

Assessment	Details	How is this assessment marked, moderated and feedback to students?
1	During week 4 of Term 1 students will sit a Reading and Listening assessment based on the first Sentence Builder (Greetings, name, where I'm from) of the course. Students are told in advance that this test is scheduled and homework for that week (based on Quizlet) provides revision activities.	The test 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 numerical score. These are then ranked and grade boundaries applied. There is no target information at this point so it is used to check student engagement. 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	During week 3 of Term 4 students will sit a 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, comparing and contrasting). The writing assessment will include translation activities, as well as a piece of extended writing.	The test is marked by the teacher and students are given a summary feedback sheet of strengths and areas for development. These are graded against a 1-9 Writing Success Criteria and moderated at a faculty meeting.
3	During week 3 of Term 6 students will complete a Speaking assessment based on Describing self, family, friends, places and objects, and creating questions. This will be a paired activity in the form of a role-play/interview.	The tests are marked by the teacher and a feedback sheet is given to students with three targets for Year 8. The tests are graded against a 1-9 Speaking Success Criteria.

Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Vocabulary learning quizzes (self-marking) set on Quizlet allow pupils to see their progress and identify areas of weakness. Staff have access to Quizlet 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.	Quizlet 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.

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?
	Targeted questioning, peer assessment, self assessment, mini whiteboard quizzing, whole class feedback. Some written feedback on extending writing pieces.	Lots of listening practice happens on mini whiteboards. In exercise books you should not be surprised to see 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 once per term. Feedback is via assessment sheets after data drops which are stuck in books

Any other information	We do regular checks of vocabulary and retrieval practice throughout the year. These do not inform data drops but inform our planning and highlight the risk of underachievement prior to key assessments.
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Assessment	Details	How is this assessment marked, moderated and feedback to students?
1	During week 2 of Term 2 students will sit a Reading and Listening assessment based on the first Sentence Builder (Places in town, opinions and free time activities) of the course. Students are told in advance that this test is scheduled and homework for that week (based on Quizlet) provides revision activities.	The test 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 numerical score. These are then ranked and grade boundaries applied. 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	During week 5 of Term 3 students will sit a 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.	The test is marked by the teacher and students are given a summary feedback sheet of strengths and areas for development. These are graded against a 1-9 Writing Success Criteria and moderated at a faculty meeting.
3	During week 2 of Term 6 students will complete a Speaking assessment based on Describing routine in the present, making plans for the future and creating questions. This will be a paired activity in the form of a role-play/interview.	The tests are marked by the teacher and a feedback sheet is given to students with three targets for Year 9. The tests are graded against a 1-9 Speaking Success Criteria.

Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Vocabulary learning quizzes (self-marking) set on Quizlet allow pupils to see their progress and identify areas of weakness. Staff have access to Quizlet 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.	Quizlet 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 and/or inform whole class feedback.

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?
	Targeted questioning, peer assessment, self assessment, mini whiteboard quizzing, whole class feedback. Some written feedback on extending writing pieces.	Lots of listening practice happens on mini whiteboards. In exercise books you should not be surprised to see 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 once per term. Feedback is via assessment sheets after data drops which are stuck in books



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Assessment	Details	How is this assessment marked, moderated and feedback to students?
1	During week 3 of Term 1 students will sit a Reading and Listening assessment based on the first Sentence Builder (TV programmes and opinions) of the course. Students are told in advance that this test is scheduled and homework for that week (based on Quizlet) provides revision activities.	The test 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 numerical score. These are then ranked and grade boundaries applied. 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	During week 1 of Term 3 students will sit a Writing assessment based on all of the Sentence Builders they have studied so far on the course (describing a past event, making plans for the future, expressing opinions). The writing assessment will include translation activities, as well as a piece of extended writing.	The test is marked by the teacher and students are given a summary feedback sheet of strengths and areas for development. These are graded against a 1-9 Writing Success Criteria and moderated at a faculty meeting.
3	During week 1 of Term 5 students will complete a Speaking assessment based on Reporting illness at the pharmacy/doctor and creating questions. This will be a paired activity in the form of a role-play.	The tests are marked by the teacher and a feedback sheet is given to students with three targets for GCSE. The tests are graded against a 1-9 Speaking Success Criteria.

Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Vocabulary learning quizzes (self-marking) set on Quizlet allow pupils to see their progress and identify areas of weakness. Staff have access to Quizlet 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.	Quizlet 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 and/or inform whole class feedback.

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?
	Targeted questioning, peer assessment, self assessment, mini whiteboard quizzing, whole class feedback. Some written feedback on extending writing pieces.	Lots of listening practice happens on mini whiteboards. In exercise books you should not be surprised to see 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 once per term. Feedback is via assessment sheets after data drops which are stuck in books

Any other information	We do regular checks of vocabulary and retrieval practice throughout the year. These do not inform data drops but inform our planning and highlight the risk of underachievement prior to key assessments.
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