

# MFL Marking & Assessment Policy

## Marking

Pupils' books should be marked at least twice every half-term (ie every 2 weeks), with one task being a core task and marked with the stamper, and feedback given on the tracking sheet, other cursory marking should take place to monitor pupils' effort and progress. Pupils should note activities taking place in their classes and date them as much of the Speaking / Listening activities are done orally with very little written down, this is particularly pertinent in KS3. Pupils should sign each other's work if they have been taking part in peer assessment. Controlled Assessment notes in KS4 are NOT marked, but a copy of the completed Controlled Assessment should be marked extensively with feedback and given back to the pupils.

## Attainment

- In line with the school marking policy, pupils' work is to be marked using levels (KS3 core tasks in SoWs will support this), GCSE grades or A level grades.
- However, little listening and reading exercises should continue to be marked out of 10,15 etc.
- When no attainment grade is given, pupils should always receive an effort grade, a target language teacher comment.
- When no level or grade is issued, staff should record the effort grade in mark books and indicate with a tick if the work is completed.
- At least once every half-term via core tasks / CA feedback a target should be set. The format should be: PTA (praise, target, action). Some aspect of the pupils' work is praised, their target is set and some advice or structured examples are given as to the action they can take to achieve the target. Pupils should be aware of their end of year target, written on their tracking sheets.

## Monitoring of marking within the department

In line with school policy, book checks will be carried out regularly during the year by the Head of Department and the Department Line Manager (PS) to ensure that:

- there is uniformity in approach to marking across the department.
- the quality of feedback from the department to pupils can be discussed and improved in department / line manager meetings.

## Assessment

Departmental practice is founded on the ethos of regular testing for all students. In practice this means regular small in-class tests and more substantial core tasks / controlled assessments for each year.

### Regular small tests

- Learning homework is an important part of MFL teaching and learning. Pupils should be asked to learn for **regular fortnightly or weekly mini tests**. They may be tested on items of vocabulary, verbs, genders, tenses etc. to help

them consolidate their learning in small chunks rather than only revising for summative tests.

- Tests can take the form of small written tests, a test set by a peer, a listening test, a test on mini-whiteboards, teacher / peer / self assessed tests etc.
- Reward stickers / stamps can be used to praise excellent attainment, effort or improvement.
- Underachievement in more than two tests **or** a complete lack of revision for a test should result in an automatic retest at lunchtime!

### **Summative assessments**

- The department follows a programme of core tasks in KS3 and there is a yearly MFL department assessment calendar to administer controlled assessments in Year 10 and 11. This avoids of staff being unnecessarily burdened with marking tests for all the pupils they teach in one or two weeks.
- Departmental testing is closely tied to National Curriculum testing requirements, subject specifications and examination demands.
- Testing enables staff to produce efficient and accurate information on each pupil within a year group; helps with examination performance forecasts; identifies areas of student need; assists staff in analysis of their planning of teaching; and assesses pupil progress.
- Tests should be common to all students who in a year group and are designed to differentiate between ability levels. Marks should be awarded to an agreed mark scheme and a bank of tests and mark schemes exists for both languages. Shared setting of papers and moderation of pupil work helps the department to standardise work and maintain high expectations in all classes.

### **Tracking of pupils**

- Levels in each skill area for each summative assessment are recorded by the teacher and form part of the PA grade, underachievers are picked up by the HOD who administers an intervention programme.
- In addition, to allow formal pupil self-assessment to take place, pupils will complete a tracking sheet with their attainment in each assessment and their targets for improvement in each skill area will be written in by the teacher.

### **Purpose of Testing**

**Revision:** to develop pupils' habits of revision, to consolidate knowledge; practise application of their knowledge in controlled conditions; improve pupils' exam technique and foster a sense of competition between pupils.

**Feedback:** to give pupils information about their performance; to develop personal target setting; to check pupil progress; to inform our teaching; to give data to the Head of Department and HoYs for options and for monitoring pupil performance; to inform parents on academic mentoring days, reports and internal tests/exam results.