



MFL MARKING POLICY 2016/17

Non negotiables

See MFL non-negotiables checklist.

Types of marking

All pieces of work will be marked in one of the following ways:

- Success criteria checklist – completed by students and acknowledge by teacher
- Light Touch (stamps/stickers/green ticks)
- Peer Assessment
- Self-Assessment
- Verbal Feedback (dated)
- Teacher ticks + Student comments
- Deep Marking using the French Feedback Sheet (Deep Marking)

French feedback sheet & DIRT

This sheet will be used every 6 lessons and will require students to complete an extended piece of writing. They will be provided with a success criteria checklist for each piece of work.

e.g.

Step 2/Bronze	Step 3/Silver	Step 4/Gold
<input type="checkbox"/> Capital Letters & Full Stops <input type="checkbox"/> Correct Spellings <input type="checkbox"/> Topic specific vocabulary <input type="checkbox"/> Simple clear sentences <input type="checkbox"/> Simple connectives <input type="checkbox"/> Use of Je in the present tense	<input type="checkbox"/> Simple opinions <input type="checkbox"/> C'est + adjective <input type="checkbox"/> Reasons <input type="checkbox"/> Time Phrases <input type="checkbox"/> Use of Il / Elle / Nous in the present tense <input type="checkbox"/> Simple qualifiers <input type="checkbox"/> Opinion + Infinitives	<input type="checkbox"/> Future tense using Je vais + infinitive <input type="checkbox"/> Il / Elle va + infinitive <input type="checkbox"/> Nous allons + infinitives <input type="checkbox"/> Use of ça serait + adjective <input type="checkbox"/> Time sequencers / Narration <input type="checkbox"/> Use of the present tense and future tense in the same sentence.

The work is then marked by the teacher using the literacy codes (see below).

The teacher will then tick the skills the students has demonstrated successfully (WWWs) and highlight the skills they need to improve on (EBIs). The following lesson students will improve their work by completing two 'Dirt*' tasks in purple pen. This work will demonstrate progress.

*Directed Reflection and Improvement Time

Literacy

Spelling:

Teacher chooses a max. 4 high frequency/key words per page these will be corrected and translated into English as follows:

bonjour = hello x 3

The student will then be expected to copy both the French and the English three times.

Grammar/Punctuation:

Teachers will indicate errors as follows:

AA – Adjective Agreement

MW – Missing Words

?? – Ambiguity

WT- Wrong Tense

SP - Spelling mistake

P – Punctuation Issue

Students will then be expected to seek advice and correct the errors independently.

Progress indicators

Book stickers:

All students should have a book sticker on the front of their book. This indicates target grade, current grade for Aut/Spr/Sum and their 'team' (bronze/silver/gold). This information allows students to be know what their grade is, what their target is and what level of differentiation they should opt for in lessons.

Feedback:

On completing a piece of written work students are usually given a 'working at' grade. In order to motivate students to complete DIRT work, however, students will be given a 'working towards' grade. i.e. the grade they will receive should they complete their EBI statements.

Skills matrices:

From September 2016, students will receive a skills matrices at the start of each topic. This will allow students to accurately track their progress towards their end of year target.

Incomplete work:

Incomplete work will be indicated by an **IX 1/2/3**.

At the first and second stage the student receives a warning and is reminded how important it is to complete all classwork. At the third stage they will be given a departmental detention where they will be expected complete the work.

Exceptions:

Year 7 Term 1: During the first term year 7 students focus on Step 1 skills. This is one-word level language learning and thus demands no 'extended writing'. During this stage feedback is most useful when delivered verbally / in class. It may, therefore, result in less 'Deep' marking. This will be replaced, instead, by a learning log, to be used by both students and their teachers to track progress. By the end of HT2 most students in Y7 will be capable of writing simple sentences and thus should begin to receive deep marking style feedback on a regular basis.

During writing/speaking assessment periods it is expected that staff should prioritise the accurate marking of assessments. Students should, however, receive thorough and timely feedback which should be recorded in their exercise books. During this time it is accepted that assessment feedback may replace the French feedback sheet.

MFL FEEDBACK CHECKLIST

Date-	Class-	Teacher-	
Presentation			RAG
Dates and Titles are underlined and challenged with a P+P where they are not			
Worksheets are glued in			
Draws / tables are in pencil and challenged with a P+P where they are not			
Teacher marking is in green pen			
Literacy			
Spelling corrections – (French = English x 3) – Max. of 4 per page			
MFL literacy codes used to indicate:			
MW – Missing Words			
?? – Ambiguity			
WT- Wrong Tense			
SP - Spelling mistake			
P – Punctuation Issue			
AA – Adjective Agreement			
Progress			
Work reflects the SoW/WALTS and ability of student			
Evidence of work from students <u>every week</u> present in books			
Incomplete work is challenged using I X 1/2/3			
Student's progress towards their target grade is evident			
DEEP / DIRT			
Deep Marking takes place every 6 hours of learning (Every 3 weeks)			
Teachers fill out the French Feedback Sheet as per the WAGOLL			
EBIs are relevant and reflect progression scales			
Students copy out / glue in Dirt Tasks			
Students respond to French Feedback Sheet in purple pen			
Teacher acknowledges DIRT using Light Touch / Verbal Feedback			
Other Marking			
All work is marked using one of the following:			

