



Marking and Feedback Policy

Department: **MFL**

Date: **18th September 2017**

1. Formative written feedback, during the unit of work.

1a. Timing: Formative written feedback to students timed to maximise learning and progress

Department Draft Policy on Timing of Feedback:

Given the nature of the subject, the department prioritises the timeliness of feedback so as to address errors and misconceptions as they arise.

Current examination specifications for Key Stages 4 and 5 emphasise communication over raw accuracy, and feedback given should always encourage the student to communicate, even if they are unable so to do with complete accuracy.

Members of the department are expected to choose the most appropriate type of feedback to give, in function of the time available to them and the student's ability to access such feedback – encouraging them to reflect on their work and identify errors made. Formal written feedback will therefore be most evident in the work of older students and the more academically able

Errors identified should never be so numerous as to discourage communication.

It is often more appropriate to explain a grammar misconception in person than to attempt to write such an explanation.

It is expected that any and all pieces of extended writing (a paragraph or more), as well as written work carried out preparatory to an oral assessment will show evidence of feedback having been acted upon.

Feedback given, whether in writing or verbally, aims always to encourage the student to become their own best proof-reader and editor, since these skills will be indispensable in any formal writing assessment.

Prior to oral and written assessments, students are given clear, focused, feedback that, when acted upon, directly improves their performance. This can be completed electronically (e.g. Yammer) and therefore may not always be visible in every day neat books.

It is not expected that teachers will mark everyday work in the neat book.

1b. Success criteria shared with students during the unit:

Department Draft Policy on Sharing Success Criteria:

In assessing the writing skill, mark schemes are shared with the class – either electronically or in paper form. GCSE and A Level mark schemes are shared with all classes during the period of direct preparation for the examination (typically from Spring of the final year of the course).

Success criteria for different skills are shared via the “can do” statements progress tracker in all classes at Key Stage 3. At Key Stages 4 and 5, the teacher can choose to continue with 'Can-do' statements, or adopt a more conventional lesson by lesson, objective and success criteria sharing approach. In either case, these should be evident in the classes' exercise books or the teacher's planner.

1c. Departmental strategies and resources to support Formative Written Feedback:

Department strategies and resources:

“Can do” statements, now & next stickers, highlighters

Yammer

One note class notebooks

1d. Evidence of Student Engagement with Formative Written Feedback:

Department Draft Policy on Engagement with Feedback:

Where work has been marked, time is allocated within the subsequent lesson for feedback to be acted upon. The effectiveness of any feedback given is judged by the students' response to that feedback, not the presence or absence of 'marking' by the teacher.

The department uses a format of 'now' and 'next' where feedback is concerned (the 'now' being corrective to the work completed e.g. correction of verb forms and 'next' being a target for subsequent work e.g. make greater use of synonyms when expressing likes/dislikes).

Members of the department may use 'like, now, next' stickers to support the giving of feedback.

1e. Marking and Feedback on Literacy

Departmental Draft Policy on Marking and Feedback on Literacy:

Highlighting of grammatical accuracy / literacy in the foreign language.
Standards of presentation.

2. Feedback on Summative Assessment

2a. Nature of Written Feedback on Summative Assessment

Department Draft Policy on Nature of Feedback on Summative Assessment:

All students engage with the mark scheme at a level appropriate to the task and their own capacities.

Best practice would see reading and listening comprehension tasks 'unpacked' verbally for the class, with the students annotating their answers/scripts in green pen.

Wherever possible, students mark their own (written) tests and complete any corrections at that time. Use of green pen mitigates against unscrupulous practice.

3. Monitoring of Marking and Written Feedback

Department Draft Policy on Monitoring of Marking and Feedback

The quality of the response to the feedback is considered, rather than the extensiveness of any writing on the part of the teacher.

Good practice shared in department meetings.

Work scrutinies take place half termly.

Student surveys are regularly undertaken.

Department Draft Policy on Verbal Feedback

A balance of whole class and individual verbal feedback is used to ensure that feedback can be as specific and focused as possible, with some staff experimenting with the Michaela school approach to feedback.

In line with OFSTED guidance, there is no requirement to record that verbal feedback has taken place – as above, it is the response to the feedback that will be considered.

Evidence of developments in departmental use of verbal feedback can be found in:

Learning walks and PM lesson observations.

Peer observations which feed into departmental postcards on MFL noticeboard.

Verbal feedback is differentiated. For example: a range of feedback is given according to task such as how to improve on written / oral work / assessments.

Department Draft Policy – Collecting Feedback for ourselves

A range of techniques is employed to vary the ways in which teachers routinely collect information for themselves in the classroom. For example:

The department uses:

- Mini whiteboards
- Post-it notes
- Progress against lesson objectives - 'Can do' statements
- Modular class surveys

- Traffic lights
- one-to-one conversations
- Excel Forms

Acting on the information immediately or during the next lesson.

Evidence of developments in departmental use of techniques which allow teachers to collect information for themselves in the classroom can be found in:

Departmental T&L development plans in which trials are recorded.

Learning walks and PM lesson observations.

Peer observations which feed into Departmental T&L development plans.

Locations of key marking, feedback and assessment practices

	Assessment ladders / Exam Criteria	Suggested written feedback frequency /Location	Where are assessments stored? (Are they common assessments?)	Target recording / End of topic evaluation sheets.	Progress tracking sheets
KS3	At the beginning of each unit.	Extensive feedback to be given after each substantive (more than sentence level) piece of work testing the writing skill. The frequency of this will vary according to the bias of skills in any given section of the Scheme of Work.	Evidence of progress against the skills tracker is collected by the teacher at least every half term and stored in the student's orange assessment folder.	N/A	Front cover of the student's exercise book.
KS4	Where folders are used, in the discrete section intended for this purpose. Where books are used, in the section of the book in use at the time. Electronic copies are routinely distributed.	Extensive feedback to be given after each substantive (more than sentence level) piece of work testing the writing skill. The frequency of this will vary according to the bias of skills in any given section of the Scheme of Work.	Assessment booklets are created for each student. These are retained in the classroom.	N/A	Front cover of the student's exercise book.
KS5	Where folders are used, in the discrete section intended for this purpose. Where books are used, in the section of the	Extensive feedback to be given after each substantive (more than sentence level) piece of work testing the	Assessments, once marked, are retained by the student in their folder.	N/A	Front cover of the student's exercise book.

	book in use at the time. Electronic copies are routinely distributed.	writing skill. The frequency of this will vary according to the bias of skills in any given section of the Scheme of Work.			
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Members of staff involved in working for the examination boards

Subject Teacher	Year involved and exam / Role	Exam board
Mr Dunne	2005 – present 5RS02, 5FR02, 5RS10 Assistant Principal Examiner, Moderator and Team Leader	Edexcel

Examples of best practice