

Summative Assessment

These take the form of End of Module Assessments completed at the end of each module of work throughout the school year, and End of Year Assessments completed just after Easter, at the start of the Summer term.

Assessments are completed in order to gauge the progress being made by our students against the four skill areas studied in MFL (Listening, Speaking, Reading and Writing)* as well as against their targets. It also allows us to see where any gaps in attainment exist. This also allows the Curriculum Area to make comparisons between students and key groups of learners.

End of Module Assessments are completed in exercise books to act as a record, whilst enabling classes and their teachers to engage in conversations about student performance on an individual and whole class basis. They are marked by the class teacher and some moderation will take place where possible during Curriculum Area Development Time sessions. Students are assessed on all four skill areas, but on a smaller scale than in the End of Year Assessments.

A score out of 30 is given for End of Module Assessments and the Curriculum Area look at who is below half marks, as well as which groups of students are performing at the top. Although the score is not directly equated to a grade descriptor, the Assessments are set at a level appropriate for the year group, allowing the class teacher to have an idea of where the students are in terms of the whole cohort. The outcomes of these assessments are directly linked to current grade information in data drops, judged also along with student performance on key pieces of work completed in class.

End of Year Assessments are lengthier and include a formal Reading and Writing examination completed in the hall, as well as a Listening examination completed in class. The examinations are differentiated where appropriate with lower sets completing slightly fewer questions than the Higher. A percentage is given and an attainment grade.

Focus groups and underachievers are highlighted and targets made for subsequent assessments, with both End of Module and End of Year Assessments.

Assessments are standardised in work reviews, moderation and the analysis of attainment of the classes in each year group, with a focus on key student groups. This is consistent across the Curriculum Area.

Formative Assessment

The assessment taking place in lessons on a day to day basis in MFL is live assessment in terms of questioning, peer assessment, vocabulary testing, listening and reading comprehension work, written tasks undertaken from memory, translation, the completion of actions based on written feedback from the class teacher, as well as the development of literacy in all spoken and written responses. The information gathered about student progress towards their targets and the expectations of the year group informs subsequent

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planning and in the long term, any weaknesses in the Schemes of Work can be adapted. Curriculum Area Dev Time is used to share good practice and to discuss the outcomes of formal and informal observations.

Feedback and Acting on Feedback

The assessment of work fed back to the pupils in the written form highlights what has gone well in a piece of work or assessment, giving key targets and actions to be completed in order for further progress to be made. Grades linked to skill areas for each year group where applicable are given on a piece of work and class teachers mark work in line with the frequency stipulated by whole school policy. In terms of verbal feedback, live assessment in whole class questioning gives instant feedback, and the whole class discussion of Action Points often takes place on completion of a piece of work.

Class teachers also engage students in whole class discussion of how to tackle tricky question types and in how best to develop responses so that they make progress towards their target grades. Students are sometimes required to self and peer mark responses on white boards or in their exercise books, again highlighting what has gone well and giving targets and completing actions. All Actions are completed in a different colour pen and are completed consistently across classes, checked by the class teacher, allowing students to improve the quality of their responses in the future. Reference is also made to the whole school Literacy Policy (OL2).

Monitoring Progress

The Curriculum Area monitors the progress of students through SEF monitoring completed once a half term, which includes work reviews, formal and informal lesson observations, Pupil Voice, behaviour, homework and Fit to Learn analysis, the analysis of assessment outcomes and the progress being made by key SEN and PP groups, as well as the progress being made by the Curriculum Area against Improvement Planning objectives for that year. Assessment data gathered in spreadsheets and on SISRA is used. The work carried out and information gathered is recorded formally and interventions put in place for class teachers, pupil groups where applicable.

Intervention

On completion of summative assessments or an interim data drop, the Curriculum Area meets to discuss outcomes, identify gaps, compare pupil groups, gauge the quality of the schemes of work and subsequent resources, and plan interventions. The outcomes of analysis are recorded in the SEF file and progress with Action points checked in the next set of assessments. Students who are falling behind are identified and often phone calls or letters home are sent to outline concerns, or Curriculum Area leaders meet with key individuals as well inform Learning Managers. Support sessions are offered at lunch or after school for pupils to catch up.

Home Learning

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MODERN FOREIGN LANGUAGES ASSESSMENT POLICY

Learning at home takes place in line with the school policy for homework. The tasks set have worth and are realistic, focusing on what has been taught in lessons, so pupils can demonstrate their understanding, but also sometimes require students to consolidate in terms of on-going revision, which is now a particular focus for our Year 11 classes. The completion of homework tasks can also alert class teachers to key misconceptions and areas which need to be repeated if a significant proportion of the class are struggling to grasp a concept set through their home learning tasks.

The class teacher selects homework tasks appropriate to the group in question and the topic area or skill being studied, with Curriculum Area leaders monitoring the number of missed homeworks per year group as well as quality of tasks set on a half termly basis as another element of our on-going SEF work.

Rewards

Class teachers offer verbal praise within the classroom setting for students, as well as written praise when formal written feedback is offered. Curriculum Area leaders sometimes meet with key students who are working well or making improvements, and often text messages or post cards are sent home. Class teachers also issue green writing or reward stamps and stickers in class in line with the whole school reward system, which are then converted to Being One of Ours Points and Star Badges.

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