



In Modern Foreign Languages (MFL), teachers help students make links between current and prior learning so that they know and remember more. Feedback supports students in understanding how well they are progressing and what they need to do to improve. Live, on-the-spot feedback is used in every lesson to support learning as it takes place.

In MFL, quality written feedback is given on one core task per unit of work for each year group.

Teachers use a range of formative assessment strategies to check understanding and support progress. All students in Key Stage 3 complete vocabulary-learning homework every two weeks, with students in each year group learning the same list of words to ensure consistency across the department. Students in Key Stage 4 also complete vocabulary-based homework tasks.

Teachers also make frequent use of:

- mini whiteboards to assess understanding
- immediate verbal feedback
- peer assessment activities
- reading and listening comprehension tasks marked in class
- no-hands-up questioning
- whole-class reading aloud and pronunciation practice

Formative assessment is used routinely in lessons to check progress, identify strengths, and highlight gaps in knowledge that inform future planning and teaching. Students receive frequent verbal and written feedback during lessons, and success criteria are shared where needed so that students are clear about expectations. Differentiated and targeted questioning is used to assess prior knowledge and understanding, monitor progress, and address misconceptions or areas requiring re-teaching.

Students receive quality written feedback when they complete end-of-module assessment tasks such as writing, speaking, and translation activities. These tasks reinforce key vocabulary, grammar, and language-skills development, and help teachers identify any gaps in knowledge. During these assessments, teachers share the required outcome and model examples of expected work. Individual, meaningful, and targeted written feedback is provided through feedback sheets that identify strengths and areas for improvement. Students then reflect on and improve their work through

DIRT (Dedicated Improvement and Reflection Time) tasks, making corrections and improvements in purple pen.