

## MFL Department Guide to Marking and Feedback



Key Stage 3 and 4	A-Level
<p>a) <b>How often</b> is work formally marked and what grades are given?</p> <p>Work is assessed at minimum twice per term with grading awarded either at Foundation/Secure/Mastery level at Key Stage 3 and using GCSE grades at Key Stage 4. The appropriate mark scheme is used to provide context. Work is assessed in all key skills (Listening, Reading, Speaking, Writing and Translation).</p>	<p>a) How often is work formally marked and what grades are given?</p> <p>Students are issued with essay tasks at least twice a half-term. These are marked using a bespoke mark scheme based on the new style A-Level essay criteria and content criteria taken from the previous A-Level specification; this is due to the fact that the new style A-Level does not provide a generic content mark scheme. Grades are awarded in line with A Level Grade boundaries.</p>
<p>b) <b>How is feedback given</b> to students after the marking of key pieces?</p> <p>Students' work is marked using a MFL-specific set of marking codes which appear in the final page of MFL exercise books. Feedback is given using bespoke targets as appropriate to the task, which are provided to students in lesson. As previously mentioned, students are also provided with a mark scheme appropriate to the skill being assessed, which is highlighted by the staff member to identify both successes and next steps.</p>	<p>b) How is feedback given to students after the marking of key pieces?</p> <p>Students are provided both with an appropriate copy of the mark scheme which has been highlighted to show successes and next steps, as well as a detailed summary of their successes and at least two bespoke targets for them to focus on in their redraft. Generally, these targets focus on both content and grammatical accuracy. Feedback and targets are, in the main, written in the target language.</p>
<p>c) <b>How</b> are students <b>guided in lessons</b> to ensure they all complete quality feedback tasks?</p> <p>The primary guidance comes from bespoke targets provided to students via PowerPoint and the appropriate codes on their work. Students are encouraged to use knowledge organisers, vocabulary booklets and dictionaries to further enhance their work. In addition, students may be provided with further support in the form of worksheets/help sheets where required. Common errors and misconceptions are always discussed as a class prior to beginning feedback tasks in earnest.</p>	<p>c) How are students <b>guided</b> to ensure they all complete quality feedback tasks?</p> <p>Students are provided with the opportunity to discuss their essays in detail both with the staff member setting the task, and with the Foreign Language Assistant. Student sessions with the FLA provide ample opportunity to understand key grammar issues in their writing.</p>

d) **What** happens when a student **misses** an assessment or is absent for key learning?

Where the assessment is written (i.e. Reading, Writing or Translation based) students will be expected to catch up with this assessment task at the earliest possible opportunity, usually the following lesson. Listening and Speaking assessments are caught up in the student's own time at a mutually-agreed time. In the event that students miss key learning, the department provides many opportunities for 1-to-1 and small group support both at lunchtimes and after school. In particular, the department offers weekly support and revision sessions for Key Stage 4 which students can access to catch up on missed learning.

e) **How** do teachers **monitor** work quality, presentation and check for understanding **in between** key assessments?

MFL staff will check books at least twice a half-term to ensure appropriate presentation, completion of work and to ensure that spelling and grammar in day-to-day classwork is kept in check and corrected as required. Any common errors will be discussed as a class and time given to correct these throughout exercise books as a starter activity. This would usually take place in the lesson following any 'book look'.

f) How is **homework** checked and assessed?

Students have weekly vocabulary assessments, the content of which is catalogued on the VLE, and the scores for these assessments is noted in the space provided on the back page of the new MFL exercise books. In addition, bespoke projects and short writing tasks, particularly at Key Stage 4, will be issued as appropriate.

d) What happens when a student misses an assessment or is absent for key learning?

Students are expected to get in contact with staff members at the earliest opportunity when key learning is missed. They should do so via the school email system to ensure that they catch up on work quickly and effectively. When assessed tasks are missed, students will catch up in directed time and will be expected to submit work either electronically or in person.

e) How do teachers monitor work quality, presentation and check for understanding **in between** key assessments?

Staff undertake half-termly reviews of students' work files; this is to ensure that students are organising their work appropriately and that work is of an adequate standard. Students also undertake independent learning and an independent learning log is kept which staff will monitor regularly.

f) How is homework checked and assessed?

Weekly vocabulary tests are undertaken by both teachers of the course on the vocabulary relevant to the units they teach. Students will also regularly be given learning homework which is assessed within lessons and feedback given. Essay-based homework tasks are assessed as mentioned above.