



Information on Assessments Πληροφορίες για τα Δοκίμια Αξιολόγησης





General Information

These assessments were first created in 2016-2017 by a group of teachers and academics based on the new curriculum. They were completed at the beginning of the 2017 school year after being piloted twice across the GSAT Bham pupils and in total of 220 children. They were then reviewed, and amended again and they were then introduced after being approved by the Head of Primary Education (initially 2017) and by School Inspector. Totally and over the years around 20 teachers with long teaching experience and knowledge on the Cyprus Educational Mission curriculum have worked on preparing these assessments. Since 2018 are used by many pupils across UK. The 2023 version of these assessments are more vibrant with child-centred activities, full of pictures and they are assessing all strands of language learning based on the targets of the 2019 Approved Curriculum for CEM in the UK: Speaking, Listening and Responding, Reading and Understanding and Writing.

National Curriculum for CEM

These assessments are based on the learning targets for all strands of language of the published national curriculum of 2019

Setting the Assessments instructions

These tests can be used at the end of the Year each school year or for Baselineing the Greek level of new students. The aim is to assess progress and attainment of students for each year group and to review also the progress that children have made throughout the year. For this reason, information below are for ensuring good practice:

Before the assessment

- Refrain from teaching activities provided in these tests.
- Do not provide students with same or similar activities during preparation
- The tests are only approved to be given as they are. Refrain from changing, omitting or modifying any activities.
- Do not present these tests to students before the scheduled date and time of the examinations
- Printing: The speaking gist which is at the end of papers is only for teacher's use. Do not print it. For students.

At the start of the assessments

Allow students to read through the paper before starting the test. Time allowed varies:

- Year 1 -Year 3: maximum allowed 8 minutes time is permitted for reading instructions. Also for Y1-Y3 teachers may read through the instructions and ensure that children understand what the task requirements are
- Year 4 -P-GCSE: 5 minutes reading time. Students must refrain from asking questions
- For Year 1 and Year 2 Speaking will be taking the form of a group discussion, where all the children will be given their turn to say their answer.
- For Year 3 -Year 7- Speaking on 1:1 basis [suggestion for arrangements in place: Desk outside the classroom, where the class will be also visible and questions can be asked]

Speaking παραγωγή προφορικού λόγου



Speaking Time

Year 1-Year 2 Group Speaking time- the intention will be all children to be given opportunity to respond to questions

Year 3-P GCSE Individual Speaking time- Each pupil will be having 5 minutes.

Teachers may have a speaking corner in the class where children can sit comfortably to have their speaking assessment where the teachers will be using the prompts given in the assessments

- 5 minutes for group discussion (Year 1-Year 2),
- 3-5 minutes per child (Year 3-Year 4)
- 4-8 minutes per child(Year 5-Year 6)
- 8+ minutes per child(Year 7- Pre GCSE)

-Speaking takes the form of discussion, the prompts are for the use of teacher.

-Use all the prompts provided

-You may rephrase or change prompts to follow natural flow of conversation.

-Avoid using prompts for guiding responses of students.

-Marking of speaking can be simultaneous to speaking (1 mark for good responses, 0 for no or poor response)

Listening & Responding κατανόηση προφορικού λόγου

- **Listening Scripts:** The scripts of the speaking are all included in the papers at the end of the test. These must only be printed and for the teachers and not for the children
- **Dialogues are repeated twice to students**
- **Students' Questions:** During these activities, pupils of Y1- Y3 can ask questions, Y4 students may not ask any questions during the Listening assessment
- **Access Arrangements to SEN students-** Extra time/ Extra repeated time/ scribe will be additional for children with valid Health Care and Education plan. All effort will be made for these children to have access to these assessments and fair opportunity to present their best potential in the language level they are at

Year 1 and Year 2

- **For Year 1 and 2 activities** on this part of the assessment involve recognising letters and sounds, and vocabulary which is outlined in the National Curriculum for the Greek Schools in the UK- thus colours, numbers, days of the week and high frequency words and generally vocabulary that is on an average class emphasised during the year such as: είμαι, είναι, και, εγώ, αυτός, αυτή, αυτό, θέλω, καλημέρα, καληνύχτα, γεια σου, παιδί, αγόρι, κορίτσι, μαμά, μπαμπάς, γάτα, σκύλος, αριθμοί από το 1-20, χρώματα, μέρες, ρούχα- φανέλα, παντελόνι, σακάκι, σχολείο κτλ
- **High Frequency Words:** π.χ. είναι, εγώ, και, αυτός, αυτή, αυτό
- **Short phrases:** π.χ. Αυτός είναι ο Νικόλας, Αυτή είναι η μαμά, Εγώ είμαι ο/η, Είμαι αγόρι/ κορίτσι

Year 3+

- Similarly to the Year 1 and Year 2 activities and vocabulary based on the vocabulary targets and steps of success of the CEM National Curriculum

Reading & Understanding

For all Year Groups



Year 1 – Year 2

At this stage, students engage in smaller, simple activities that use short sentences and guided vocabulary. The focus is on building basic word recognition and early reading skills, aligned with National Curriculum targets.

Key learning areas include:

- Word recognition using initial letters, pictures, and high-frequency words.
- Basic vocabulary: colours, fruits, food, numbers, farm animals, jungle animals, school, family members, body parts, etc.
- Understanding and responding to simple and common everyday sentences.

Year 3 – Year 5

As students' language understanding grows, their vocabulary expands. They begin to read not only individual words but also short texts and simple stories in context.

Key learning areas include:

- Extended vocabulary building on earlier topics (colours, fruits, food, numbers, animals, school, family, body parts) and introducing new ones such as professions, sports, hobbies, countries and nationalities, home, neighbourhood, and daily routines.
- Vocabulary decoding skills for both familiar and unfamiliar words within a reading context.
- Reading comprehension of short texts such as advertisements, letters, postcards, and dialogues.
- Skimming and scanning skills to locate information in texts and answer short questions in Greek.

Year 6 – GCSE 1/2

Students at this stage develop an extended and more advanced vocabulary, applied within a wider variety of reading contexts. The content is aligned with both the National Curriculum and the GCSE Modern Greek syllabus.

Key learning areas include:

- Advanced vocabulary development through diverse text types.
- Strengthening reading comprehension skills with more complex texts.
- Gradual preparation for formal language qualifications in Modern Greek.
- Identifying and addressing individual learning needs to support continued progress.



Longer Writing

Παραγωγή
Γραπτού Λόγου

Year 1 and Year 2

- Letter sound recognition
- Use of simple punctuation . , ! ; in simple sentences, finger spaces, use of small and capital letters
- Producing their name
- Adding stressing mark on simple and high frequency words: έλα, μαμά, μήλο, ένα, etc
- Describing in a simple sentence structure (subject/verb/object) given pictures, and use of the basic vocabulary
- Writing simple sentences in a simple sentence structure (subject/verb/object) to talk about themselves for example: Είμαι ο Άρης. Είμαι αγόρι. Είμαι 9 χρονών. Έχω ένα γατάκι!

Year 3+

- Completing information with simple and more extended vocabulary
- To copy or write simple sentences using appropriate punctuation, capital small sentences using known vocabulary
- To produce short writing texts of different forms: post card, party invitation, description of people or buildings, picture description, simple conversations
- To write simple texts on given topics

Year 6-GCSE1/2

- Advance Writing on given topics with extended vocabulary

Access Arrangements

Στήριξη παιδιών με
Μαθησιακές ή
όλλες Δυσκολίες



Types of Arrangements that could be provided for children

- Extra time
- A reader
- A scribe
- The use of an exam reading pen, a word processor or assistive software (screen reader/voice recognition)
- Exam papers printed on coloured paper
- Supervised rest breaks
- A separate room to take the test in

What is considered

- Usually pupils with additional needs have Health Care and Education Plan across all the stages of their learning which states what needs the children may have and what support they receive
- As long as the parents provide this information as schools we have duty of care and we need to provide the best possible support for each case for them to have access to the assessments and fair chance to present their best potential

Marking & Feedback

All assessments are accompanied by a Marking & Feedback Form (MFF). This form provides parents and students with a clear and detailed overview of performance, including identified errors, areas for improvement, and encouraging comments.

For Pre-GCSE and GCSE students, the MFF also offers an overall view of their progress across the four **key strands of language learning**:

- Speaking
- Listening and Responding
- Reading and Understanding
- Writing

These assessments are closely aligned with the KEA curriculum and the GCSE requirements, ensuring that students receive targeted feedback and support. The aim is to guide their learning effectively and help them strengthen their skills in each strand over time.

Year 1 – Year 3

Feedback can be provided in writing and should be clear and descriptive. For younger students, teachers may use scores as a guide to structure their feedback on each section of the form, focusing primarily on areas for improvement and next steps. In the absence of a specific marking and feedback policy, it is best to use the form to provide descriptive feedback and to discuss steps to success for the next level. When assessments are used for baselining new students, the feedback should highlight their current knowledge and outline steps to help them catch up and progress.

Year 4 and Above

Feedback should combine scores and descriptive comments, clearly outlining next steps and strategies to support the child's learning. The feedback form should reflect the assessment outcomes across all language strands, focusing on strengths, areas for improvement, and targeted support to help students make continued progress.

Marking and Feedback

Pupil Name and Surname: _____

| Assessment Section | Feedback |
|--------------------------|-----------------------------------|
| Speaking | |
| Listening and Responding | |
| Reading and Responding | |
| Language Skills | |
| Longer Writing | |
| Overall | A* A B C PASS FAIL |

Notes: A* 55+

A 49-54

B 41-48

C 36-40

PASS 30-35

FAIL 0-29

Teacher: _____

Date: _____

