

# Southend High School for Girls



## Assessment Policy for French

Our assessment policy and procedures are underpinned by three key questions :

1. Where is the learning going?
2. Where is the learner now?
3. How does the learner get there?  
(Dylan Wiliam)

Our students should be able to answer these two questions:

1. What am I doing well in the subject?
2. What do I need to do to improve my work in the subject?

At SHSG we see assessment, in all its forms, as an integral part of teaching and learning and as such it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment at Southend High School for Girls:

1. Diagnostic assessment – assessment used to determine what students already know (usually at the start of a lesson / unit)
2. Formative assessment (responsive teaching) – assessment used during the learning process to provide feedback and encourage students to act upon it to make improvements
3. Summative assessment (in-school summative assessment and nationally standardised summative assessment) – used at the end of the learning process as a measure of where students are in their learning.

### KS3

By the end of KS3 students are able to give and understand information about themselves and others in a range of time frames. They should be able to ask and understand questions and use an increasing range of vocabulary and complex structures in writing and speaking. They should be able to understand written and spoken texts in French including language that they have not yet encountered. They should be able to translate with accuracy into and out of the target language and effectively communicate the key points. In speaking, they are able to pronounce familiar language with increasing fluency and read aloud accurately, even when encountering unfamiliar language.

## **KS4**

By the end of KS4 students should be able to understand more complex texts in written French, including literary texts. They should be able to pick out key information in a range of time frames including language that is unfamiliar and answer questions in both French and English. They should be able to communicate key points accurately and in good English by translating a short paragraph from French into English.

In listening students should be able to understand more complex texts in spoken French. They should be able to pick out key information in a range of time frames including language that is unfamiliar and answer questions in both French and English.

In writing they should be able to write short (90 word) passages using a range time frames in straightforward language with a high level of accuracy. They should also be able to produce lengthier, more fluent pieces of writing (150 words) which use a wider range of vocabulary and complex structures with an increasing level of fluency and accuracy. They should be able to communicate key messages in translation from English into French with a high level of accuracy.

In speaking they should be able to take part in a structured conversation about familiar topics in a range of formal and informal scenarios. They should be able to give information about themselves and others in a range of time frames and produce extended answers. They should be able to ask and answer questions about themselves and others in an extended conversation about the topics studied, with a high level of fluency and accuracy and increasing confidence in their ability to sound authentic in their intonation.

## **KS5**

By the end of KS5 students should be able to understand a range of complex written language and demonstrate their ability to summarise in French using their own words. They demonstrate a knowledge of grammar and understanding by answering comprehension questions about written texts, including gap-fill, synonym exercises and written questions. They demonstrate an ability to summarise a spoken passage in French using their own words and further comprehension skills by answering questions in French about language they have heard. They are able to demonstrate their understanding in a variety of ways including gap fills, true/ false/ not mentioned activities and identifying which speaker holds which opinion. They are able to translate effectively and accurately from French into English and display a good grasp of idiom and complex language and grammar. They are also able to translate from English into French demonstrating their grasp of the key language for the topics studied including the complex language required at this level (Subjunctive, relative clauses, pronouns, passive, complex negatives)

They are able to communicate their accurate and detailed knowledge of the film and book that they have studied, expressing their opinions, views and conclusions and consistently supporting them by relevant and appropriate evidence from the text or film. They evaluate the issues, themes and cultural and social contexts of the text or film in French which is

accurate and contains only minor errors. They have a consistently secure grasp of grammar and are able to manipulate complex language accurately while using a wide range of vocabulary appropriate to the essay.

In speaking they are able to evaluate and assess information about the themes studied after a 5 minute preparation time. They are able formulate clear and coherent arguments about the issues and themes mentioned and consistently select the most appropriate facts to support their argument. They are able to express opinions and justify them using a wide range of appropriate vocabulary and manipulate complex structures with confidence. They are able give a 2-minute presentation about their research topic which needs to be securely based in the Francophone society and culture. They are able to hold a lengthy discussion about their topic in which they demonstrate excellent analytical skills about the topic and are able to express and justify their own opinions, selecting their information to support their argument with care. Their speaking is fluent, accurate and has impressive intonation and pronunciation. They speak with confidence and conviction.

#### Diagnostic assessment methods

Diagnostic assessment takes place on a lesson-by-lesson basis as per the demands of the Trivium, Rosenshine's principles and general good practice. This will be through effective use of questioning, recall activities at various points in the lesson which will include use of MWBs, blurting/mind-dump, multiple choice quizzing and true/ false activities, checking of books during the lesson by the teacher and will cover all four skills (listening, reading, writing, speaking) as well as translation and reading aloud.

#### **Formative assessment methods**

- Short answer spoken questions – including speaking tasks for the register
- Targeted questioning +thinking time
- Think, pair share
- Entry and exit tickets
- WAGOLL/WABOLL
- Written tasks – sentence and short paragraphs at KS3, longer tasks at KS4 to practise new vocabulary and key grammar points
- Reading and listening comprehension passages including in Examination Style questions to help enhance exam technique.
- Reading aloud to practise elements of phonetics
- Essays about literature and film at KS5

## Summative assessment

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Sept			Translation into English (year 8 material)				Final UCAS
Oct	Reading aloud (teacher marked)	Reading and translation – Fr-Eng and Eng-Fr Teacher marked	Listening exam style questions – peer marked	Reading and listening comprehension		End of topic tests – reading and listening comprehension. Translation	End of topic tests – reading and listening comprehension. Translation
Nov			90 word passage – teacher marked	90 word passage – teacher marked	150 word passage – teacher marked		
Dec	Writing task – teacher marked Progress report	Progress report	Progress report Dictation	Progress report	7th – parents' evening		End of topic tests – reading and listening comprehension. Translation PPE Speaking
Jan					4th-28th Exam		4th-19th Exam Paper 1 Listening, reading and writing. Paper 2 Essay writing
Feb	Reading tasks - peer Translation Marked by teacher	Listening assessment building in time frames		Role plays – teacher marked	Data on SIMS – 7th	End of topic tests – reading listening and translation 8th – parents' evening	Data on SIMS – 7th

March	Listening tasks - peer	Writing about a recent festival – teacher marked 21st – Parents’ evening	7th – Parents’ evening Listening , Reading (PM) and translation into French (TM)	25-31 March PPE			End of topic tests – reading and listening comprehension. Translation
April						22nd-3rd Exam Paper 1 Listening, reading and writing. Paper 2 Essay writing	
May						Data on SIMS – 15th	
June	End of Year examination 5th-9th Data on SIMS 26th			6th – Parents’ evening Speaking photo cards			
July		Photo card					

### Marking and Feedback

Much of the marking of books, notably with comprehension exercises and grammar work, will be done in lessons by students who are encouraged to take a pride in their own work and check carefully. Writing and speaking tasks will be assessed by the teacher and we would expect teachers to mark books at least once each half term. Students mark in green and teachers will mark in red. Students should respond to feedback in green for written tasks. Verbal feedback will be very often given during the course of the lesson as students carry out the work and they should respond appropriately. Vocabulary tests will be peer assessed, checked by the teacher, and spelling corrections (including genders and accents) will be done three times in green.

### Marking and Feedback Codes

When providing written feedback in exercise books to ensure consistency across the school particularly for literacy the following codes should be used above the relevant word /section:

✓ good point

<b>X</b>	incorrect or wrong point
<b>SP</b>	spelling error which needs correction
<b>P</b>	punctuation error which needs correction
<b>GR</b>	grammatical error which needs correction
<b>T</b>	incorrect tense
<b>/</b>	start a new sentence
<b>//</b>	start a new paragraph
<b>??</b>	the point is not clear
<b>WW</b>	wrong word
<b>^</b>	missing word
<b>[ ]</b>	this part needs rewording
<b>+1</b>	academic achievement point
<b>Ac</b>	Accent

### **Presentation**

- All work should have a date on the right hand side, written in full and underlined with a ruler. Students must write the date in French eg vendredi vingt septembre.
- All work will have a title / heading which is underlined with a ruler.
- All work should have en classe/devoirs in the margin to indicate whether the work has been completed in class or for homework.
- Only black or blue ink should be used for writing with the exception of student responses to feedback. In French this should be in green.
- All diagrams / graphs should be done in pencil.
- All work should be set out neatly.

### **Recording and Monitoring of Assessment**

Data is recorded by individual members of staff either electronically or in a paper planner. This will include informal assessment data as well as identified data points. In addition, there is a whole school data sheet on OneDrive where key data, including formal and summative data is recorded to allow the HoD to examine data. PPE and end of year exams are also recorded centrally on this document with question-by-question analysis.

