



## ASSESSMENT IN MFL

Assessment is used to check pupils' understanding in order to inform future learning. Pupils are assessed both on their substantive knowledge (through multiple-choice diagnostic testing) and their ability to apply this knowledge in key listening and reading tasks and extended speaking and writing, demonstrating both substantive and disciplinary knowledge.

Assessment is not just a straight dichotomy between knowledge (substantive knowledge) and skills (disciplinary knowledge); instead, we are looking at substantive knowledge (the content taught through the curriculum) and disciplinary knowledge (specialised knowledge and specialised skills).

Formative assessments are built into selected units of work and have been designed to assess if pupils are learning the curriculum – Do they know what we want them to know? Can they remember this knowledge over time? Can they select, apply and use this knowledge?





We assess learning for three key reasons:

1. To check our curriculum design is appropriate (the curriculum model is the progression model)
2. To check our teaching and learning is effective
3. To check that all our pupils are making progress

Key pieces of extended writing and speaking are assessed in this way, alongside Reading and listening tasks to elicit taught vocabulary and structure and a pupil's ability to identify patterns and apply knowledge – is the pupil working at the 'expected standard' (for curriculum related expectations)?

For these identified tasks pupils receive written feedback about what they have done well and what to do to improve. Pupils are expected to improve work as a result of teacher feedback.

This work is tracked by the teacher/department using a RAG marking system which will inform teachers in deciding if pupils are meeting curriculum expectations when completing reviews.

-  **not meeting** curriculum expectations - no evidence of relevant knowledge
-  **working towards** curriculum expectations - relevant knowledge is partially demonstrated, but in need of further development in order to achieve the expected standard
-  **working at** curriculum expectations - relevant knowledge and understanding are clearly demonstrated and applied to the task
-  working at greater depth (**excelling**) than curriculum expectations - knowledge and understanding demonstrated at a particularly high and insightful level

### Assessment structure in MFL KS 3

**GRAMMAR**

**VOCABULARY**

**PHONICS**

Who ?	When ?	How ?	Curriculum link:
<b>1<sup>st</sup> Year German / French</b>	October	Tangled translation 0/20	All about me – personal information French and German
	December	Reading assessment 0/10 Listening assessment 0/10 Writing assessment – 40 words – 0/16 Grammar or phonics 0/4 Dictation 0/10	All about me – personal information and family French and German
	February	Speaking assessment 0/20 include picture description and reading aloud	French - All about me and family and free time activities
	May / June	Reading assessment 0/10 Listening assessment 0/20 (including dictation) Writing assessment – 90 words – 0/16 Grammar or phonics 0/4 Dictation	French – Food, Family and Free-time German – All about me, family, free-time and school
<b>2<sup>nd</sup> Year German / French</b>	October	Tangled translation 0/20	French – town German – holiday
	December	Reading assessment 0/10 Listening assessment 0/10	French – town and ideal town

		Writing assessment – 90 words – 0/16 Grammar or phonics 0/4 Dictation 0/10	German – holiday (where you have been, journey, activities you have done on holiday – past tense)
	February	Speaking assessment 0/20 include picture description and reading aloud	French – School  German – talking about town
	May / June	Reading assessment 0/10 Listening assessment 0/10 Writing assessment – 90 words – 0/16 Grammar or phonics 0 / 4 Dictation 0/10	French – School - Day out - TV  German – describing where you live (town and area, house, future tense)
<b>3<sup>rd</sup> Year German / French</b>	October	Tangled translation 0/20	German – Holiday topic  French – Holiday topic
	December	Reading assessment 0/10 Listening assessment 0/10 Writing assessment – 90 words – 0/16 Grammar 0 / 4	German – Holiday topic to include what did you do on holiday (include 3 tenses)  French – Holiday topic to include perfect tense

	February	Speaking assessment – including read aloud	German – Healthy lifestyle  French – Technology and Role Models
	May / June	Reading assessment 0/10 Listening assessment 0/10 Writing assessment – 90 words – 0/16 Grammar or phonics 0 / 4 Dictations 0/10	German – activities you do after school including how you use technology, future and past tense  French – Holidays, internet, healthy lifestyle (three tenses)