**French A-level Department Assessment Policy 2021-2022**

**The Importance of Feedback and Learning Outside the Classroom – ’50:50’**

Learning will not happen instantly and takes time; attending lessons is not enough, you also need to be working outside of class, to learn new information and consolidate learning. In the process, you will make mistakes but hopefully feedback will enable you to learn from these mistakes. Better to make a mistake during the year and correct it, than make your first mistake in the final exam! Feedback is essential for your learning and will consist of whole class (teacher runs a session in lessons), written (teacher marking), peer (where you feedback on someone else’s work in the class) and self (where you assess yourself).

There are 66 weeks of teaching weeks in total at College to help you learn and prepare for your final assessments. The classes are shared equally between two teachers for 2.25 hours, with each teacher delivering one of the two units; one of your tutors will be the Lead Subject Tutor who will be responsible for formalised 1-2-1s, writing your Student Reviews, seeing your parents at parents evening and for writing Action Plans.

In line with the College’s ’50-50’ initiative, each week, homework will be set and could take between 4.5 to 6 hours in total. Each teacher therefore could set you up to 2.25 to 3 hours homework per week. If a homework from one teacher only takes you 1 hour for a week, then you will have a further 1.25 to 2 hours to conduct further reading and consolidate learning.

**Exams outline:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper** | **Skills** | **Time** | **Marks** | **Weighting** |
| Paper 1 | **Listening, Reading and Writing**  -Listening and reading tasks responding to spoken and written passages from a range of texts, contexts covering different registers and range of authentic sources.  -Translation into English and French (min 100 words) | 2 hr 30 min | 100 marks | 50% |
| Paper 2 | **Writing** **2 essays**  -1 essay on a film and 1 essay on a book, both studied in class and requiring a critical response in the target language to aspects such as plot, characterisation, imagery or other stylistic features. | 2 hrs | 80 marks | 20% |
| Paper 3 | **Speaking**  -Discussion of a sub-theme with the discussion based on a stimulus card (5 – 6 minutes). 5 minutes preparation  -Presentation (2 minutes) and discussion  (9 – 10 minutes) of individual research project. | 21-23 min | 60 marks | 30% |

**Types of Assessment**

**Homework (Weekly):**

From the very first week, you will be set homework. You will be expected to complete it prior to lessons to either prepare the learning in the classroom or consolidate what has already been covered. All homework is essential and should be seen as stepping stones to the maximisation of examinations grades. Assessment is at the heart of the learning. You need varied and specific vocabulary to express yourself and grammar knowledge & accuracy to manipulate it. This requires discipline and effort on your part. All exam question-style homework will be marked. Not all homework will be marked but we will record if you do not complete the work set.

Homework does not necessarily need to be completed at home! You can use free periods during the day to complete these tasks outside of lessons. To keep a good work/life balance, you might like to treat College as an 0845 to 1615 day and use your free periods in the library completing tasks. This will minimise the work you need to complete at home and might make you more productive.

At regular points in your course your teachers will discuss your progress with you, but don't wait if you are concerned about your work. *Please ask our advice whenever you feel you need it, particularly in the early stages of your course and remember to use our drop-in support sessions.*

You will be assessed by regular informal class tests and homework. You will receive regular feedback on the quality of your language. Full corrections are not always written in. Instead a system of abbreviations, e.g. G "grammar", WO "word order" is used. The system is fully explained in class. Mistakes are underlined.

Essential to learning a language, vocabulary tests happen twice weekly at the start of each topic lesson and are on the topics covered. You will also have grammar drills/tests weekly. Longer end of unit vocabulary & grammar tests also take place.

For each major piece of homework you will be asked to take the time to reflect on your work and set yourself targets to work on for the next piece and not forget to write these at the top of it!

Often marking will be carried out according to Examination Board criteria (translations, summaries & essays especially) and it will be explained fully to you.

**Mock Exams and Benchmark Checkpoints (Half-Termly):** After a period of teaching, there will be the opportunity to sit a ‘mock exam’ which will be an assessment under timed conditions. Each mock exam should allow you to access the full grade range from A\* to U grade, given the topics covered so far and exam technique. They are an indicator of how well you have understood and can apply the content to questions you will meet in the final exams at the end of the two years. Mock exams are extremely important and should be treated like the actual exam. They are an ideal point to see how you are progressing and to get valuable feedback. You will make mistakes in these assessments and so the follow up work is to test whether you have learned from those mistakes to become better at the subject and exam technique.

**Tracking your Progress: Student Reviews, Action Plans and Parents Evenings**

The College’s policy is to deal with the student first but we also report to your parents at regular intervals to let them know how you are progressing and to inform them of what our expectations are through four Student Reviews (Reports) spread throughout the two years at College and also four parents evenings.

If the department feel you are under-performing based on evidence such as benchmark grades and your approach to learning in between these periods, then your Lead Subject Tutor may place you onto a Formal Department Action Plan and we will formally write to your parents after a 1-2-1 with yourself and to try and get you back on track in a supportive way

**Student Review 2, the ARG and Predicted Grades**

At the end of the first year (June 2022), your Lead Tutor will have a 1-2-1 to discuss your Annual Review Grade or ARG and also finalise your Predicted Grade which might be used for UCAS applications for University and other destinations.

The ARG is determined by your Lead Tutor in communication with your other teacher and will rely on the following evidence base:

1. **Benchmark Checkpoints Performance Grades (1 to 4).**
2. **Approach to Learning :** How you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers.

The ARG plays a key part in determining the context in which you progress to the second year. Students who receive an A\*-D grade (A-level) are encouraged to continue with their studies into the 2nd year. However for students who receive a U or E Grade (A-level) as their ARG, it suggests that for whatever reason they have struggled with the transition from Level 2 Courses (GCSE) to Level 3 Courses (A-level/BTEC). This will be evidenced by poor performances throughout their benchmarks and an inconsistent or poor approach to learning in their student reviews and via formal Action Plans. Students who receive a U Grade we would not recommend to continue with the course and they would need to speak to a Senior Tutor about alternative pathways.

The College adopts a consistent and optimistic approach to predicting grades to ensure that they are both aspirational and achievable. A predicted grade is what we believe a student is likely to achieve by the conclusion of their course in positive circumstances and the predicted grade provides universities and colleges with some understanding of a student’s academic potential alongside their Personal Statement and a written Reference from their Personal Tutor.

The ARG is important in forming the basis for the predicted grade as well but the predicted grade will also be aspirational for the students’ ambitions although it must remain realistic and cannot be based on the idea that only now will the student start to work harder in the second year!

**Other Considerations**

* *LATE POLICY:* In line with the ‘College Assessment Policy’, the department are under no obligation to provide feedback to a student who does not meet the internal deadlines for weekly independent tasks, benchmark assessments or coursework drafts. Please be warned that a failure to meet the final coursework deadline is the equivalent to missing the exam and it will be recommended that the student should be removed from the course. Students who fail to prepare adequately for the lesson as requested, maybe excluded for part of the lesson and asked to work independently at the back of the classroom. A continued failure to meet ‘PREP’ work requirements will result in a reference to the pastoral team and a phone call home to parents.
* *RETURNED WORK:* Work will be assessed and returned within 10 working days of it being submitted unless it is the final coursework submission. The exam board stipulates that no feedback or formal grade can be released to students by the teacher. The exam board reserve the right to inform you of the final grade in August with your results. Please do not ask the teacher for your final mark as they will be unable to provide it.
* *PLAGIARISIM:*  Plagiarism is submitting another person’s written work as one’s own original work or using someone else’s idea without referencing the source or using pictorial work without permission or referencing the source. If there is a suspicion of plagiarism, the Head of Department and Senior Tutor will be informed and a meeting will take place. If a student is found guilty, they will be subject to disciplinary action by the College and the awarding body will be informed. Students should be aware that the College is subscribed to software designed to detect plagiarism.

**Benchmark Checkpoints, Student Reviews (Reports) and Mock Exams 2021-23**

Below is an overview of all the key assessment checkpoints

|  |  |  |
| --- | --- | --- |
| **CHECKPOINT** | **DATE** | **DETAILS** |
| **Benchmark 1 Checkpoint** | Oct 2021 | **90 Minutes Assessments on Topics 1 and 2**  Listening & Writing, Reading & Writing, Translations |
| **Parents Evening (For All)** | Nov 2021 | **Meetings with your parents to discuss how you have settled in and transferred from GCSE to A-level learning based upon:**   1. **Approach to learning** (how you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers) 2. **Performance Grade** in Benchmark 1, in Grammar tests and Vocabulary tests and from your homework tasks |
| **XMAS BREAK** |  |  |
| **Benchmark 2 Checkpoint** | Dec 2020 | **90 Minutes Assessments on Topics 1 to 4 on both sides of the course plus Speaking Mock**   1. Listening & Writing, Reading & Writing, Summaries & Translations 2. Speaking card |
| **Student Review 1** | Jan 2022 | **A review of your progress in the first term (12-13 weeks of teaching) after a 1-2-1 with your Lead Tutor:**   1. **Performance grade (A to U)** (based on benchmark 1 and 2 but also your homework tasks) 2. **Approach to Learning** (how you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers). |
| **Parents Evening (Targeted)** | Mar 2022 | **Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 1 in January.** |
| **EASTER BREAK** |  |  |
| **Benchmark 3 Checkpoint** | May 2022 | **90 Minutes Assessments on Topics 1 to 6 on both sides of the course**  **(Remote Assessment due to Covid-19)**  Listening & Writing, Reading & Writing, Summaries & Translations |
| **Benchmark 4 Checkpoint** | July 2022 | **90 Minutes Assessments on Topics 1 to 6 on both sides of the course plus speaking & writing**  **(Remote Assessment due to Covid-19)**   1. Listening & Writing, Reading & Writing, Summaries & Translations 2. Speaking card 3. A short piece of writing |
| **Student Review 2** | July 2022 | **A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor**   1. Approach to Learning 2. Performance Grade (Annual Review Grade or ‘ARG’ – performance for whole year (see notes above in main doc.) 3. Predicted Grade |
| **SUMMER BREAK** |  |  |
| **Benchmark 5 Checkpoint** | Oct 2022 | **90 Minutes Assessments on Y1 topics & Y2 Topics 1 & 2**  Listening & Writing, Reading & Writing, Summaries & Translations  **1hour essay** |
| **Parents Evening (All)** | Oct 2022 | **Meetings with your parents to discuss how you have settled in to the second phase of learning:**   1. **Approach to learning** (how you have engaged since Student Review 2 including completion of summer homework and the first five weeks of teaching – deadlines met, engagement in class and communication with teacher) 2. **Performance** with reference to your draft coursework mark and to talk about the final deadline for after half-term. 3. **How to support you:** Discuss how parents can further support you and what is coming up in this year |
| **Benchmark 6 Checkpoint** | Dec 2022 | **90 Minutes Assessments on Topics 1 to 4 on both sides of the course**  Listening & Writing, Reading & Writing, Summaries & Translations  **1hour essay**  **Speaking** (Card & IRP) |
| **Student Review 3** | Dec 2022 | **A review of your progress for the academic year since last Student Review (July) after a 1-2-1 with your Lead Tutor**   1. Approach to Learning 2. Performance Grade (based upon benchmark 6 and homework tasks) compared to Predicted Grade |
| **XMAS BREAK** |  |  |
| **Benchmark 7 Checkpoint** | Mar 2023 | **Two hours 30 min Mock Exam** Paper 1  **Two hours** Paper 2 – 2 essays  **21-23min** Paper 3 - Speaking |
| **Student Review 4** | Mar 2023 | **A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor (see above)**   1. Approach to Learning 2. Performance Grade (based upon benchmark 7 Mock Exam only) compared to Predicted Grade |
| **Parents Evening (Targeted)** | Apr 2023 | **Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 4.** |
| **EASTER BREAK** |  |  |