



# “Feedback? Feed-forward!”: A revolution in your marking!

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- **Dylan Wiliam:**
- **“Feedback should be more work for the recipient than the donor.”**



- **Starter:**
- *Our audience today – who are you?*
- Please note down on a post-it note answers to some or all of these:
- ***Why are you here? What is your background with this topic? How do you find marking? What do you hope to find out?***

# The background: The Feedforward Evolution

## Previous assessment policy

Every department expected to mark in the same way

Expectation that every page is marked

Triple impact marking used

All written work marked using dialogic marking

“Books must be marked every 3 weeks”

High marking workload!

## Feedforward

Assessment policy is personalised for the needs of each department's curriculum

Verbal feedback is the cornerstone of practice

Formalised use of verbal feedback

Written feedback only on strategically planned pieces

Response to feedback expected every 3 weeks (not marking)

More time spent giving feedback to students in lessons - less marking

Recognition of the vital impact of timely, regular feedback

AfL strategies at the heart

Peer and self-assessment used

Verbal feedback used

# The background: **The Feedforward Rationale**



- Our learners deserve **rich feedback**. We need to provide regular, high quality feedback to learners so that they know where they are on their learning journey and how to improve – **feeding forward**.
- This feedback can take many forms, for example verbal, peer, self, practical, whole class and written.
- Research has shown that feedback is proven to have the most impact on learner progress. We need to ensure that the feedback we give is adding to the learning at all opportunities.

# The background: **Key research findings**



- Regular, **high quality verbal feedback** has the greatest impact on student learning.
- **What and how** we give written feedback matters more than how much written feedback we give.
- Written feedback opportunities need to be **strategically planned** into the curriculum.
- Any feedback ‘policy’ needs to be **personalised** for each department.
- Students **need to be given the language of feedback** to engage with it fully.
- Green pen action works well but **doesn’t have to always follow** written feedback by the teacher.

# Feed-forward marking: Non-Negotiables



1. Feedback must be given regularly as strategically planned for within Schemes of Learning. This can take different forms: verbal, peer, self, written teacher, practical, whole class, etc.
2. High quality verbal feedback is the cornerstone of our Feedforward practice. Teachers must use informal verbal feedback regularly and where appropriate, in every lesson.
3. Verbal feedback must also be given in a formal, structured way as planned for in Schemes of Learning.
4. Peer and self-feedback must be used regularly within Schemes of Learning and learners must be taught best practice around giving feedback.
5. Learners must be able to articulate the feedback they have been given and show how they are making progress on their targets.
6. Learners must be given significant and frequent Dedicated Improvement and Reflection Time (DIRT) opportunities to reflect on and build on their learning.
7. Learners must use green pen to make improvements to their learning after verbal, peer or written feedback has been given.
8. Teacher written feedback opportunities must be planned for strategically and highlighted in departmental SoL. This will usually be for mid-way pre-assessment tasks in preparation for a summative assessment.
9. Written teacher feedback will be used less often but other feedback methods will be used more frequently and in a more structured way to ensure learners have timely and rich feedback to support their learning.
10. Feedforward ambassadors will be used to support feedback practices within lessons.

# Feed-forward marking: Department Non-Negotiables



- Classroom teachers are responsible for checking SoLs for Feedforward focus and practice for each piece of work.
- All staff must follow the different Feedforward practice as identified in departmental SoL to ensure a consistent learning experience for all learners.
- Written teacher feedback will only be used for the identified pre-assessment pieces or pre-determined assessment preparation piece(s).
- All student responses to feedback must be recorded in green pen or signposted in green pen to enable students and teachers to easily identify where improvements have been made and to track progress.
- Green pen improvements should be visible in learning journals at least every 3 weeks.
- Staff must review SoLs regularly to ensure Feedforward practice is fit for purpose.
- Learning Leaders and TLR holders are responsible for ensuring this policy is followed in their departments. Pop-ins, learning walks and reviews will be used to monitor the implementation of this policy.

# The MFL non-negotiables on feedfwd practice @ Seven Kings

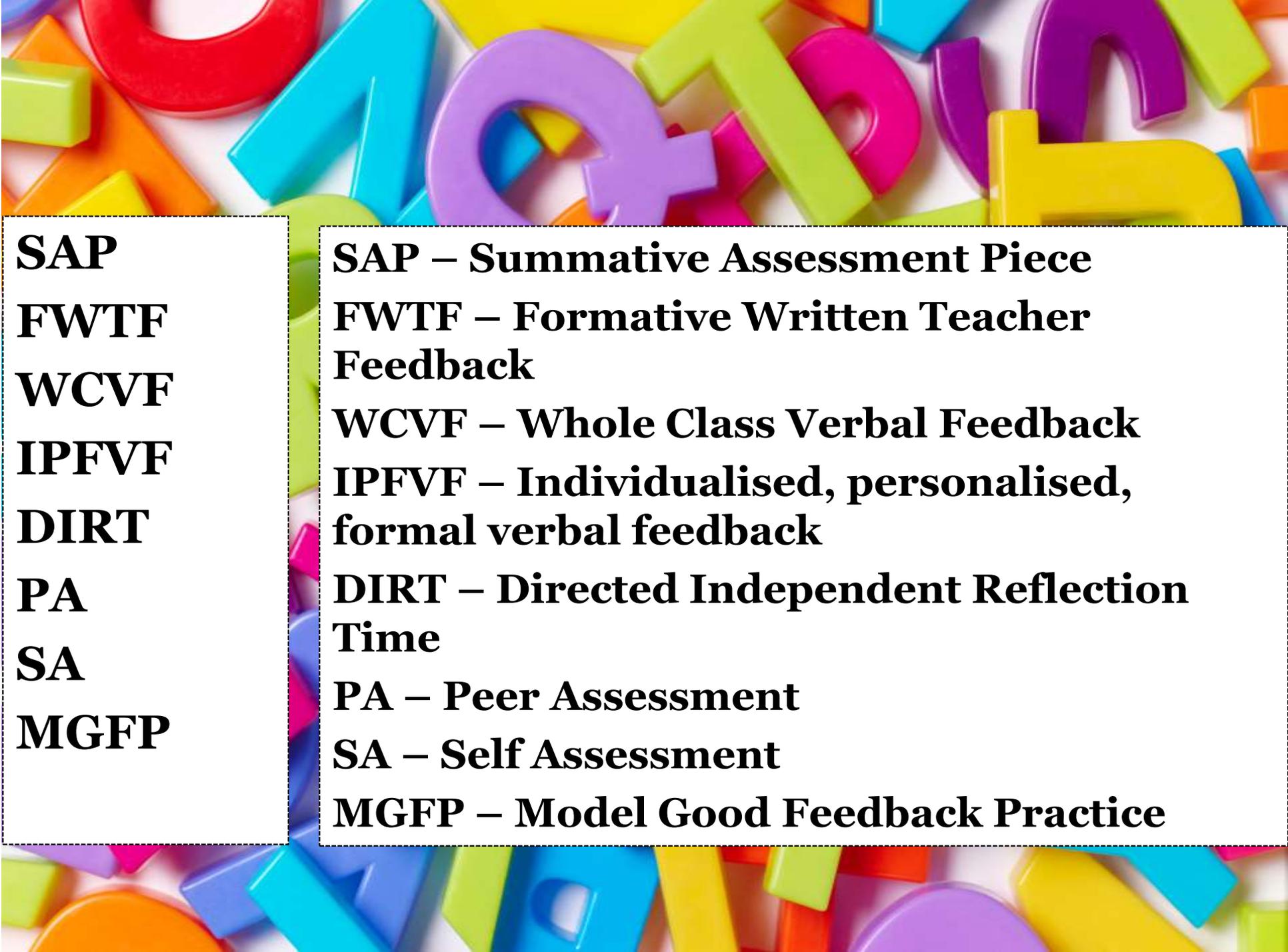
- Classroom teachers are responsible for checking SoLs for Feedforward focus and practice for each piece of work.
- All staff must follow the different Feedforward practice as identified in departmental SoL to ensure a consistent learning experience for all learners.
- Written teacher feedback will only be used for the identified pre-assessment pieces or pre-determined written pieces – in the form of : Staff will identify the good points which students will annotate, ask a question in the TL to further the students' response and identify a key feature which the student needs to revise.
- **Staff must ensure that students are familiar with pupil specific FeedForward acronyms and that they use these to signpost the steps of learning. There should be evidence of the development of all four skills in the learning journals.**
- All student responses to feedback must be recorded in green pen or signposted in green pen to enable students and teachers to easily identify where improvements have been made and to track progress.
- Green pen improvements should be visible in learning journals at least every 3 weeks.
- Staff must review SoLs regularly to ensure Feedforward practice is fit for purpose.
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Feeding forward - marking guidance for pupils  
 ~ Seven Kings MFL Department ~



SK Feedforward strategy	MFL PUPIL abbreviation in your book	What do you do?
Teachers may give you <b>formative, written teacher feedback</b>	(Book marking)	Act on the feed-forward! (See DIRT below)
Listen out for <b>whole class verbal feedback...</b>	<u>Class</u> feed-forward: Class FF:	Quickly note the FF in books as, 'Our FF: #####'
You will be given <b>personalised, formal verbal feedback</b>	<u>My</u> feed-forward: My FF:	Quickly note the FF in books as, 'My FF: <u>xxxxxxxxxx</u> '
At times, there will be <b>DIRT</b> time, where you will have time to <b>reflect and build</b> on your learning and <b>make improvements</b>	My FF response:	Look at feed-forward and correction you've been given. Make changes, and improvements. Use <b>green pen</b>





**SAP**  
**FWTF**  
**WCVF**  
**IPFVF**  
**DIRT**  
**PA**  
**SA**  
**MGFP**

**SAP – Summative Assessment Piece**  
**FWTF – Formative Written Teacher Feedback**  
**WCVF – Whole Class Verbal Feedback**  
**IPFVF – Individualised, personalised, formal verbal feedback**  
**DIRT – Directed Independent Reflection Time**  
**PA – Peer Assessment**  
**SA – Self Assessment**  
**MGFP – Model Good Feedback Practice**



- **FFwd strategy: “Live marking”**
- When we take books home: we mark the product and not the process.
- Shift the emphasis: mark the **process**, not the **product**.
- [We don’t coach them at the right time!...]



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# Live-marking: in practice



Circulate the classroom... Observing the learning of two or more students... spot a pattern > and **stop the rest of the class and teach them or remind them about the relevant aspect of the learning: then invest back into the learning > immediately** (pupils could note this ‘verbal feedback’)

***Shown to have bigger impact on student progress. Why?***

- ❑ Students engage in the feedback **there and then**.
- ❑ The feedback is **relevant and immediate**.
- ❑ The feedback is given at the point it is usually needed most – when the student is working – you might use a **visualiser**
- ❑ The feedback is based on personal, but probably **benefits many others!**
- ❑ The feedback includes examples and can be modelled, if necessary.
- ❑ The feedback can be used to develop the whole class: efficient!
- ❑ The feedback is differentiated.

1/faith

H option 90-word > H/pg 78. Task 1 - (2017)

on 90 mots en français. Répondez à

[16 marks]

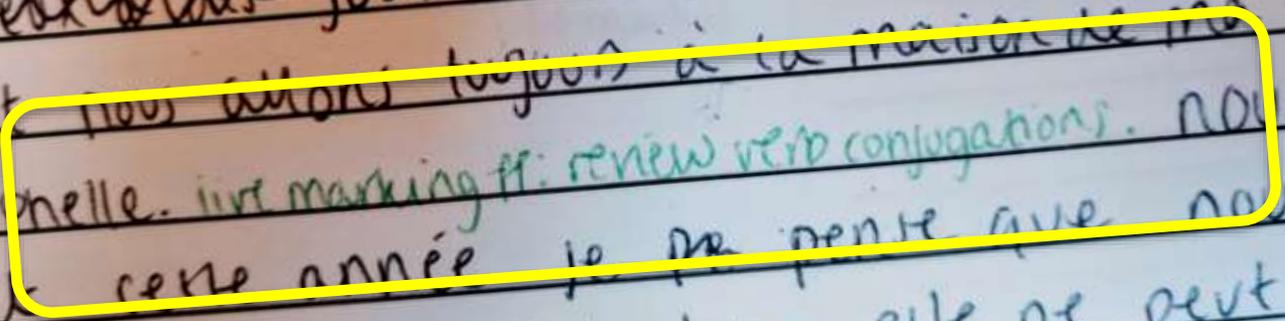
ct de la question.

present

Cependant  
cette année  
l'auront

La  
D  
ds  
NO  
c'e  
me  
ca

est Aid el-Fitr parce que selon moi c'est un temps pour la  
étais petit, nous sommes tous allés à la maison de  
elle, ~~les enfants~~ joué à des jeux et pris beaucoup de  
tenant nous allons toujours à la maison de ma gran  
traditionnelle. *verb marking ff: review verb conjugations.* nous nous  
ndant cette année je ne pense que nous all  
a un examen sur Aid donc elle ne peut pas  
mille ~~donc~~ <sup>alors</sup> j'irais <sup>ans</sup> dans le soir en prend





- **FFwd strategy: “VF”**
- Talk to your pupils, save your pen!
- Ensure high quality VFFwd
- You **could** ask them to note this – then you don’t need to!
- There may be immediate application of this VF in subsequent learning



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# “My feedforward for you”



- Group work for writing tasks
- Pupils note VF + an example with this applied
- Forces meaningful 1-1 discussion in lessons.
- Using the language ‘Verbal feedforward’ ‘write it down’ ‘green pens’ ‘feedforward’ ‘targets’ ...
- Question their understanding (+write eg)
- Be patient – invest time – you’ll benefit
- Displays
- VF stamp ...



- **FFwd strategy: “VF”**
- Talk to them... then use a VF stamp!...
- Yes, a bit ‘Ofsted-y’ :(



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Que se puede hacer en tu barrio?

Se puede ~~visitar~~ jugar al futbol y jugar tenis.  
y en Londres?

should this be crossed out to make sense? No!

En Londres, se ~~puede~~ visitar al Casass de parlimento



Te gusta tu barrio?

barrio

Limpio tranquilo

Si, me gusta me ~~barrio~~ porque es Limpia y tranquila  
sin embargo ILford es ~~Ruidosa~~ Suave por la noche  
puede ser peligrosa

I N D e P e n d e n I



- **FFwd strategy: Whole Class Feedback After An Assessment**



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# Whole Class Feedback

## Advantages

- **Relatively quick –teacher is not having to say the same thing over and over again**
- **Reinforces idea that there may be many students experiencing the same problem**
- **Greater scope to explain and expand on comments**
- **Compare alternative approaches and answers**
- **Focus on common misunderstandings**

## Disadvantages

- Students may not connect with this type of feedback / lacks relevance to a pupil's particular answer to the question set
- Do pupils take ownership? (do they feel they make the mistakes / is it individual to them?)
- How do we feedback to the whole class in a way that keeps them engaged?



- **Focus on common mistakes** / misconceptions / issues that are arising
- **Mark papers with several questions/section at a time** (helps to identify common misconceptions / misunderstandings)
- **Annotate** the mark scheme
- **Examiner's reports / pupils create their own examiner's reports**
  - Links with “pupils using mark scheme to generate their own whole class feedback” list
- **Pupil experts**
  - Pupils are split into groups, focussing on a particular question / skill
  - they become the expert in this question / skill etc. Pupils can peer teach whole class or “marketplace” style
- **Give pupils the mark scheme**
  - split pupils into pairs or groups and use mark scheme to correct assessment (could reduce / edit mark scheme to focus on particular areas or for lower ability pupils)



- **FFwd strategy: “Pre-assessment”**
- Make the targets clear... before it's too late!
- Very careful planning in the SOLs
- (Content coverage timing etc)
- Linked to strategy, ‘taking books in, but not marking them’...



Over to you: discuss with your colleagues how you could build pre-assessment into a current SOL (mid June)... 2 mins

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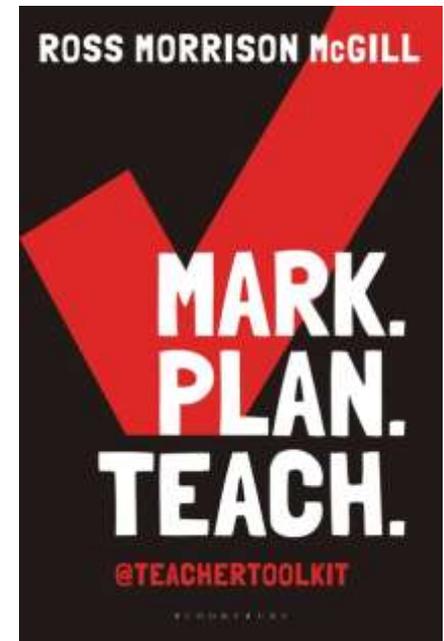


- **FFwd strategy: Using students' work to inform planning – (collecting in books but not marking them)**
- Scheme of learning 'hinge'-point
- Why mark? ...
- Observe, note and plan
- ...whole class VF

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- **FFwd strategy: “DIRT”**
- ‘Dedicated improvement reflection time’
- Put the feedback to forward effect!



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- **FFwd strategy: Peer/self assessment**
- Ticking the box, or quality practice?
- Shared success criteria / mark schemes



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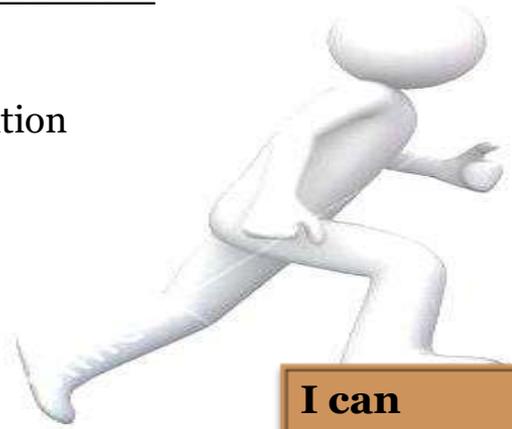
**Mid-way assessment check:**

Assessment question:

Skills focus: Interpretation

Term:

Date of assessment:



**I can list the different interpretations**

**I can describe these different interpretations**

**I can explain the evidence and reasons they use to support**

**I begin to explain why different interpretations**

**I can fully explain why different historical interpretations**

**I can assess the strengths and weaknesses of these**

**I can reach my own judgment/interpretation on the causes of WW1. I can judge and justify which interpretations**



- Colour in what skills you have shown.
- What shades are missing?

**To climb the ladder of progress, next time I need to....**

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# How have the causes of WW1 been interpreted and why?

- The causes for the outbreak of WW1 have been interpreted in various ways.
- One interpretation that exists is that Germany were to blame for the outbreak of WW1.
- This is supported by historians such as....
- He believes that Germany is to blame because...**(explain, evidence, detail)**
- This interpretation was popular during...
- \*Can you make a link to the idea of futile tragedy? Was the reason for the outbreak of war – according to this interpretation, futile or necessary – think about how this might depend on the time period.
- This interpretation is very valid because if it wasn't for Germany offering a blank cheque then...(make a link)...however this interpretation could have been heavily influenced due to...

Mid-way assessment check:  
Assessment question:  
Skills focus: Interpretation  
Term:  
Date of assessment:

I can reach my own judgment/interpretation on the causes of WW1. I can judge and justify which interpretations are the strongest and which are the weakest.

I can assess the strengths and weaknesses of these interpretations

I can fully explain why different historical interpretations of WW1 exist.

I begin to explain why different interpretations of WW1 exist.

I can explain the evidence and reasons they use to support their interpretations.

I can describe these different interpretations.

I can list the different interpretations.



AQA Mandarin GCSE 9-1  
150 character open task

Write back to your pen-pal friend, whilst on a holiday.  
Tell them about your holiday.  
Write about where you live.

好我在上海因为我喜  
们去了我八月十日未  
一日要回英国我跟姐  
汽车去动物园虽然我  
但是我们没去我也  
我在这儿看电影影  
上海很好玩因为  
我住在东伦敦我  
所以我不喜欢我家在  
饭店的右边我的城

FF: I worked very hard on point 1 but not on  
Excellent - great work  
 $13+7+4=24/32$  (2)

虽然我的城市小但  
城市也有一个饭官

Khushbu  
Dhruv Day  
Yasuf Hussain

AQA Mandarin GCSE 9-1  
150 character open task

Write back to your pen-pal friend, whilst on a holiday.  
Tell them about your holiday.  
Write about where you live.

你好我在上海我十二月  
了上海下一个周末要回  
我和朋友一起周末去上海  
心和音乐我也看了魔法  
们大火车去我在这一打  
好我住在饭店我也住在  
饭店的右边我判断坐火  
但是

FF: I focused early on the correct words - the main parts  
I tried to use the phrasal structures which is why I struggle with essay  
not be up to scratch. Great job - come (Re-write)  
 $9+6+3=18/32$   
Re-write 3 phrases here with fixes.

and...  
Sector, but resources were wasted as

agree that bus

in's  
weigh  
20-5

AQA Mandarin GCSE 9-1  
150 character open task

Write back to your pen-pal friend, whilst on a holiday.

- Tell them about your holiday.
- Write about where you live.

你好，我叫Hye。二月四日我和妈妈  
一起去法国。我和妈妈一起坐  
公共汽车来我们在伦敦上车。我们  
伦敦火车站下车。我们坐火车去法  
国。但是巴黎很好。我们去饭店，饭店  
在左边医院。我很喜欢巴黎，巴黎  
比伦敦很好。二月十三日我和妈妈  
一起去了英国。我们坐汽车去巴  
黎火车站。我住在饭店。

FF: I used characters but I do not think I did  
enough revision as I think I could use many  
more characters. (Re-write)

$10+5+4=19/32$  re-write 3 x phrases here  
to show the fixes above.

Develop explanation.

an  
se  
ng  
ring



- **FFwd strategy: ‘Vocal Recall’ / ‘ClassQR’ (see via Twitter)**
- Verbal feedback, delivered via a QR code
- Richer? Suits certain pupils better? Quicker?!
- Forces engagement:



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1/2 1/2 1/2 1/2 1/2  
1/2 1/2 1/2

兵马俑

Terraces

### 位置

兵马俑是位于陕西。  
陕西在西北中国的  
古都被西安

### 历史

公元前二百二十一年，中国  
一位皇帝秦始皇的墓前，  
置了一个非凡的地下宝藏  
整个真人大小的兵马俑历  
时1000多年。

### 时间

兵马俑显示 每天上午九点半开门，下午十点半门。

你可以坐火车去钟楼。✓③



钟楼非常漂亮。

很多游客来看钟  
楼。钟楼很有名。



很好

运输 = 火车, 公共汽车, 出租车

价钱 = 二十五元门票

儿童

三十五元门票

成人



每天都吃早饭。  
每天吃很。



我九点。

Question: imaginez que vous avez récemment participé à un échange scolaire. Expliquez les points suivants:

- Décrivez votre expérience de l'école en France - c'était comment?
- Que pensez-vous de vos matières et professeurs en Angleterre?
- Quels sont les avantages et les inconvénients de l'uniforme scolaire en Angleterre?
- Quelles matières et règles introduiriez-vous et comment changeriez-vous l'école si vous étiez le principal? (votre école)

French School and how it is  
advantage of discipline of school in France

what subjects & rules would you change

Subject: approx 10 words per line?

1. ~~Je~~ ~~trouve~~ mon école ~~est~~ ~~très~~ ~~différente~~ le jour était plus fatigant que le jour en anglais
2. Le climat est très petit alors l'école ~~est~~ en manque de bus études
3. Je pense que mon professeurs ~~sont~~ ~~très~~ ~~intelligents~~ ~~et~~ ~~très~~ ~~sympas~~
4. ~~Je~~ ~~trouve~~ ~~que~~ ~~l'uniforme~~ ~~scolaire~~ ~~est~~ ~~très~~ ~~sympas~~ Cependant, l'inconvénient
5. de l'uniforme scolaire est ~~que~~ ~~je~~ ~~ne~~ ~~peux~~ ~~pas~~ ~~utiliser~~ ~~mon~~ ~~portable~~ ~~et~~ ~~je~~ ~~ne~~ ~~peux~~ ~~pas~~ ~~avoir~~ ~~mon~~ ~~portable~~ ~~à~~ ~~l'école~~
6. Je voudrais ~~avoir~~ ~~un~~ ~~uniforme~~ ~~qui~~ ~~soit~~ ~~plus~~ ~~sympas~~ les portables et je voudrais abolir l'uniforme scolaire
7. Si j'avais mon propre collège je voudrais ~~avoir~~ ~~un~~ ~~uniforme~~ ~~qui~~ ~~soit~~ ~~plus~~ ~~sympas~~ pour les filles ~~et~~ ~~pour~~ ~~les~~ ~~garçons~~
8. j'améliorerais le uniforme scolaire pour les garçons ~~et~~ ~~pour~~ ~~les~~ ~~filles~~ ~~pour~~ ~~les~~ ~~garçons~~ ~~et~~ ~~pour~~ ~~les~~ ~~filles~~
9. ~~Je~~ ~~trouve~~ ~~que~~ ~~l'uniforme~~ ~~scolaire~~ ~~est~~ ~~très~~ ~~sympas~~ ~~et~~ ~~je~~ ~~trouve~~ ~~que~~ ~~l'uniforme~~ ~~scolaire~~ ~~est~~ ~~très~~ ~~sympas~~ ~~et~~ ~~je~~ ~~trouve~~ ~~que~~ ~~l'uniforme~~ ~~scolaire~~ ~~est~~ ~~très~~ ~~sympas~~

6 + 3 = 9 = 6.5

1. J'aime la biologie et la géographie parce que je la trouve
2. intéressante et je peux m'engager avec bien Cependant, c'est
3. de déteste les maths et la phys qui parle que ~~très~~ ~~difficile~~
4. ennuyeux et difficile
5. ~~Je~~ ~~trouve~~ ~~que~~ ~~l'uniforme~~ ~~scolaire~~ ~~est~~ ~~très~~ ~~sympas~~ ~~et~~ ~~je~~ ~~trouve~~ ~~que~~ ~~l'uniforme~~ ~~scolaire~~ ~~est~~ ~~très~~ ~~sympas~~
6. Cependant l'inconvénient de l'uniforme ~~est~~ ~~que~~ ~~je~~ ~~ne~~ ~~peux~~ ~~pas~~ ~~utiliser~~ ~~mon~~ ~~portable~~ ~~et~~ ~~je~~ ~~ne~~ ~~peux~~ ~~pas~~ ~~avoir~~ ~~mon~~ ~~portable~~ ~~à~~ ~~l'école~~
7. qu'on ne peut pas s'exprimer et ils peuvent ne pas
8. être à l'école
- 9.



de l'école en France - c'était comment?  
 matières et professeurs en Angleterre?  
 les inconvénients de l'uniforme  
 présent → give nice arguments  
 introduiriez-vous et comment  
 vous étiez le principal? (votre école)  
 est beginning, conditional.

ce était très <sup>intéressante</sup> ~~intéressante~~ et différente  
 je pouvais utiliser mon portable, et  
 mon uniforme scolaire. 3)  
 je trouve que c'est <sup>super</sup> ~~très~~ mais  
 que c'est <sup>si</sup> ~~très~~ ennuyeuse 2)  
 mais. 3)  
 ce est <sup>qu'il</sup> ~~que~~ et ya moins de  
 l'uniforme scolaire est <sup>qu'il</sup> ~~que~~  
 CPSHE parce que je pense que c'est  
~~très~~ ~~sympas~~ ~~et~~ ~~je~~ ~~trouve~~ ~~que~~ ~~l'uniforme~~ ~~scolaire~~ ~~est~~ ~~très~~ ~~sympas~~  
 mais sure pour objectives  
 9 + 5 = 14  
 10 + 6 = 16





- **FFwd strategy: Ensuring IMPACT of written feedback**
- Marking until midnight? Make sure it has impact!
- Make it meaningful
- Bring about **thinking** in the learner
- Plan lesson time for improvements – DIRT



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# Written feedback strategies



1. Keep all written feedback focused on the success criteria – don't get hung up on anything else e.g 'use a ruler' etc.
2. If you ask a question, make sure it creates thinking and allows students to make progress to the next level/band/grade.
3. Choose one specific piece of work to mark in detail. Give written feedback on it and then get students to consider their own targets for previous pieces of work in their books.
4. Use written feedback in conjunction with other feedback methods e.g. whole class feedback, then students make improvements **BEFORE** you give written feedback. Students then peer assess each other's improvements **AFTER** the written feedback.



5. Annotate the work with comments and questions and then **get the students to write their own wishes and targets** – makes them engage with annotations.
6. Follow my lead marking- mark one section and then **get students to mark the next section themselves** using your annotations and comments as a model.
7. Write a comment/target a few pages along in the book to **remind students of their target**.
8. Write the feedback on a post-it instead of in the books and then get students to find their own feedback and justify why it's theirs.
- 9. Highlight the mark scheme/success criteria and get students to write their own stars and targets... let's see:**

QUESTION 1 (16 marks)

# QUESTION 1

## (90 words, 4 bullet points, 16 marks)

CONTENT		
Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. <u>Communication is clear and a lot of information is conveyed.</u> Opinions are expressed.
4	7-8	A good response covering all aspects of the task. <u>Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed.</u> Opinions are expressed.
3	5-6	A reasonable response covering <u>almost all aspects of the task.</u> Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the

QUALITY OF LANGUAGE		
Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, <u>which are largely successful.</u> Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. <u>The style and register are appropriate.</u>
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to <u>at least two different time frames,</u> although these may not always be successful. There may be some major errors, and more frequent minor errors, but <u>overall the response is more accurate than inaccurate</u> and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be

à Cologne en allant bien amuser et on a acheté des bougies, nous nous sommes levés tôt pour aller de manger à vingt heures, puis nous sommes partis à

option Fr in

4 2016 Tran

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l'année  
de l'ex  
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restes

F 90-word

Vous décrives une fête de famille

(marks)

LANGUAGE

late vocabulary is used. Complex structures are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.

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The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be

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le reveillon, c'est à dire reveille Noël. Nous

de manger à vingt heures, puis nous sommes partis à

partis à



# Most importantly...



The student should spend longer responding to your feedback than you spend giving it...

When you give written feedback, make sure you plan the time in lessons or for home learning for the student to respond and make the improvements.



# Thank you!

**“Feedback? Feed-  
forward!”: – A  
*Revolution in your  
marking!***

 @alexferraby  
#chineseconf

 a.ferraby@sevenkings.school

- Any questions?