

Session 1: Assessing to learn and learning to assess. What should assessment look like in the languages classroom?

Handout 11 – Written feedback (One teacher’s findings from AfL project)

I used the model that we had agreed on: I commented on 2 things that the pupils did particularly well and anything that was impressive and I gave them one Focus to look at for their next draft.

Examples of positive things: good use of linking words, good use of physical description words, good use of adjectives, impressive use of genders etc...

Examples of Focus: to add what you did with them last weekend to show evidence of the past tense, to give more evidence of opinions, to check the gender and the spelling of the underlined words etc...

General thoughts:

faster marking as more focussed and more targeted; I had a better sense of what it was that I was marking for and therefore seemed to spend less time on each book.

Marking felt more efficient as I feel that I have been giving them better and more constructive feedback, one with a real purpose.

Enjoyed not having to correct all the mistakes, and to have them to look back on the underlined words and improve it themselves for the redraft.

Pupils’ comments (questionnaire given)

Easier to improve the redraft as they know better what they have to focus on and how they can improve their work and what they have to do to improve their work.

Pupils like to be praised for the good things they did in the first draft and to not only be told what they did not do well.

Some of them would still like to get PEA.

Some pupils’ comments:

“It has helped my learning because you tell me what is good so I know that I don’t have to change that bit and then you tell me what I have to add to improve so it does not take as long and I know what is good and what is less good”.

“A lot of departments only give targets and don’t tell you what you have done well”.

“I like knowing what I need to do to improve”

“I would like to get PEA back as I like to know how I have done with what my presentation, effort etc”

“It is nice to be told the good things I have done and not just the bad ones”

“if you meet your focus, you should get a merit”

“it helps me because I have to correct the mistakes by myself”

“the feedback is mostly positive and makes me feel as if I am ok at Spanish”

“None of my other teachers do this”

“My science teacher writes it like this: * * (2 stars of things that I have done well) and a magical wand for the “wish” –focus.

