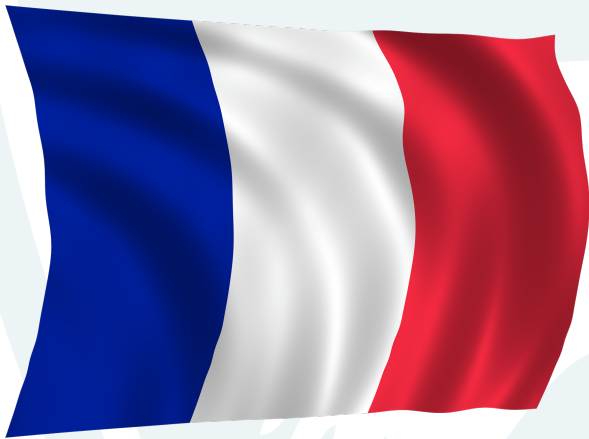




Harrow Way

Community School

Learning for life, success for all



Assessment

MODERN FOREIGN LANGUAGES

MFL Department Assessment Principles

At Harrow Way we believe that assessment is a core element in the process of learning and takes two distinct forms; formative and summative assessment. The process of learning is defined as a change in long term memory and assessment enables teachers to establish whether a change in long term memory has occurred and where there are gaps in students' knowledge.

Formative assessment is an ongoing process that will take place in every lesson. This is more simply referred to as 'assessment for learning'. Learning is a process which is supported by formative assessment.

Summative assessment can be more simply defined as 'assessment of learning'. This process happens in order that teachers can establish what students' have learned following a sequence of lessons, at the end of a topic, unit, term or academic year.

Assessment in the MFL department

Formative assessment	
Which methods of formative assessment have you chosen to use in your subject area?	Do nows, questioning, mini- whiteboards, live verbal feedback, back to back translations
How does KS3 differ from KS4?	We use the same methodology
Why do you think these methods are best suited to your subject and how do you know they are successful?	The have-a-go attitude is essential when learning a language. It is actually a skill that we teach our students to become resilient, true linguists. Practice and repetition are also a key to success. Finally, we believe that giving immediate feedback is what supports the students' deep understanding and their progress.

Summative assessment	
How does summative assessment work in your subject area? Are you assessing Disciplinary knowledge/ Substantive knowledge/ Practical skills/ Processes?	During each topic unit, our student will have a writing assessment and ideally a speaking assessment. At the end of each topic unit, our students will have a listening and reading assessment. From y9, they also have a translation assessment in each unit. In y10 and 11, we also have PPEs.
Brief details about KS3 and KS4 assessment points. What is being assessed and what is the intended outcome?	We are obviously assessing substantive knowledge (their knowledge of the vocabulary we have focused on and practised) but we are also assessing how they are developing key skills in our subjects- resilience and independence in writing and speaking while applying the core language as well as resilience, inferences and "language detective" skills

	in listening and reading.
What do you do with the information that you collect from these assessments?	After marking the assessments, we are giving them back to the students and give them targeted feedback- the do nows really help us for that. They have to act on feedback for their writing. We are also recording their grades on our teacher's planners as it helps us collect data about their progress. The grades also informs us about misconceptions and how to teach our next lessons. They highlight gaps and help us provide interventions if needed in Y11.