



## **MFL - Assessment and Feedback**

### **General guidelines for all assessment and feedback**

- Students will receive regular feedback from their teachers.
- Feedback will be given in a wide range of ways: verbal, written, peer, self
- All assessed pieces of work with feedback will be accessible to students so they can return to the feedback at a later time.
- All feedback will provide clear guidance on what is needed for students to improve.
- Feedback will be given in a timely manner and all students will be given opportunities to act upon their feedback and improve their work.

### **Key Stage 3**

- Students to work in exercise books. Formal work such as grammar notes, written paragraphs, homework and vocabulary tests at the front of the book, class notes at the back of the book.
- Class notes will not be marked by the teacher.
- Live marking is encouraged, providing students with verbal and written feedback in the classroom as appropriate.
- Vocabulary tests will take place regularly. These will be peer marked in class and marks recorded by the teacher.
- Written paragraphs in books when marked will have an emphasis on providing feedback on specific skills or grammar points. Numbered statements will be given to the students so that they are aware of which areas they need to work on. Teachers will use these statements to provide feedback on work.
- Books will be checked regularly and signed by teachers to show they are happy with the standard of work in the books and quality of presentation. Students of concern will be spoken to, and parents contacted as required.
- AFL opportunities to be embraced in the classroom, in particular the use of mini whiteboards.
- Assessments will take place at the end of each module. These will consist of a listening assessment, a reading assessment and either a speaking or writing assessment. This will be specified in the MFL calendar and confirmed by the year group Leader.
- Listening and reading assessments will be peer marked in class. Speaking assessments will be peer marked using the faculty speaking marking grids. Writing assessments will be formally marked by the teacher, highlighting mistakes on the work so that students can look at these and correct them, and also providing feedback through the use of numbered statements. A feedback session must take place following the assessment period. This should provide students with their individual steps in different skills areas and whole class feedback for improvement. Every student must complete a feedback sheet. These should be kept in folders as a front sheet with the end of module assessments.
- Assessment steps to be recorded on individual class spreadsheets and used to inform progress report data entry.

- Homework will be a rotation of vocabulary learning and tasks set on Active learn. Vocabulary sheets will be provided for classes on Teams, and each class will be part of a memrise group to support vocabulary learning. At the end of modules, revision homework will be set.

#### **Key Stage 4**

As for Key Stage 3 with the following additions/ exceptions:

- Homework will also consist of preparing answers for speaking portfolios. Feedback will be provided to students in the same way. Other homework may be set when appropriate.
- Assessment results to be recorded on the year group spreadsheet for each language.
- Assessments are end of module tests and also bespoke GCSE exam papers for use in PPEs.

#### **Key Stage 5**

- Students to work on A4 lined paper in class. Students keep their work in a folder at home. Class work is not marked by the teacher. Work completed in class will be self-marked.
- Assessment results to be recorded on the year group spreadsheet for each language.
- Assessments are end of module tests and also bespoke A-Level exam papers for use in PPEs.
- Homework will be set in accordance with the Teaching and Learning Code.
- Written work will have a specific focus for marking. When marking writing and speaking, reference will be made to AO3 and AO4 of the A-Level mark scheme.