

Data Drop	What assessment(s) informs this data drop?	How is this assessment marked, moderated and feedback to students?
1	<ul style="list-style-type: none"> Students will be set vocabulary learning homework over the course of the term. The website currently used for this is SentenceBuilders.com Fluency writing tasks are an informal writing task which take place in class at the end of each unit of work. Students are asked to write down as much as they can remember from the topic and can include previous topics. Listening and Reading assessment based on all of the Sentence Builders they have studied so far on the course. 	<ul style="list-style-type: none"> Vocabulary learning quizzes are auto-marked by the website. Students can take the quizzes up to three times and their best score will be recorded. Students can see their scores on the website. Fluency writing tasks will be marked by the teacher and awarded a level (Developing, Secure, Extending). These will be moderated against a model answer. Feedback from the teacher will include next steps and students will be given time to improve their work. The assessment is peer marked and then checked by the teacher. This is so that all students get instant feedback and understand their mistakes when marking. Students are given a % score. Levels are awarded based on their % score. Subsequent homework activities and lessons focus on addressing any gaps in knowledge shown up by the assessment either at a class or individual level.
2	<ul style="list-style-type: none"> Vocabulary learning homework as above. Fluency writing tasks as above. Writing assessment based on all of the Sentence Builders they have studied so far on the course (describing and identifying people, creating questions, expressing one's feelings). The writing assessment will include translation activities, as well as a piece of extended writing. 	<ul style="list-style-type: none"> Vocabulary learning quizzes will be marked as above. Fluency writing tasks will be marked as above. The translation part of the assessment is peer marked and then checked by the teacher. The extended writing piece of the assessment is marked by the teacher and students are given a summary feedback sheet of strengths and areas for development. These are awarded a level (Developing, Secure, Extending) against a model answer and success criteria and moderated at a faculty meeting.
3	<ul style="list-style-type: none"> Vocabulary learning homework as above. Fluency writing tasks as above. Speaking assessment based on all of the Sentence Builders they have studied so far on the course (Describing self, family, friends, places and objects, creating questions, expressing one's feelings, and making comparisons). This will be a paired activity in the form of an interview. 	<ul style="list-style-type: none"> Vocabulary learning quizzes will be marked as above. Fluency writing tasks will be marked as above. The speaking assessment is marked by the teacher and a feedback sheet is given to students with three targets for Year 8. The assessments are graded against <i>Developing, Secure, Extending</i> Speaking Success Criteria and model answers.

Homework	How is homework, used to support learning?	How is homework marked and feedback to students
	<p>Vocabulary learning quizzes (self-marking) set on SentenceBuilders.com allow students to see their progress and identify areas of weakness. Staff have access to SentenceBuilders.com accounts so can track progress of students. Creative homework tasks enable students to use the language they have been learning and manipulate it to fit different contexts.</p>	<p>Sentencebuilders.com is self-marking and tracked by teachers. Peer assessment and whole class feedback for creative pieces. Written homework may have written feedback from the teacher with WWW and EBI or inform whole class feedback.</p>

In class and books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	<p>Targeted questioning, peer assessment, self assessment, mini whiteboard quizzing, whole class feedback. Some written feedback on fluency writing tasks.</p>	<p>Lots of listening practice happens on mini whiteboards. In exercise books you should not be surprised to see self and peer marking of reading and listening exercises and vocabulary tests. Exercise books are not routinely "marked" but are checked during lessons and there is written feedback on fluency writing tasks once per term. Feedback is via assessment sheets after summative assessments which are stuck in books.</p>

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2	<ul style="list-style-type: none"> Vocabulary learning homework as above. Fluency writing tasks as above. Writing assessment based on all of the Sentence Builders they have studied so far on the course (expressing one's feelings, making arrangements, describing a past event and comparing/contrasting). The writing assessment will include translation activities, as well as a piece of extended writing. 	<ul style="list-style-type: none"> Vocabulary learning quizzes will be marked as above. Fluency writing tasks will be marked as above. The translation part of the assessment is peer marked and then check by the teacher. The extended writing piece of the assessment is marked by the teacher and students are given a summary feedback sheet of strengths and areas for development. These are awarded a level (Developing, Secure, Extending) against a model answer and success criteria and moderated at a faculty meeting.
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2	<ul style="list-style-type: none"> Vocabulary learning homework as above. Fluency writing tasks as above. Speaking assessment based on all of the transactional Sentence Builders they have studied so far on the course (At the pharmacy, At the restaurant). This will be a paired activity in the form of two role-plays. 	<ul style="list-style-type: none"> Vocabulary learning quizzes will be marked as above. Fluency writing tasks will be marked as above. The speaking assessment is marked by the teacher and a feedback sheet is given to students with three targets for improvement. The assessments are graded against <i>Developing, Secure, Extending</i> Speaking Success Criteria and model answers.
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