#  ALL London Webinar. Judith Rifeser. Context-embedded AfL

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## Recording Information

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**Summary:** Judith Rifeser Case study: Showcasing a formative assessment tool in the target language for KS4 which raises learners’ grammatical awareness and understanding of the success criteria, and as a result, improves their overall accuracy in the target language, whilst giving pupils ownership of their learning. Languages of example: German / Spanish About Judith Rifeser.... Judith Rifeser is Head of KS5 German at Orleans Park School inTwickenham and research student at Roehampton University (Centre for Research in Film and Audiovisual Cultures), MPhil Cantab.

**Recording Date:** 11/04/2015 8:02 AM

**Summary:**

**Session info here**: <https://www.eventbrite.co.uk/e/context-embedded-assessment-a-webinar-with-judith-rifeser-tickets-19244159800>

Judith Rifeser presented a very well attended sesison at Language World 2015 along with Marian Carty, and delegates were delighted with the quality of her talk, her enthusiasm, and the excellent ideas she gave, underpinned by sound methodology. We are very grateful that she accepted our invitation to do a webinar for us AND offered to be part of our ALL London Committee! She will also be talking about her work with the use of film at our June Event.

**Context-embedded Assessment for Learning in the target language**

 Case study: Showcasing a formative assessment tool in the target language for KS4 which raises learners’ grammatical awareness and understanding of the success criteria, and as a result, improves their overall accuracy in the target language, whilst giving pupils ownership of their learning. Languages of example: German / Spanish

**About Judith Rifeser....**

Judith Rifeser is Head of KS5 German at Orleans Park School inTwickenham and research student at Roehampton University (Centre for Research in Film and Audiovisual Cultures), MPhil Cantab.

## Twitter handles

## Chat Transcript Q/A

Helen Myers:Welcome to those who have taken their seats already!!!

 Helen Myers:I am just sorting out water etc!

 Judith Rifeser:Hello and welcome! Thank you to those who have joined us already tonight. I am delighted that you are here.

 Judith Rifeser:It's lovely to see the names of some old colleagues, and some (yet) unfamiliar names. Thank you all for being here. I hope this session will be useful, interesting and fun.

 Stephanie:Yes.

 Melanie Pearson:Yes

 Maja Kozic:yes :-)

 Cristina:yes, hi helen

 Sophie:Yes

 Michelle Scott:yes

 Julie Sutcliffe:Yes

 Alex B:hi hi

 Rich:hi

 Steve Smith:Hi from Steve

 Marit Gundersen:yes

 Stuart Gorse:Helen's shelves are uncharacteristically tidy

 Julie Sutcliffe:This is my first time!!

 Stuart Gorse:Yes, first time

 Maja Kozic:first time for me too

 Melanie Pearson:This is my first time

 Lena Krutmann:first time :)

 Michelle Scott:first time

 Steve Smith:First time watching live for me.

 Stuart Gorse:PLease don't chat to me in private.

 Stuart Gorse:Good luck Judith.

 Judith Rifeser:Thank you Stuart. :-)

 Richard Margerison:sorry got logged off!

 Steve Smith:No chance, Stuart. I am willing to talk to Hugo.

 Becky:Looking forward to listening in :)

 Stuart Gorse:Good evening Richard

 Stuart Gorse:I teach French/Spaniish in a school up North

 Victoria Harrison-Law:Evening all! Spanish & French teacher KS3-5 in Halifax, England.

 Cristina:I teach Spanish in London

 Melanie Pearson:Curriculum Leader in a very small Secondary - currently teaching French only

 Steve Smith:I 'retired' in 2012. i now write frenchteacher.net and blog quite a lot. i am in Harrogate.

 florence Barats:Hi, new to webinars...!!!!! I Teach French!

 Julie Sutcliffe:Hi Julie Sutcliffe Head of Languages at Sandymoor School in Runcorn - Spanish KS3+4

 Alex B:Alex Blagona, teaching FR/GER in sunny Suffok!

 Stuart Gorse:Yes, Steve, I use your stuff a lot, you know

 Sophie Martin:I teach French, German, Spanish and Mandarin in a school in Staffordshire.

 Michelle Scott:Spanish teacher in Bolton

 Stephanie:Teacher of KS3/4/5 French and German at a boys grammar in Warwickshire.

 Steve Smith:Good to hear, Stuart.

 Maja Kozic:Hi, I teach German and Spanish, in Halifax, England (KS3-KS5)

 Ceri Griffiths:Evening! I teach in a Welsh medium school in South Wales.

 Sophie:Head of languages in a secondary school in Yorkshire teaching French and Spanish

 Richard Margerison:ALL London Committee member and Subject Leader of French at Rickmansworth School, Hertfordshire

 Stuart Gorse:Yes

 Julie Sutcliffe:yes

 Cristina:yes

 Michelle Scott:yes

 Maja Kozic:yes

 Victoria Harrison-Law:Yes.

 Ceri Griffiths:Yes

 Steve Smith:yes

 Helen Myers:Great to see so many peopel here on a Wednesday evening!

 Richard Margerison:yes

 Ceri Griffiths:I teach French, Spanish and some Mandarin.

 Steve Smith:@spsmith45

 Helen Myers:My pleasure Judith!

 Helen Myers:Woudl be lovely to see lots of you at Language World

 Stuart Gorse:Men and women?

 Helen Myers::)

 Stuart Gorse:that is ahrd one

 Frid Solheim:Second languages taught?

 Stuart Gorse:oh

 Stuart Gorse:er...

 Julie Sutcliffe:marking?

 Sophie:hours spent marking?

 Stephanie:Time spent marking books

 Steve Smith:time spent on tasks

 Linda Hollins:Planning

 Melanie Pearson:Teaching?

 Stuart Gorse:prepping?

 Julie Sutcliffe:feedback?

 florence Barats:teaching??

 Richard Margerison:marking

 Stuart Gorse:yes

 Stuart Gorse:fast

 florence Barats:sharing?

 Stuart Gorse:useful

 Stuart Gorse:transferable

 Helen Myers:To see if they are following .. understanding ..

 Ceri Griffiths:fast, transferable, reliable accurate

 Julie Sutcliffe:immediate responses

 Steve Smith:to know if students are ready to move on

 Richard Margerison:quick way to work out whether they have "got it"

 Sophie:fast

 Sophie:transferable

 Stuart Gorse:fart

 Stuart Gorse:fast

 Sophie:accurate

 Sophie:focussed

 Ceri Griffiths:fast transferable reliable accurate

 Cristina:useful

 Julie Sutcliffe:fair, transferable, useful, reliable

 Stuart Gorse:it was a misprint

 Linda Hollins:fair

 florence Barats:focussed

 florence Barats:1) No capital letter for Katze?

 Stephanie:Katze, weil ich gluceklich bin

 Julie Sutcliffe:Katze needs a capital letter

 Steve Smith:capital k and word order

 Ceri Griffiths:Sentence 1-Kattze should have a capital.

 florence Barats:2) bin should be at the end.

 Sophie Martin:Ich habe eine Katze

 Julie Sutcliffe:weil ich glucklich bin?

 Maja Kozic:!-Capital letter Katze, 2 bin needs to be at end

 Lena Krutmann:Katze needs a capital letter because it is a noun

 Lena Krutmann:bin goes to the end

 Julie Sutcliffe:6

 Sophie Martin:Mir geht's gut, weil ich glücklich bin

 Julie Sutcliffe:5

 Stephanie:Love the boards

 Helen Myers:me too .. such a good idea!

 Stephanie:What are the headings for the columns on the feedback sheet please?

 Stephanie:Thank you!

 Helen Myers:I really like this .. makes it clear what to do next weihtout you having to write it all out!

 Helen Myers:(saves time!)

 Julie Sutcliffe:Students could also set their own targets

 Michelle Scott:or peer / self assess

 Helen Myers:!!!!

 Helen Myers:I believe you Judith!!

 Helen Myers:we will only hear it is it comes thorugh your speakers

 Stephanie:no

 florence Barats:No can't hear

 Julie Sutcliffe:I cant

 Helen Myers::)

 florence Barats:yes

 Melanie Pearson:bin to the end

 Ceri Griffiths:yes verb to end

 Helen Myers:gut gemacht Melanie!

 Helen Myers:oh yes - singing!!!

 Helen Myers:Great voice!

 Helen Myers:Bravo!

 anne sophie:lol

 Melanie Pearson:Encore!

 Sophie Martin:Fantastisch!

 Helen Myers:Excellent!

 Julie Sutcliffe:Me gusta :)

 Helen Myers:lovely story

 Ceri Griffiths:Very interesting

 Helen Myers:I really like this idea .. a classroom scene

 Stephanie:How regularly do you mark work in this detail?

 Helen Myers:very impressive standard

 Cristina:thanks!

 Michelle Scott:thank you!

 Maja Kozic:Thank you very much :-)

 anne sophie:very usefull, thank you!

 Sharon Barnes:Thank you

 Stuart Gorse:Thank you

 Melanie Pearson:Great! Thank you

 Stephanie:Thank you

 Lena Krutmann:thank you so much

 Ceri Griffiths:Really interesting thanks!

 florence Barats:Thank you very much, lots of food for thought! How can we get the ppt so that we can have a good look at your examples?

 Angela Parkinson:Thank you very informative

 Frid Solheim:Thank you Judith!

 Stuart Gorse:You may now stop smiling/grimacing

 Stuart Gorse:MIKE HELEN

 Linda Hollins:Thank you so much Judith!

 Stephanie:Helen, I think your microphone is on silent

 Stuart Gorse:I was lip reading

 Stuart Gorse:and it was scandalous

 Richard Margerison:thanks that was really good!

 Julie Sutcliffe:Loved this - I am pleased that we are already doing some of the things you talked about but can develop further now with some of your fab ideas

 Julie Sutcliffe:Particularly the number system

 Linda Hollins:How many hours a week do pupils have languages?

 Linda Hollins:Thank you, that puts the time spent marking into context

 Marit Gundersen:Thank you Judith

 Judith Rifeser:Thank you all so much for listening and participating

 Stuart Gorse:Yes, I was too

 Linda Hollins:Is the numbers sheet available for us to adapt Judith?

 Linda Hollins:Fantastic, thank you

 Stuart Gorse:Oh...put it on the various social medi sites too

 Lucy Meyer:Thank you Judith - it's so nice to hear of another school doing similar things as us. Would be great to work with you guys in the future. THaks again

 Julie Sutcliffe:Just wanted to say Thank you

 Stuart Gorse:Adios

 Ceri Griffiths:Thank you!

 florence Barats:Thank you again.

 Richard Margerison:Merci et au revoir!

 Stuart Gorse:especially with the footy on the telly

 Stuart Gorse:apprently

 Stuart Gorse:lol

 Stuart Gorse:Yes, well..old dogs new tricks

 Stuart Gorse:Say Good Night

 Stuart Gorse:Yes, please

 Stuart Gorse:Good Lord is that the time?

 Stuart Gorse:Good night all

 Helen Myers:Good night!

## Helen Myers' unedited notes from the session

HEM notes from Juidth's webinar

What is assessment for learning for you?

Key issue: accuracy and grammatical awareness in KS4.

Noter that ideas shared are relevant to primary and A level as well

Classroom based research project.

Initial project: research

Talked with pupils

Their view: they want to know how to improve - confident about how to work by themselves - how links with attainment - prompt feedback

This prompts questions

Successful outcome:

feedback in the target language

pupils confident with grammatical rules

transferable to other stages

outstanding progress

feedback links to criteria

pupils aware of attainment

These match 'outstanding teaching'

How did we do this?

Adapted planning

Day to day: integrated explicit grammar learning with meaningful context

Periodic: assessment and feedback according to strategies

Identify mistakes and match to the rule son the board (7 rules)

Can be used for all stages

Great that the rules generate interest .. younger pupils like to learn KS4 andKS5 rules!!!

Several lessons spent on key grammar point e.g. Das Verb ist die zweite Idee

NB not introduced all at once.. specifically in chunks

Example of assessment grid.. teacher highlights ..

Double tick what is great

highlight what is wrong

(saves time)

Highlight what is incorrect and put a number above

Examples in preparation for Controlled Assessment

e.g. they imagine what they would do if they won the lottery

All grammar embedded in a topic

Forms part of what they are learning

Sheet developed of criteria = translated grammar

At the start asked them to translate this sheet

Expose them to the rules

They can slowly understand them

Man muss nicht vergessen ...

Capital letters

Weil kicks the verb to the end

Content, Accuracy, Grammar / spelling

Divided into grades

Teacher highlights where student is .. they can see what he next step is ...

Good to see where everyone is .. if lots get the sam enumber, gives you an idea about what to go over in class

Could do some extra exercises on a particular grammar rule

Clear instructions - saves T time - ticks motivate

Note the contrast between the first and second draft

New task: can you include an idiomatic phrase?

Positive feedback from pupils who appreciate this method esp where they feel they have more time to correct

Purpose = to be spontaneous but not at the expense of accuracy

Planned across the key stages

Introduce the language to talk about grammar.. it does nto have to be complicated

It is blue - therefore it is masculine

It is red - therefore it is feminine

It is green, therefore it is neuter

It is not ..

singular / plural (all words are familiar with pupisl already)

Not e: They are allowed to make mistakes - they are celebrated - they are an opportunity to learn!

Song to the tune of Frère Jacques

weil / obwohl / selbst wenn

developed becaus ethey kept making th emistake

sang together

recoorded other classes

self correction

dialogue with teacher / student ...

but limit the amount of work for teachers.. give hints, number codes

KS3 levels .. made up for the school

grid - TL on the left .. translation on the right

to start with at least (may leave out English later)

Y8 - first afl is a classroom scene ...

Requests

Problems

Use codes + pink highlighter

Students re-write in green pen

They write a text - do not say who they are

End o fY8 assessment - watch film - teach past tense thorugh context of a film

Students have to write a rap - fun way

how will the school benefit?

Good for languages but also for literacy

They are interested- curious about their mistakes

Now split content / grammar