MFL Marking Policy

We believe that for all instances where feedback and marking occurs, the following points should be considered:

- Does it move the student forward?
- Is it manageable?
- Is it fit for purpose?
- Does it take the most effective form?
- Are students given time to reflect upon their feedback?
- Does the feedback promote independence and resilience?

Feedback should be given during, or as soon as possible after the completion of a task to correct errors and address any misunderstandings.

Effective, targeted and differentiated questioning helps students develop their responses and is an essential component of feedback.

Marking and feedback should inform rigorous planning; this does not mean there is a requirement to produce lesson plans. Planning for a lesson or teaching sequence should consider opportunities for feedback and how and when students should act upon it. It should also stimulate teachers to engage in reflection on the effectiveness of their teaching.

Verbal Feedback

Verbal feedback should be intrinsic to our teaching. Students should be able, via expert questioning and teacher explanation, to know where they have made progress and understand their next steps in learning. Verbal feedback is evidenced in student's work and progress made. Where students are not making progress there should be other forms of feedback in order to address this.

Written Feedback

Written feedback must stimulate thought and require action from students. This feedback will be provided using marking codes and pupils are responsible for writing and responding to the specific comments. The action may require one of the following: Redrafting a sentence or section of work, adding in specific vocabulary/phrases, and correction of tenses or grammatical errors, adding to content.

Feedback can also be in the form of 'teacher directed' PLCs following on from an assessment. **for any skill.**

Peer and Self-Assessment should be used where teachers have given clear success criteria, checklists or answer sheets.

Whole Class Feedback in the form of crib sheets, checklists, modelling or coded marking can be used in order to address common misconceptions, highlight good practice and allow students to redraft, complete another task or apply to future tasks.

Individual Feedback in the form of written comments, highlighting work, live marking within the classroom and verbal comments can be done on a 1-2-1 basis.
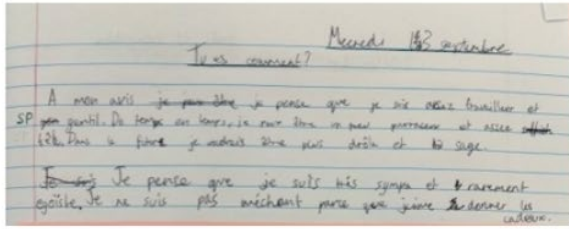
One error correction

The error/misconception		
Error: Pour prends	Correction: Pour prendre	Why is it wrong? When using the expression 'pour', the infinitive follows (er /ir/re)

Now write six more examples	
1. Pour aller	4. Pour être
2. Pour faire	5. Pour apprendre
3. Pour finir	6. Pour comprendre

Rubric

We also use rubric to support our Key Stage 4 learners when producing longer pieces of written work.

	Beginning	Developing	Accomplished
Vocabulary • Adjectives • Adverbs	A small range of adjectives used (2 or 3)	A good range of adjectives 3 + Adverbs used to add detail (assez sympa)	An excellent range of sophisticated adjectives used with correct agreement . Adverbs used with confidence throughout
Verbs	Basic present tense verb used (je suis)	An attempt to vary the use of present tense verb (je suis , je peux être)	Confidence and varied use of present tense verb A negative (je ne suis pas) A reference to the future (dans le future je voudrais être)
Content /communication	A reasonable response with some relevant information. Communication is sometimes clear with instances where messages break down	A good response which is generally relevant. Quite a lot of information conveyed . Opinions are expressed and sometimes justified	An excellent response which is relevant and detailed. It conveys a lot of information Communication is clear Ideas are justified using 'parce que'

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Parce que je travaille
dur au collège

Online feedback : Pupils are given immediate feedback when completing tasks set on Language Nut.

Marking for Literacy should take place in all forms of written feedback by following the schools codes:

Marking Codes French

sp	Correct spelling
V	Improve your vocabulary
Ve	Choice of verb? Verb missing
C	Add or correct capital letter
G	Grammatical error
J'ai chat	What have you missed out? Article?
un	Think about your choice of word
A	Accents need attention
un chat aussi j'ai	Check for understanding

Presentation and Pride in Work is also important, but comments about this should not replace feedback about the subject, the work completed and the students' next steps in learning.

Examinations and Assessments will be designed in house to model the exam board's criteria as closely as possible and marked in accordance with the said criteria. These will be cross-marked and moderated. Moderation shall take place within subjects / faculties and across the Teaching School Network to ensure standards are sustained.