



# EFFECTIVE FEEDBACK

## *in Languages*

Adborth Cadarnhaol  
yn yr Adran Ieithoedd

### VERBAL FEEDBACK Adborth ar Lafar



Verbal feedback plays an important role during whole-class or partner-speaking activities to develop students' responses and improve their pronunciation and intonation.

### SELF/PEER ASSESSMENT

#### Hunan Asesu ac Asesu Cyfoedion

Students have opportunities to reflect upon and evaluate their own work or their partner's work against success criteria. Students are accountable for making corrections and improvements highlighted during the whole-class activity. The traffic light system is used at the end of the lesson for students to self-assess their effort and understanding. It is an effective method of identifying students that require further support in the following lesson.

### LIVE MARKING Marcio Byw

When students are applying their knowledge, teachers circulate the room to monitor progress against the linguistic objectives and provide immediate verbal or written feedback to individuals. This enhances learning and reduces misconceptions and mistakes.



### MODELLING Modelu

Live modelling enables the class and teacher to work collaboratively to produce an example of how an answer can be formulated prior to the completion of the set task. Common misconceptions are highlighted and students can transfer the knowledge and skills gained into their independent task.



We also use modelling to showcase work after the completion and assessment of tasks to instigate discussion on strengths and points for development which students have received in their feedback.

### TEACHER ASSESSMENT AND FEEDBACK GRIDS Asesiad Athro a Grisiau Adborth

Teachers regularly assess speaking and written tasks in books or on Teams, providing feedback which students are expected to feed forward.

In students' learning profile booklets, the thematic summative assessments across all four skills are assessed by the teacher. Written constructive feedback and targets are provided. Students' achievements are highlighted on the success criteria and teacher targets are set. In subsequent lessons, Directed Improvement and Reflection Time (DIRT) activities enable students to complete evaluative and target setting activities to demonstrate their progression across all skills.

### WHOLE-CLASS FEEDBACK Adborth Dosbarth Cyfan

We will provide whole-class feedback to our classes, on both classwork and homework tasks. We focus on common misconceptions, avoidable grammatical errors, spelling of key vocabulary as well as areas of strength. Students are expected to feed this knowledge forward into future tasks.

