

STUDENT ENGAGEMENT AT WELLINGTON

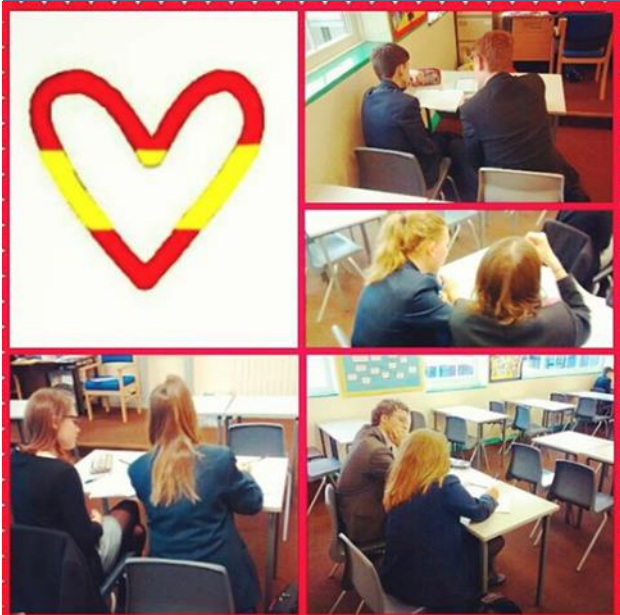


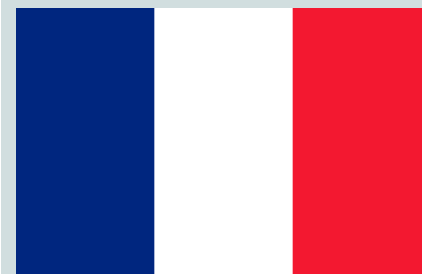
- ❑ 11-18, Non-selective Academy. Full range of ability (within Trafford authority which has grammar school system)
- ❑ 1365 students on roll
- ❑ In terms of MFL Value added scores, Wellington has been consistently above the national average for the last 3 years (RAISEonline)
- ❑ ALL students study at least one language to GCSE
- ❑ 2 languages for years 7 & 8
- ❑ Students choose 1 language at end of year 8 to study to GCSE (6 periods year 9, 5 periods year 10 & 11)
- ❑ Hand-picked group of approximately 25 pupils who do 2 languages in year 9 for 8 hours per fortnight.
- ❑ AS & A Levels in French, German , Spanish
- ❑ Opportunities for students who already have a competence in a language to do GCSE as additional early entry (Portuguese, Persian, Arabic, Urdu, etc.)



Wellington
School & MFL
in context

WHAT HAS MADE THE DEPARTMENT SUCCESSFUL?





LANGUAGE LEADERS 2014 - 2016



WHY ?



- Response to underuse of student voice within the department
- Logical progression from International School Award
- A way of continuing to raise the profile of MFL
- Desire to “cultivate” a group of dedicated linguists – sense of feeling special

WHAT ARE LANGUAGE LEADERS?

Language Leaders are a group of students from Year 10-13 who work in the capacity as student ambassadors for the MFL department

'Recruitment' process

- Delivered assemblies at end of Year 9 explaining 'job description' and highlighting benefits of the position to pupils.
- Pupils write letters of application addressed to MFL Dept.
- Now 20+LL's
- Badges!



What is a 'Language Leader'?

What does the role entail? What will I have to do?

- Promote language learning across the school and in the wider community
- Write articles for the newsletter/Mr Beeley's weekly bulletin
- Help to design displays
- Promote competitions
- Create and design tutor and class quizzes
- Help to organise trips
- Host and help out at clubs
- Get involved in events - primary school visits/European Day of Languages
- Vote for winners of competitions (the bake off, best cultural projects)
- Give advice to younger students - language learning/homework
- Assemblies
- Attend and arrange meetings - pupil voice forum
- Maintain twitter account
- Maintain instagram account



Am I suitable to apply? What are the MFL Department looking for?

- Reliable
- Responsible
- Organised
- Respectful
- Enthusiastic
- Dedicated
- Interested
- Helpful



Why should I apply? What do I get out of it?

- Satisfaction of helping others
- Improve my own language skills
- Personal statements c/v
- Badge 😊
- Priority to go on language trips (at school's discretion)



What is the application procedure?

- Write an application letter addressed to the MFL Department
- The letter should be no longer than one side of A4
- Submit your letter of application to Miss Weeks by the end of lunch Friday 12th June (1.50pm)
- In your application letter, include why you are suitable to be a Language Leader
- You will then be informed if you have been successful.



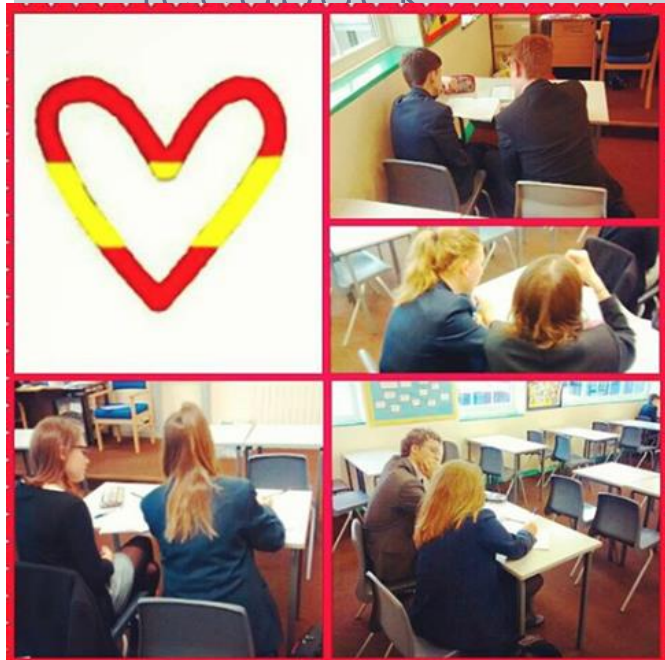
A FEW EXAMPLES OF WHAT THEY HAVE DONE SO FAR...

- Weekly meetings Monday lunchtimes – on school bulletin
- Visits to local Primary Schools
- Write ups & articles for the newsletter/Head's bulletin
- Year 7, 8 and 9 introductory assemblies
- Setting up and maintaining Instagram & Twitter accounts - @wellington_mfl
- Clubs
- Trips - German Christmas Market
- Mentoring
- European Day of Languages event
- Primary School visits to Wellington
- MFL bake sale
- Help with Yr 7 Spelling Bee – literacy
- Competitions
- Open Morning
- Fundraising – UNICEF
- Project Based Learning exhibition



MENTORING (2-WAY IMPACT)

- Year 10/ 11 /12 → supporting KS3 students (registration support)
- Year 13 student → Year 11 German lessons (speaking test preparation) Year 12 French students → year 9 French lessons to assist with student response to feedback



BESPOKE LEARNING PLANS

My
Learning
Plan



My
Learning
Plan



- Goes back to KNOWING the child, effective tracking and personalised feedback
- KS3 WILF grids & detailed feedback both written & verbal. New AQA GCSE style speaking
- Current KS4 Controlled assessments & comprehensive breakdown of 4 skills
- KS5 1:1 meeting with pupils and database of past papers/question types
- MFL intervention database
- Open door policy – staff above & beyond extra sessions. Focus on improving individual weaknesses.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC
1	Jan 2010 pre 1st mock	Listening answers in English /10	Figures/numbers/19 Listening	A, B, C choose Listening /6	Listening answers in Spanish/10	Reading pick 1 phrase advert/8	Reading pick correct phrase from listening/7	Reading answer in Spanish/7	Reading correct country/8	Grammar/10	total LR section/75	essay /35	tot	gr															
2	question	1	2	3	4	5	6	7	8	9	tot	essay	tot	gr															
3																													
4	SMITH Rachael	4	3	1	10	8	4	0	0	0	30	22	52	E															
5	Jan 2011 1st mock	Listening answers in English /10	Listening V/F/NN/9	Listening correct letter from list /6	Listening answers in Spanish /10	Reading pick phrase from list /8	Reading pick A, B, C /7	Reading write correct letter from text /7	Reading answer in Spanish /9	Grammar/10	total LR section/75	essay /35	tot	gr															
6	question	1	2	3	4	5	6	7	8	9	tot	essay	tot	gr															
7	SMITH Rachael	8	5	3	9	7	4	3	5	3	47	28	75	C															
8	Jan 2013 pre 2nd mock	Listening answers in English /10	Listening V, F, MM /8	Listening - pick a correct letter from list /7	Listening - answer in Spanish /10	Reading V, F, MM /6	Reading - pick a correct letter from list /6	Reading - write a correct letter from part of text /9	Reading answer in Spanish /9	grammar/10	total LR section/75	essay /35	tot	gr															
9	question	1	2	3	4	5	6	7	8	9	tot	essay	tot	gr															
10	SMITH Rachael	7	7	6	9	6	3	2	4	0	44	28	72	D															
11	Jan 2012 2nd mock	Listening answers in English /10	Listening A, B, C /7	pick a correct letter from list figures	Listening - answer in Spanish /10	Reading pick number from list/7	pick a correct paragraph from list/7	write a correct letter from part of text/8	Reading answer in Spanish /8	grammar/10	total LR section/75	essay /35	tot	gr															
12	question	1	2	3	4	5	6	7	8	9	tot	essay	tot	gr															
13	SMITH Rachael	8	5	8	10	4	5	5	3	3	51	29	80	B															
14	Jan 2011 09.03.16	Listening answers in English /10	Listening A, B, C /7	Listening - pick a correct letter from list figures numbers /8	Listening - answer in Spanish /10	Reading pick number from list/7	Reading - pick a correct paragraph from list/7	Reading - write a correct letter from part of text /8	Reading answer in Spanish /8	grammar/10	total LR section/75	essay /35	tot	gr															
15	question	1	2	3	4	5	6	7	8	9	tot	essay	tot	gr															
16	SMITH Rachael	10	8	7	8	7	5	0	8	5	58	25	83	B															
17																													

	B	C	D
el**	extra lessons and letters sent home to advise of tests and resits and extra lessons on top of the norm, phone calls home, too.	D	B
ie	extra lessons and letters sent home to advise of tests and resits and phone calls home, too.	D	B
e	extra lessons and letters sent home to advise of tests.	C	B
Lily	extra lessons and letters sent home to advise of tests, Lily is doing very well and working hard.	B	B
n	extra lessons and letters sent home to advise of tests and resits.	D	B
Caitlin	extra lessons and letters sent home to advise of tests and resits.	D	B
	extra lessons and letters sent home to advise of tests and resits.	C	B
rlotte	extra lessons and letters sent home to advise of tests and resits.	C	B
nah	extra lessons and letters sent home to advise of tests and resits. Extra lessons on top of the norm	D	B
ie	extra lessons and letters sent home to advise of tests.	C	B
	extra lessons, letters sent home to advise of tests and resits, also phone calls made where concerns raised in effort	D	B
istopher	extra lessons and letters sent home to advise of tests and resits and phone calls home, too.	D	B
an	extra lessons and letters sent home to advise of tests and resits	C	C
ie	extra lessons and letters sent home to advise of tests.	C	B
njamin	extra lessons and letters sent home to advise of tests, Ben is doing very well and working hard and with further revision in listening, reading will hopefully meet his target grade	C	B
ew	extra lessons, letters sent home to advise of tests and resits, also phone calls made where concerns raised in effort, however background issues present, extra lessons provided but doesn't attend - vicious circle!	D	C
cca	extra lessons and letters sent home to advise of tests and resits	D	B
	extra lessons and letters sent home to advise of tests and resits	C	B
ber, Ava	extra lessons and letters sent home to advise of tests and resits, phone calls made where concerns raised with effort	D	B
	revision guide provided, extra lessons and letters sent home to advise of tests. Extra lessons on top of the usual to ensure progress as much as possible, also. Phone calls made where concerns raised as doesn't always attend revision.	C	B
Kim**	extra lessons and letters sent home to advise of tests, Kim is a native speaker who struggles with spellings. Have spoken to Kim on several occasions about how to get top marks and frames etc provided	B	B
e	extra lessons, letters sent home to advise of tests, also extra revision on top of the norm, phone calls home where concerns raised in effort in work / to advise of resits	D	B
	extra lessons and letters sent home to advise of tests and resits	C	B
enjamin	extra lessons and letters sent home to advise of tests.	C	B
aura	extra lessons and letters sent home to advise of tests and resits, also phone calls	D	B
lessica	extra lessons and letters sent home to advise of tests and resits	C	B
annah**	extra lessons and letters sent home to advise of tests and resits, phone calls and extra lessons on top of the norm	D	B
, Henry	extra lessons and letters sent home to advise of tests and resits	C	B

A	
	Offered to record speaking exam for all pupils and informing parents of writing and speaking assessments
Surname	
Thomas**	
ake	Redid controlled assessment as it was not up to standard
ey, Zak	
is	Redid controlled assessment as it was not up to standard
vey	Redid controlled assessment as it was not up to standard
George**	
Courtney	
Christian	
rdan	Redid controlled assessment as it was not up to standard
amie	
Michael	Redid controlled assessment as it was not up to standard
Lucy	Redid controlled assessment as it was not up to standard
nes	
el	Redid controlled assessment as it was not up to standard
lly**	
elly**	
endan	Redid controlled assessment as it was not up to standard
e**	
e	Redid controlled assessment as it was not up to standard
k**	
William	
annah	
mine**	
, Edward	
egan	Redid controlled assessment as it was not up to standard
, Matthew**	
h	Redid controlled assessment as it was not up to standard
nnny	Called home regarding behaviour. Made to come to school

31

32 ** = PHA

33

PP

34

RED TYPING = SEN

PEER BOOK SCANNING & STUDENT RESPONSE TO FEEDBACK

- Peer questionnaire (Sheet 1)
- Student response to feedback is dependent upon the TYPE of work. Sheets 2 – sheet 6b are examples of feedback after speaking assessments
- Sheet 7 onwards are examples of how we provide individualised feedback on written extended pieces and get our students to respond



KEEP
CALM
AND
RESPOND TO
FEEDBACK

AQA Speaking

Overall marking

as follows:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation and intonation	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

Name: _____

Part 1 – Role Play

There are 5 tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

For each task	(15 marks)
Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

For the Role-play overall

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

Part 2 – Photo Card

Foundation Tier

Part 2

Photo card – Assessment criteria

The student's responses to the five questions are assessed for Communication only, as per the criteria below.

Level	Mark	Communication
5	13-15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10-12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7-9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4-6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1-3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

• 1 Com	/2
• 2 Com	/2
• 3 Com	/2
• 4 Com	/2
• 5 Com	/2
K&U of Lang	/5

Notes/feedback

Photo Card

/15

Notes/feedback

Part 3 – General Conversation

candidate to ask a question in this part of the exam

Level	Mark	Communication
5	9-10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
4	7-8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
3	5-6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3-4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1-2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes/feedback

Notes/feedback

Level	Mark	Range and accuracy of language
5	9-10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7-8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
3	5-6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
2	3-4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1-2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.
0	0	The language does not meet the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learned responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learned responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learned responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learned. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learned responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

Notes/feedback

Notes/feedback

Level	Mark	Pronunciation and intonation
5	5	Generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some intonation.
3	3	Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation, making comprehension difficult at times.
1	1	Pronunciation is only just understandable making comprehension difficult.
0	0	Pronunciation and intonation do not meet the standard required for Level 1 at this tier.

STUDENT RESPONSE TO FEEDBACK : SELF EVALUATION & REFLECTION

- Self-reflection lessons
- Following on from key pieces of work or at “focus” points of the year

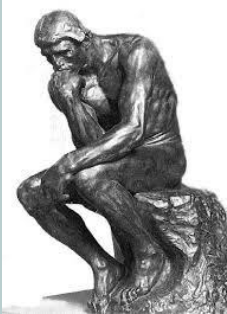


KEEP
CALM
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Evaluation

Write about your progress in French so far this year. You must answer all of the following in your reflection. **YOU MUST WRITE IN COMPLETE SENTENCES.**

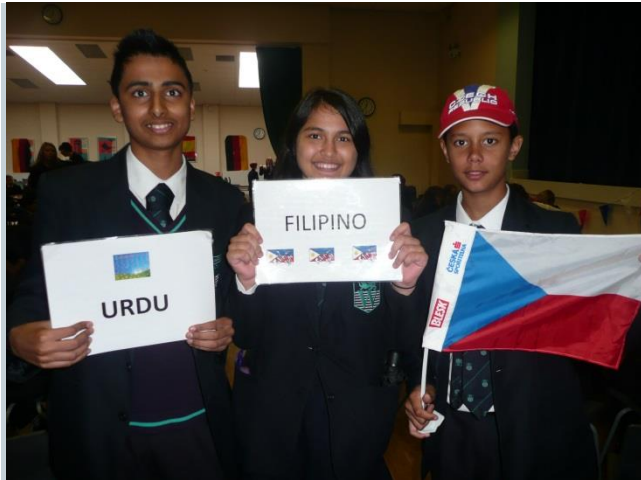
1. What have you enjoyed?
2. What have you found difficult?
3. What could your teacher do to make your learning better?
4. How have you found the change to one single language ?
5. Which areas of grammar do you need to work on?
6. How have you performed in listening, speaking ,reading , writing ? (TALK ABOUT AREAS OF LANGUAGE, e.g. knowledge of vocabulary, presentational skills, grammar)
7. How did you learn best? What strategies did you use?(give specific examples - e.g. when you were preparing for an extended written piece , a spoken presentation or a vocab/grammar test)
8. What do you need to do to improve further in these skills? (look at comments/ targets to help you). How will you do this? This question should help you move forward to next half term. You should identify at least one "focus" for further improvement.
9. Any other aspects of your language learning you would like to comment on.



SOME PHOTOS...



...EUROPEAN DAY OF LANGUAGES...



...PRIMARY EVENTS...



...BAKE OFF...





@wellington_mfl



@wellington_
mfl

@wellington_mfl





@wellington_mfl