

Key Stage 4 - MFL Feedback Policy

FORMATIVE ASSESSMENT - Strategies

	Frequency	How	Pupil reflection
Diagnostic test	First week of each new SOW	<ul style="list-style-type: none"> • Pupils sit a baseline test at the start of a new scheme of work • Teacher reads all tests and creates diagnostic notes e.g. gaps in knowledge, common literacy errors • Teacher uses these notes to produce group feedback sheet and presents to students in lesson • Teacher uses diagnostic test to determine areas of essential focus from the SOW over next few weeks. 	Pupils respond to group feedback sheet and reflection tasks using green pen
Whole-class feedback sheet	Used for deep mark pieces of writing 1-2 times per cycle. This is planned for in SOW to take place after teaching of key GCSE topics.	<ul style="list-style-type: none"> • Feedback sheet to include whole class strengths, areas for development, common SPAG mistakes using the MFL literacy codes, individual pupil exemplars and reflection tasks. When appropriate, pupils will be given a grade (1-9) 	Pupils will re-draft deep mark at least once and correct SPAG mistakes in green pen during a dedicated reflection lesson. When appropriate, pupils will be given a grade (1-9)
Verbal Feedback	Given to pupils continuously during whole class discussions and pupil demonstrations.	<ul style="list-style-type: none"> • Verbal feedback is also given during writing or speaking activities where teachers “magpie” examples to share with the whole class using the visualiser. 	This is captured through pupil note taking in green pen in their books and is therefore applied immediately by pupils.
5-minute flick	Used once a half-term or after teaching of a module/GCSE theme to check understanding of key ideas and language.	<ul style="list-style-type: none"> • Teachers collect a sample of books from the class and decide on 2-3 key areas which need to be re-taught or where misconceptions 	Reflection time given to pupils during do now tasks.
Self and peer assessment	This takes place weekly	<ul style="list-style-type: none"> • Pupils correct their work or someone else’s work, using success criteria or literacy codes in green pen. 	Pupils will apply this feedback during the lesson or the subsequent lesson, this may take the form of a redraft, correction or adding detail to a piece of work.
Hot marking	1-2 times a cycle or more	<ul style="list-style-type: none"> • The general quality of a pupils work (this will usually be pupils targeted through the RAP) • Presentation, Literacy, Homework will be the focus 	Acted upon by the pupil immediately in green pen

<p>Fortnightly diagnosis</p>	<p>Once a fortnight</p>	<ul style="list-style-type: none"> • Teacher reads work in every learner's book once a fortnight and makes diagnostic notes e.g. common misconceptions, presentation concerns, praise, common literacy errors • Teacher will present these notes to students in the form of a group feedback sheet • Reflection tasks will be worked into the feedback/review lesson, to allow students to move forward and address targets. This may entail students responding to metacognitive reflection questions • Teacher uses these notes to inform the next week of teaching and consider wave 1 intervention strategies. 	<p>Pupils will respond to reflection tasks and re-teaching through 'Do now' tasks, predominantly.</p> <p>Pupils will respond to reflection tasks in weekly review lesson.</p>
-------------------------------------	-------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SUMMATIVE ASSESSMENT - Teacher marking to collect data

<p>Assessment formats</p>	<ul style="list-style-type: none"> ➤ End of module knowledge tests will take place regularly, pupils will receive a current grade based on the GCSE success criteria. ➤ Pupils will be assessed across 4 skills; reading, listening, writing and translation. ➤ These are teacher assessed, writing and translation tasks are marked using the literacy codes. Reflection lessons ensure misconceptions are addressed and exam skills practiced. Assessments stored in pupil folders, carried with books
<p>How is it assessed</p>	<ul style="list-style-type: none"> ➤ These are teacher assessed, writing and translation tasks are marked using the literacy codes. ➤ End of cycle assessments assess, where possible, all GCSE skills including speaking.
<p>Feedback provided</p>	<ul style="list-style-type: none"> ➤ Misconceptions are identified in teacher feedback, whether individual or whole-class. ➤ Students to fill in Assessment stickers, independent reflection to take place. ➤ Key targets are given to improve writing skills, according to the GCSE mark scheme.
<p>Pupil Reflection</p>	<ul style="list-style-type: none"> ➤ Reflection lessons ensure misconceptions are addressed and exams skills practiced. ➤ In some cases, this will include re-drafting/re-writing in green pen. ➤ Assessments are stored in books with clear targets highlighted for future reference.