

Modern Foreign Languages Faculty Assessment and Marking Policy

Aims of the procedure

- ❖ To provide clear guidelines on the MFL Faculty's approach to assessment for teachers in line with the school policy
- ❖ To establish and maintain a coherent approach to assessment within the Faculty.
- ❖ To provide a clear system that promotes good learning and teaching.

Assessment in KS3

Teachers should regularly monitor student understanding and progress through questioning, discussion and observation.

Teachers are responsible for recording marks for students' work regularly electronically), to ensure that written evidence is available to inform discussions with parents and students. Where students require intervention this too should be evident.

Students need to update their levels in their exercise books.

Students' books should be marked regularly. Feedback from students and work scrutiny suggest that they lose interest in their written work if it is not marked on a regular basis. If teaching groups are shared, teachers should apportion marking responsibility according to the number of lessons taught.

Exceptional effort and attainment should be rewarded using the school's reward systems and be clearly indicated with a **M**

Effort comments may also be made on each piece of marked class work and homework.

Excellent practice will include verbal feedback, self and peer assessment with clear assessment criteria and exemplification.

Regular effective written feedback will be given to pupils highlighting:

- i. what the student has done well
- ii. what needs improvement (Next Steps)
- iii. how that improvement may be secured (AfL) (and may include the time frame for review.)

End of unit assessment must be recorded electronically. This test should inform teachers of progress and understanding.

Assessment for Learning strategies should be used in KS3, including differentiated questioning, verbal and written feed-back, peer and self-assessment, exemplification and close reference to focused Learning Objectives.

In KS3, attainment will be assessed against outcomes (D,M,E). Students should record these regularly in their books on the grids.

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Outcomes should be recorded each half-term or at the end of a module of work, to enable teachers to log progress and check against predictive data.

As part of the teaching and learning process, descriptors outcomes should be discussed and examples analysed together so that students are aware of what is required to achieve different levels and what they need to do to improve.

Progress grades are entered into e-portal by teachers twice a year for each student in Key Stage 3, providing Autumn and Summer entries. These need to be transferred on to the tracking folder.

Where do we want to be?

- ❖ When asked during a lesson, students can explain what they are trying to learn and why - it will be evident in students' work and around classrooms that assessment focuses are shared and understood by teachers and students, and that student have frequent opportunities to see and judge their progress against them.
- ❖ Success criteria and learning outcomes for all assessed tasks – formal and informal – are shared with students so they know what they are aiming for and know when they've got there.
- ❖ When receiving feedback, students are given the opportunity to reflect on it, own it and act upon it.
- ❖ Learning objectives and learning outcomes are understood and 'owned' by students and the links between them and their progress can be measured within a lesson.

The monitoring of student learning and progress through regular marking of work is part of every MFL teacher's professional responsibility.

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Assessment in KS4 and KS5

Students' work should be marked regularly and given verbal and written feedback on their progress and suggestions for improvement. Excellent practice will be exemplified by effective written feedback on a regular basis, providing specific advice and targets for improvement.

Where appropriate marking should be done using the assessment criteria set out in specifications to indicate the grade which work at this level would be likely to gain. In KS4, attainment will refer to GCSE grades.

Assessments in Years 12 and 13 will relate directly to the requirements and methodologies of the relevant awarding bodies. It is important that students have the opportunity to develop their understanding of the different levels and how to progress to the next one.

Assessment for Learning strategies should be used in KS4 and 5, including differentiated questioning, verbal and written feedback, peer and self-assessment, exemplification and close reference to focused Learning Objectives.

Progress grades are entered into e-Portal by teachers twice a year for each student, providing Autumn and Summer entries.

In KS4/5, regular feedback should be more formalised. Links with potential GCSE/A level grades should be made, bearing in mind all aspects of a student's work – written and oral, and cross checked with target data to ensure students are performing in line with their ability and potential. Quality detailed feedback on how to make progress should be shared with the student regularly. In KS4 and KS5 all graded work, essays, past papers, oral assessments must be recorded in order to track individual student attainment and to identify and intervene to address the lack of individual student progress or underachievement.

Assessment, marking and feedback are carried out to be supportive of students' learning and to achieve the following objectives:

- ❖ to recognise students' efforts and achievements in ways that can be understood by all students;
- ❖ to diagnose problems, difficulties and areas for development;
- ❖ to set manageable and developmental learning targets;
- ❖ to provide specific methods for improvement and progress;
- ❖ to motivate students and create an achievement culture.