

## Languages

### Marking and Feedback Framework

#### 1. Principles of Marking and Feedback

##### Purpose of Marking and Feedback

Marking and feedback are essential components of the teaching and learning process in the Languages Faculty. They serve to inform students of their progress, provide clear guidance on areas for improvement, and ensure consistency in assessment across different key stages. Our marking approach fosters student independence, encourages self-reflection, and promotes high standards of presentation and accuracy in written work.

##### Use of Exercise Books and Marking Expectations

Exercise books or folders are used across all Language lessons, and student classwork and homework are expected to be checked by the teacher on a regular basis. While most exercises, activities, and tasks are corrected verbally as a whole class during lessons, extended writing tasks are self-assessed, peer-assessed, and/or marked by the teacher. Mistakes in these tasks are underlined, circled, or highlighted with **What Went Well (WWW)** and **Even Better If (EBI)** comments. Upon receiving their marked work, students engage in **Dedicated Improvement and Reflection Time (DIRT)**, during which they correct mistakes, make amendments, and add improvements using a different colour pen. They also write a **My Reflection and Improvement (MRI)** comment to consolidate their learning.

##### Presentation Expectations in Exercise Books

Teachers should remind the students of the following expectations:

- Dates and titles should be written and underlined with a ruler
- Work should be completed in black or blue ink
- Each lesson should be clearly separated by ruling off the previous work
- Handwriting should be neat and legible
- Space on pages should not be wasted
- Worksheets should be glued in

##### Deep Marking and Frequency

Extended writing tasks and summative assessments require deep marking, using the assessment grids at KS3 and exam criteria at KS4 and KS5. These tasks are marked with WWW and EBI comments, and errors are clearly indicated. DIRT is then allocated for students to reflect and make improvements. Deep marking should occur at least once every half-term and/or at the end of a topic.

##### Summative Assessments and Exams

Summative assessments occur according to the Languages Assessment Schedule and are marked using the assessment grids, mark schemes and exam criteria rubrics with detailed feedback provided to the students.

## Ensuring Feedback is Acted Upon

To ensure that students engage with feedback, a 10–15-minute DIRT session is provided upon returning work or assessments. Corrections and improvements must be made using a different colour pen, ensuring the visibility of student responses. The inclusion of an MRI comment further demonstrates student reflection.

## Providing Clear Improvement Guidance

Students receive WWW and EBI feedback, linked directly to the KS3 assessment grids, IGCSE marking criteria, or IB marking criteria. This ensures students understand how to enhance their performance and develop their language skills effectively.

## Self and Peer Assessment

- Whole-class self-marking is regularly incorporated into lessons
- Students use a different colour pen to self-assess and correct their work
- Peer assessment of written tasks is encouraged before teacher marking

## Marking of SPaG (Spelling, Punctuation, and Grammar)

SPaG is assessed in longer writing tasks and assessments using the school's set of marking symbols. Mistakes are underlined, circled, or highlighted, with WWW and EBI feedback provided. DIRT sessions enable students to correct SPaG errors. Teachers can tailor the SPaG codes to the specific languages being taught and share with the students.

\*Where Marking Codes are used, the following symbols will ensure consistency:

Symbol	Meaning
Sp	Check spelling
//	Missing paragraph
^	Indicates there is a word/words missing which means the sentence doesn't make sense (e.g. They ^ the castle.)
?	Meaning is unclear
C	Capital letters (usually missing)
P	Check punctuation

## Managing Teacher Marking Load

To ensure manageable workloads for teachers:

- Only key pieces of writing and summative assessments are marked in depth
- Routine tasks and activities are marked verbally in class with whole-class feedback
- Teachers circulate during lessons to provide immediate verbal feedback on written or spoken work

## 2. Student Performance

### How do students know how they are currently performing?

#### KS3:

- Students receive immediate whole-class verbal feedback through self-marking during lessons
- Regular verbal feedback is given as teachers circulate during activities
- Students reflect on their work using MRI comments and corrections in different colour pens during DIRT sessions
- Summative assessments occur in line with the assessment schedule and are marked using the KS3 assessment grids and returned with WWW and EBI comments and detailed feedback

#### KS4 & KS5:

- Assessments are marked in depth using exam criteria rubrics with highlighted strengths and areas for development
- Summative assessments, mock exams and end of year exams occur in line with the assessment schedule, ensuring consistent tracking of progress
- Students receive individualized written feedback linked to exam board criteria (IGCSE/IB)
- Students actively engage in DIRT and MRI reflection to consolidate learning and act upon feedback

### How do students know how to further improve their performance?

#### KS3:

- WWW and EBI comments clearly outline areas for improvement
- Teachers provide targeted guidance during DIRT sessions, allowing students to make amendments
- Students are encouraged to self- and peer-assess written tasks before final submissions
- The KS3 assessment grids guide students on their strengths and next steps

#### KS4 & KS5:

- Students use IGCSE/IB marking criteria to understand expectations
- WWW and EBI feedback is linked directly to assessment criteria rubrics
- DIRT sessions focus on refining exam-style responses and improving SPaG accuracy
- Regular exposure to past paper questions, mock exams and end of year exams ensure familiarity with exam format, mark schemes and examiner expectations

### **3. Monitoring the Quality of Marking and Feedback**

#### **How do we know that the marking policy is being implemented?**

- Book reviews and work sampling are conducted once per term to ensure consistency
- The Senior Leadership Team (SLT) and HoF monitor the use of WWW and EBI comments, student corrections in a different colour, and evidence of self-/peer-assessment
- Teachers provide verbal feedback and circulate in lessons, ensuring students are actively engaging with their corrections
- The HoF conducts moderation meetings to review assessment and feedback consistency across the department
- Feedback policy adherence is discussed in departmental meetings, allowing staff to share best practices and address challenges

#### **Ensuring Consistency Across the Faculty**

The Head of Faculty (HoF) ensures high-quality feedback through:

- Faculty book reviews to monitor marking consistency
- Regular staff discussions on marking and feedback strategies
- Development and implementation of a Languages marking and feedback policy

#### **Faculty Work Sampling and Moderation**

To maintain marking standards, work sampling or moderation of assessments and exams will be conducted as necessary. This process ensures alignment with policy expectations and supports staff in maintaining high-quality feedback practices.