



Feedback - the St Monica's Way

Principles of Feedback in MFL

How is feedback provided in your subject?

Summative:
We do whole class feedback workshops post blue paper and EOU tests addressing misconceptions - lots of verbal feedback given to students individually and as a class too.

What different types of feedback are used? Whole-class and individual if necessary.

How do you share precise feedback alongside success criteria to enable learners to move forward?

We do a WAGOLL before the test. We also include the success criteria on blue paper tasks and go through this before. When giving feedback we re-explain the success criteria to show students how to move forwards.

When is feedback provided in your subject?

Certain times following:
Blue Paper Task and EOU assessments.

When do you use feedback as a formative assessment strategy?

In class when misconceptions occur, we address these with mini-whiteboards, walking round, peer assessment.

When would you share verbal feedback in lessons?

We share verbal feedback every lesson e.g., practising phonics, correcting spellings, learning new vocabulary, expanding on grammar.

How are pupils expected to respond to feedback in your subject?

Students use green pen and complete exercises on whole-class feedback forms with guidance from their teachers. Students may also then redraft their work taking on board specific comments.

How does your feedback give them an understanding that their learning is not fixed and it can be developed?

Students will always be encouraged to improve on what they have done and aim higher through showing them next steps.

How do you develop a culture of excellence / metacognition where all pupils want to receive and respond to feedback?

We give prompt feedback with a turn-around so students are excited for their feedback and often are keen to know how to improve.

How do you check the feedback has been understood and actioned by pupils in your subject?

Time is provided in classes for students to act upon feedback, whilst staff will be circulating to offer support.

What advice and guidance do you give to your students about how to action the feedback shared?

We give them immediate practice and use tools such as redrafting whilst supporting them with knowledge organisers and verbal support.

How might you encourage them to: *Listen, Reflect and Revise* their work in response to your feedback?

Retrieval activities are used to encourage students to Listen, Reflect, Revise misconceptions & misunderstandings.

What evidence would you expect to see in exercise books of pupils' understanding and actioning feedback?

Redrafting work, correcting spellings and making sure when they have misunderstood that this is actioned and improved.