St Hilda's Geography Department Feedback Policy

Whole-school approach:

- Immediate feedback
- Summary feedback
- Review feedback

Geography Department Kou Store 2 Kou Store 5									
	Key Stage 3	Key Stage 4	Key Stage 5 12 assessment points per year across 3 teachers OR Where possible, and if appropriate, approximately twice per scheme (based on an average of 6 weeks)						
How often will review feedback (away from the point of teaching) happen?	12 assessment points per year OR Where possible, and if appropriate, approximately twice per scheme (based on an average of 6 weeks)	12 assessment points per year OR Where possible, and if appropriate, approximately twice per scheme (based on an average of 6 weeks)							
We use a wide range of feedback strategies:	-Detailed written feedback on a short piece of written work or on one section of a longer pieceWritten feedback on one skill only (such as the use of grid references / statistical data) -Highlighting of key skillsConsistent use of school literacy policyFeedforward sheetsHighlighted mark schemes — provided to staff for each assessment / testHighlighted/annotated model examplesSample marking — portfolio of level marked pieces to be	-Detailed written feedback on a short piece of written work or on one section of a longer pieceWritten feedback on one skill only (such as the use of grid references / statistical data) -Highlighting of key skillsConsistent use of school literacy policyFeedforward sheetsHighlighted mark schemes — provided to staff for each assessment / testHighlighted/annotated model examples.	-Detailed written feedback on a short piece of written work or on one section of a longer pieceWritten feedback on one skill only (such as the use of grid references / statistical data) -Highlighting of key skillsConsistent use of school literacy policyFeedforward sheetsHighlighted mark schemes — provided to staff for each assessment / testHighlighted/annotated model examplesSample marking — three teachers teaching different parts of the A						

	collected for standardisation /	-Sample marking – portfolio of	level course. Essential to have a			
	-	level marked pieces to be	regular moderation of marking			
	training	collected for standardisation /	across the three different aspects			
	-Peer assessment	1	of the course.			
	-Self assessment	training	-Peer assessment -Self assessment			
	-Verbal feedback (whole	-Peer assessment				
	class/group/individual)	-Self assessment				
	-Use of a checklist/success	-Verbal feedback (whole	-Verbal feedback (whole class/group/individual)			
	criteria	class/group/individual)				
	-Visualiser – if available	-Use of a checklist/success	-Use of a checklist/success criteria			
		criteria	-Visualiser – if available			
		-Visualiser – if available				
Student response to feedback	-In green pen if it is a written	I-n green pen if it is a written	-In green pen if it is a written			
	response regardless of format.	response regardless of format.	response regardless of format.			
	If feedback is being applied to a	If feedback is being applied to	If feedback is being applied to a			
	new piece of work, the previous	a new piece of work, the	new piece of work, the previous			
	target will be written at the top,	previous target will be written	target will be written at the top,			
	and the teacher may request the	at the top, and the teacher	and the teacher may request the			
	student to highlight where they	may request the student to	student to highlight where they			
	feel they have met the target	highlight where they feel they	feel they have met the target and			
	and made progress.	have met the target and made	made progress.			
	-Verbally via a	progress.				
	presentation/group discussion.	-Verbally via a				
		presentation/group discussion				
Review of student response to feedback	The teacher may use a progress	The teacher may use a	The teacher may use a progress			
•	sticker or write target met if	progress sticker or write target	sticker or write target met if			
	progress has been made.	met if progress has been	progress has been made.			
		made.	After major assessment points such			
			as end of year assessments / mock			
		Major assessment points will	examinations students will have a			
		trigger a feedback meeting	sit down meeting with the			
		(year 11 mock examination for	geography staff to receive			
		example.	feedforward advice.			
Grading of work	Grades will be given at the	Grades will be given at the	Grades will be given at the school			
Grading of Work	school assessment points	school assessment points	assessment points recorded on			
	recorded on SIMS. Other	recorded on SIMS.	SIMS. Grades will be provided on			
	relevant assessment tasks will	Tecorded on Silvis.	relevant tasks such as essays (16			
	TEIEVAIIL ASSESSITIETIL LASKS WIII		, .			
			and 33 mark type).			

Data collection and Records	also be given a grade when appropriate. -Grades will be recorded on SIMS in line with the two school assessment pointsA skills mat for Geographical Literacy and Command word assistance be used to support and track students' progress.	Other relevant assessment tasks will also be given a 9-1 grade when appropriate. -Year 10 Grades will be recorded on SIMS in line with the two school assessment points. -Year 11 Mock data will be collected and recorded on a department tracker.	Class teacher will record assessment data in a format of their choosing, which they can refer to when producing holistic grades for students (in collaboration with their teaching colleague). All assessments will be kept in a student's KS5 progress folder. Mock data will be recorded on a central tracker in order to generate mock data in line with the most recent examination mark boundaries.
Integration of feedback into curriculum planning	-Suggested progress checkpoint tasks will be highlighted on the SOLWhole school assessment points will be planned into the SOL each yearDedicated feedback session/s will be delivered following progress checkpoints/review feedbackAssessment and feedback will be integrated into all lessons (DIRT time and feedback / feedforward)	-Progress checkpoint tasks will be highlighted on the SOL, including whole school assessment points for year 10 and mock exams for year 11. -Dedicated feedback session/s will be delivered following assessments. -Assessment and feedback will be integrated into all lessons (DIRT time and feedback / feedforward)	-Suggested formal written assessments/practical pieces will be recorded on the SOL. -Dedicated feedback session/s will be delivered following assessments. -Assessment and feedback will be integrated into all lessons (DIRT time and feedback / feedforward)

Tracking progress through exercise	All students will have a yellow	GCSE students in year 9 will be	A Level students will organise their		
books/folders	exercise book (A3). Students will	provided with a standard A4	notes, classwork and homework		
Jooks, rolacis	make notes and complete longer	ring binder to keep / maintain	tasks in an A4 ring binder. Folders		
	written tasks in this book.	to be split into four sections. One			
	Occasionally tasks will be	section for the three teaching staff teaching different elements of the			
	completed in groups / pairs and				
	or on computer. Feedback for	course and fourth section to be			
	these tasks will be stuck in to	folders. To be kept within	used to store marked assessed		
	exercise books	pieces (graded).			
			Folders will be subject to checks for		
		organisation, quality of notes and			
		are maintaining an A4 ring	independent learning (HOD and		
		binder to keep / maintain	geography teachers).		
		notes and learning evidence.			
		Written tasks to be completed			
		in thin A4 sized exercise books			
		and then returned to student			
		folders. To be kept within the			
		relevant section in A4 ring			
		binder.			
	Summary feedb	evidence			
type		What it looks like			
Summary feedback (at the end of a lesson /	-takes place at the end of a key ta		Lesson observations / learning		
series of lessons /task	-provides an opportunity to evalu	ate learning at the end of a	walks		
	lesson / series of lessons / task		Discussions with pupils		
	 -may redirect or refocus the teach feedback. 	ners planning or future review	Peer assessment / self assessment		
		that's clearly labelled.			
	asses.	DIRT tasks that are clearly labelled			
	-may take the form of self assessn	Evidence of model.			
	an agreed set of criteria.	Examples / scaffolding.			
	-could involve modelling of studer				
	-could involve exemplar material.				
	-may lead to DIRT time.				
Immediate feedback (at the point of teaching)	A range of these strategies will be	Pupils will be aware of the range of			
	Live marking	feedback strategies from a large			
	Sample marking	feedback poster at the front of the			

I	Peer assessment
	Self assessment
I	Verbal feedback (whole class/group/individual)
	Use of a checklist/success criteria
	Crib sheet
	Visualiser*

classroom along with a copy of the same inside their exercise books.

	Autumi	n 1	Autu	mn 2	Sprir	ng 1	L Spring		Sum	nmer 1	Sum	mer 2
Year 7	What is a Geographer?		What is Development? (featuring C3 - Economy)		What are the challenges & opportunities of Africa? (featuring Asia for contrast/comparison)		Why are rivers important? (featuring C13 - Ice)		What is Weather & Climate?		Is the Earth running out of natural resources? (Research Project)	
Work set:	Baseline Assessment	End of Unit	Development Gap - Comparison of Countries/Region	Development Goals	Physical Landscape & Biomes Presentation	End of Unit	Water Cycle/River Process Story	Formation of Landforms - Explain	Types of Rainfall	Climate Zones of the UK/Influences on Climate	End of Year	Research Project
Who assesses	Teacher	Teacher	Self Assess	Teacher - Mark Grid	Peer Assess	Teacher	Teacher - Mark Grid	Peer Assess - Y10	Self Assess	Peer Assess	Teacher	Teacher - Mark Grid
Year 8	Is the geography of Russia (featuring C1		_			How are populations changing? (featuring C3 - Economy)		What happens where the land meets the sea?		Why is the Middle East an important world region? (Research Project)		
Work set:	Biomes & Climate Poster	End of Unit	Climate Change Impacts (UK/Global)	Mitigation/Adap tation CC	Tectonic C/S Q	End of Unit	Population Control - One Child/Pro Natal	Migration Story	Coastal Landforms	Management DME	End of Year	Research Project
Who assesses	Peer Assess	Teacher	Peer Assess - Y11	Teacher - Mark Grid	Peer Assess - Y10	Teacher	Teacher - Mark Grid	Self Assess	Peer Assess - Y10	Teacher - Mark Grid	Teacher	Teacher - Mark Grid
Year 9		Sustaining Ecosyst	tems			UK in th	ne 21st Century		Fieldwork	D	ynamic Developmer	nt
	Components of Ecosystem & Biomes	Value, Interdependence & Impact on TRF & Polar - Presentations?	Polar C/S Q	End of Unit	Changing Population - Ageing Population	London's Changing Diversity	Conflict Q	End of Unit	Fieldwork Write up	Zambia - MDG's	End of Year	Zambia - Top Down/Bottom Up
Who assesses	Self Assess	Peer Assess	Teacher - Mark Grid	Teacher	Peer Assess	Self Assess	Peer Assess - Y10	Teacher	Teacher - Mark Grid	Peer Assess	Teacher	Self Assess
Year 10	Dynamic Development		Global Hazards		Distinctive L	andscapes	Fieldwork	Distinctive	Landscapes		Climate Change	
	Structure of Earth & Plate Boundaries Quiz	Nepal EQ C/S Q	Typhoon Haiyan C/S Q	End of Unit	Weathering & Erosion Quiz	River Thames C/S Q	Fieldwork Write Up	Jurassic Coast C/S Q	End of Unit	Evidence of CC	Global Impacts & UK Impacts - News Report?	Mock Exams
Who assesses	Self Assess	Teacher - Mark Grid	Teacher - Mark Grid	Teacher	Self Assess	Peer Assess	Teacher - Mark Grid	Self Assess	Teacher	Self Assess	Peer Assess	Teacher
Year 11	Urban Fut	tures	Sustaining	Ecosystems	Resource	Reliance	Dyi	namic Development				
Work set:	Istanbul C/S Q	Birmingham C/S Q	Costa Rica & Polar C/S Q	End of Unit/Mock Exams	Goat Aid, T-C WP, SAGCoT C/S Q's	End of Unit	Zambia - MDG's	Zambia - Top Down/Bottom Up	End of Unit	Paper 3 & Revision	Exams	
Who assesses	Teacher - Mark Grid	Teacher - Mark Grid	Teacher - Mark Grid	Teacher	Teacher - Mark Grid	Teacher	Peer Assess	Teacher - Mark Grid	Teacher			
	Teacher	16										
	Teacher - Mark Grid	17										
	Self Assess	10										
	Peer Assess	9										
	Peer Assess - Y10	4										
	Peer Assess - Y11	1										
	Total Assessment Points per	12										