

SWA MFL FEEDBACK EXPECTATIONS

KEY STAGE 3	KEY STAGE 4	KEY STAGE 5
Verbal: Ongoing and throughout lessons. Immediately implemented live during lesson tasks. Feedback (green) stamps used in pupils' books, students respond to the instructions, especially during retrieval grid activities. Pride in your Work standards addressed in lessons.	Verbal: Ongoing and throughout lessons. Immediately implemented live during lesson tasks. Feedback (green) stamps used in pupils' books, students respond to the instructions, especially during retrieval grid activities. Pride in your Work standards addressed in lessons.	Verbal: Ongoing and throughout lessons. Immediately implemented live during lesson tasks. Feedback (green) stamps used in pupils' books, students respond to the instructions, especially during retrieval grid activities. Pride in your Work standards addressed in lessons. It might be in the target language.
Feedback Marking Codes (Speaking and writing only):OP : missing opinionR : missing reWT: wrong tenseWV: wrong verWO: word orderC: capital letterWW: wrong wordSP: spelling errMW/I2: missing wordetcAGR: agreementVEND: verb ending	rb	Lesson Notes and Homework: A-Level students use folders for lesson notes. These folders are checked by teachers at the end of each topic (for accuracy, organisation and standards). Homework is checked and initialled by class teacher on submission, and feedback is whole, verbal and individually commented on.
Formative Assessment: Teachers formally mark students' writing tasks and assessments in pink pen. Whole class feedback is then provided. Students MRI in green pen, correcting errors identified from the marking code above. Students respond to EBI in the target language. When doing speaking assessments, students will respond to their peers' marking (done in red pen). Teachers check improvements and re-written answers to ensure misconceptions are addressed. This occurs once per half term.	Formative Assessment: Teachers formally mark students' writing and speaking tasks and assessments in pink pen . Whole class feedback is then provided. Students MRI in green pen , correcting errors identified from the marking code above. Students respond to EBI in the target language. Teachers check improvements and re-written answers to ensure misconceptions are addressed. This occurs once per half term.	Formative Assessments: A-Level students complete end of topic assessments, including mini IRP. The summary, translation, essay and speaking questions are formally marked by the teacher in pink pen (WWW and EBI) and students keep these in their assessment folders. Students MRI in green pen, correcting errors identified from the marking code above. Students respond to EBI in the target language. Teachers check improvements and re-written answers to ensure misconceptions are addressed.
Summative Assessment: Homework activities, such as vocab tests, are peer or self-marked. Listening, reading and translation activities will be self or peer-marked. Whole class feedback is used to address any misconceptions and pupils green pen their work. This occurs once per topic.	Summative Assessment: Homework activities, such as vocab tests, are peer or self-marked. Listening, reading and translation activities will be self or peer-marked. Whole class feedback is used to address any misconceptions and pupils green pen their work. This occurs once per topic.	Summative Assessment: Homework activities, such as vocab tests, are peer or self-marked. In class listening, reading and translation activities will be self or peer-marked. Whole class feedback is used to address any misconceptions and pupils green pen their work. This occurs once per cycle.