
Assessment & Feedback Policy - MFL

The McAuley Catholic High School



Last reviewed on: September 2023

Next review due by: September 2024

Assessment and Feedback Policy

Department: Modern Foreign Languages

Key Stage 3	Key Stage 4	Key Stage 5
<p><u>Language aptitude test</u> Generic tests assessing general aptitude and motivation are completed during the first week of year 7 and support teacher decisions regarding SIMs targets.</p> <p><u>Written setting assessment</u> Completed by the last week of the first half term. Moderated by all teachers involved and informing our setting decision. Test result is recorded by pupils on their pink assessment sheet. WWW and EBI given by teachers following the departmental feedback sheet kept in pupils' books.</p> <p><u>Vocabulary tests:</u> Vocabulary tests are undertaken each week to check knowledge retention over time. These are self or peer assessed and teachers give verbal feedback.</p> <p><u>End of unit assessment</u> Each unit assessment is a combination of at least 2 skills (listening/reading/writing/speaking). It is completed in lesson time on schedule dates, usually at the end of a unit of work. These are marked by the class teacher and written feedback is provided. Pupils complete pink assessment sheets and WWW/EBI comments based on the departmental feedback policy sheet kept in their exercise books.</p>	<p><u>Skill test</u> A grammar assessment is completed at the start of year 10 based on the first 3 weeks' teaching. Feedback is verbal but assessment is marked by teachers.</p> <p><u>Vocabulary tests:</u> Vocabulary tests are undertaken each week and linked the vocabulary booklet listing the EDUQAS specification vocabulary. These are self or peer assessed and teachers give verbal feedback.</p> <p><u>GCSE sub topic assessments</u> Formal assessments are conducted towards the end of a GCSE sub topic. Speaking and writing assessments are conducted via a purple exercise book where written feedback is given within a week and follows the GCSE feedback template outlined in the departmental feedback policy sheet. As part of their WWW/EBI feedback pupils are encourage to redraft and respond in depth to comments using purple pens.</p> <p><u>Practice examination</u> Practice exams are completed in April and at the end of the year in Y10 and in November and January in Y11. Work is marked according to GCSE EDUQAS criteria. Results are completed on the pink assessment sheets kept in pupils' books. Pupils complete pink assessment sheets.</p>	<p><u>Grammar assessment</u> A grammar assessment is completed by the end of September to determine progress towards bridging the gap with KS4. Thanks to class sizes, feedback is immediate and verbal.</p> <p><u>Retrieval Tests:</u> Retrieval tests are undertaken each week to check knowledge retention over time. Thanks to class sizes, feedback is immediate and verbal.</p> <p><u>Detailed Feedback</u> Exam questions, including speaking tasks, are set for each topic which teachers mark and provide detailed written feedback within a week using the feedback template. The feedback will identify WWW/EBI.</p> <p><u>Practice Examinations</u> In June in Y12 and in January in Y13, students complete practice AQA exams in listening, reading and writing. These are marked within 2 weeks and written feedback is given using the AQA mark schemes. Written feedback identifies strengths and areas for improvement based on the marking criteria.</p> <p><u>Essay practice assessments</u> In year 13 a range of essays is set throughout the year and marked according to AQA criteria and using the exam board's marking technique. Feedback is given verbally and in written form and is followed by redrafting or adjustments as required.</p>