sept
6	I can understand 17 letters	Nov	Oct		Nov	Nov	Oct	Sept	Oct	Nov	Oct
7	I can understand the alphabet							Oct			
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11	I can understand greetings										
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13	I can understand farewells										
14	I can use numbers 0-12	Nov	Nov	Nov	Nov	Dec	Nov	Nov	Dec	Nov	Dec
15	I can understand numbers 0-12	Dec					Dec	Dec			
16	I can sign o'clock times	Dec					Dec	Dec			
17	I can understand o'clock times							Dec			
18	I can sign money (£ and p)	Dec					Dec	Dec	Dec		Dec
19	I can understand money (£ and p)							Dec			
45	Total	11	7	5	7	7	10	15	8	7	8
46	Pupil average	27.5	17.5	12.5	17.5	17.5	25	37.5	20	17.5	20

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Interpretation of Class Tracker results

Final rows showing pupil totals and averages linked to inputted data for 10 pupils.

TOTAL	%
93	23.25
400	

Class totals and average linked to inputted data for 10 pupils.

From the class average of 23.25%, Child A, Child F & Child G are working above average.

Child C is working well below average, but their name highlighted in purple shows that they have recently joined the school and therefore have missed prior BSL learning.

Child G is working well above average, but their name in red shows that their first language is BSL.

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Coproduced by:

Working Party Members:

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Sally Harrison - SENCO, Reigate Park Primary

Lesley Holt - Teacher of the Deaf, Reigate Park Primary

Kay Webster - Advanced Support Lead for the Deaf, Reigate Park Primary

Michelle Atkinson – Parent

Martin Thacker – National Deaf Children's Society (NDCS)

Lindsay Foster – Signature

Reviewed by Reigate BSL Team in February 2025 and by NDCS Martin Thacker March 2025.

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