

## Key Stage 3 - MFL Feedback Policy

### FORMATIVE ASSESSMENT - Strategies

	Frequency	How	Pupil reflection
<b>Self and Peer assessment</b>	Self and peer assessment should take place at least every 2 weeks.	<ul style="list-style-type: none"> <li>• Pupils give feedback in order to develop the responses of their own or others work, using a success criteria and the literacy codes where appropriate.</li> <li>• Pupils are encouraged to work with one another collaboratively to improve either their own or a peer's work.</li> <li>• Teacher assesses quality of peer/self-assessment through questioning, the visualiser and verbal responses.</li> </ul>	During the lesson as a plenary or additional task, pupils will use green pen to demonstrate their improvements.
<b>Verbal Feedback</b>	Given to pupils continuously during whole class discussions and pupil demonstrations.	<ul style="list-style-type: none"> <li>• Verbal feedback is also given during writing or speaking activities where teachers "magpie" examples to share with the whole class using the visualiser.</li> </ul>	This is captured through pupil note taking in green pen in their books and is therefore applied immediately by pupils.
<b>5-minute flick</b>	Used once a half-term or after teaching of a module theme to check understanding of key ideas and language.	<ul style="list-style-type: none"> <li>• Teachers collect a sample of books from the class, these are targeted by ability or as specified on RAPs.</li> <li>• Teachers decide on key areas which need to be re-taught or where misconceptions need to be addressed but also to highlight areas of excellence to stretch where appropriate.</li> </ul>	Pupil reflection immediately following feedback, this might take place during do now tasks or as homework.
<b>Whole-class feedback sheet</b>	Most regularly used for deep mark pieces of writing and translation tasks. This will take place 1-2 times per cycle, at the beginning and end of a cycle.	<ul style="list-style-type: none"> <li>• Feedback sheet to include whole class strengths, areas for development, common SPAG mistakes using the MFL literacy codes, individual pupil exemplars and reflection tasks. Pupils will be given a mark out of 16 or 20.</li> </ul>	Pupils will re-draft deep mark at least once and correct SPAG mistakes in green pen during a dedicated reflection lesson.

### SUMMATIVE ASSESSMENT - Teacher marking to collect data

<b>Assessment formats</b>	<ul style="list-style-type: none"> <li>➤ End of module knowledge tests take place regularly using knowledge organisers.</li> <li>➤ End of cycle formal assessments across 4 skills (reading, listening, writing, translation)</li> <li>➤ Opportunities for formal speaking assessment at KS3 to be included in Learning map when possible.</li> </ul>
<b>How is it assessed</b>	<ul style="list-style-type: none"> <li>➤ Assessments are teacher marked.</li> <li>➤ Writing and translation tasks are marked using the literacy codes where appropriate.</li> </ul>
<b>Feedback provided</b>	<ul style="list-style-type: none"> <li>➤ Misconceptions are identified in teacher feedback, whether individual or whole-class.</li> <li>➤ Students to fill in Assessment stickers using teacher feedback with skills breakdown.</li> </ul>
<b>Pupil Reflection</b>	<ul style="list-style-type: none"> <li>➤ Reflection lessons ensure misconceptions are addressed and exams skills practiced.</li> <li>➤ In some cases, this will include re-drafting/re-writing in green pen.</li> <li>➤ Assessments are stored in books with clear targets highlighted for future reference.</li> </ul>

