

St Hilda's School Feedback Policy Document

Department: History

Whole-school approach:

- Immediate feedback
- Summary feedback
- Review feedback

	Key Stage 3	Key Stage 4	Key Stage 5
<p>How often will <u>review feedback</u> (may be away from the point of teaching) happen?</p>	<p>6 key questions- WWW / EBI 2 assessment DIRT will be on this / follow</p>	<p>Year 9 Medicine Unit – 2 12 mark questions & 2 16 mark questions Anglo-Saxon – 1 12 mark & 1 16 mark 2 formal assessments</p> <p>Year 10 Anglo-Saxon – 1 12 mark & 1 16 mark Trenches (Medicine) – 1 usefulness Germany – 2 sets of Question 3 (usefulness and interpretation) and 1 12 marker 2 formal assessments</p> <p>Year 11 Mock exams & 1 other formal assessment 2 Consequence, 2 narrative & 2 importance questions</p> <p><i>Year 11 2019-20</i> <i>Mock exams & 1 other formal assessment</i> <i>Cold War - 1 Consequence, 2 narrative & 2 importance questions</i> <i>Anglo Saxon – 1 12 mark & 1 16 mark questions</i></p>	<p>Italy – 4 units (Essay & source question)</p> <ul style="list-style-type: none"> • Unit 1 – mark essay & source • Unit 2 –self / peer assessment • Unit 3 – teacher mark • Unit 4 - self / peer assessment <p>2 formal teacher marked assessments</p> <p>Germany 5 unit – 2 essays per unit</p> <ul style="list-style-type: none"> • 1 teacher mark with feedforward & self / peer assessment <p>2 formal teacher marked assessments</p> <p>Tudor Unit</p> <ul style="list-style-type: none"> • 2 breadth units – 4 essay (mark 2 & 2 self assessed) • 5 depth units – source & essay (mark 3 source 2 essay) <p>2 formal teacher marked assessments</p> <p>Coursework</p> <ul style="list-style-type: none"> • Build-up – 1 review feedback on interpretation & 1 peer assessed • As per the exam board rules – 1 piece of written feedback can be provided
<p>Typical feedback strategies evidenced:</p>	<p>Detailed written feedback (WWW/EBI) on the six key questions. Highlighting of crib sheet / mark schemes Literacy codes e.g. Sp / Cp Feedforward sheets & target stickers Highlighted/annotated model examples.</p>	<p>Detailed written feedback (WWW/EBI) on the exam style questions. Highlighting of crib sheet / mark schemes Literacy codes e.g. Sp / Cp Feedforward sheets & target stickers</p>	<p>Detailed written feedback (WWW/EBI) on the exam style questions. Highlighting of crib sheet / mark schemes Literacy codes e.g. Sp / Cp Feedforward sheets & target stickers</p>

	<p>Live marking Sample marking Peer-assessment / Self-assessment Verbal feedback (whole class/group/individual) – stamps & stickers – “My teacher told me...” Use of a checklist/success criteria Visualiser / IPad</p>	<p>Highlighted/annotated model examples (including exemplars from the exam board). Live marking Sample marking Peer-assessment / Self-assessment Verbal feedback (whole class/group/individual) – stamps & stickers – “My teacher told me...” Use of a checklist/success criteria Visualiser / IPad</p>	<p>Highlighted/annotated model examples (including exemplars from the exam board & pupils work). Live marking Sample marking Peer-assessment / Self-assessment Verbal feedback (whole class/group/individual) – stamps & stickers – “My teacher told me...” Use of a checklist/success criteria Visualiser / IPad</p>
How will students typically respond to feedback?	<p>Regardless of format, students will respond in a green pen. If feedback is being applied to a new piece of work, the previous target will be written at the top, and the teacher may request the student to highlight where they feel they have met the target and made progress. Verbally via a presentation/group discussion.</p>	<p>Regardless of format, students will respond in a green pen. If feedback is being applied to a new piece of work, the previous target will be written at the top, and the teacher may request the student to highlight where they feel they have met the target and made progress. Verbally via a presentation/group discussion.</p>	<p>Regardless of format, students will respond in a green pen. If feedback is being applied to a new piece of work, the previous target will be written at the top, and the teacher may request the student to highlight where they feel they have met the target and made progress. Verbally via a presentation/group discussion.</p>
Will a student’s response to feedback be reviewed?	<p>The teacher may use a progress sticker /stamp or write target met if progress has been made.</p>	<p>The teacher may use a progress sticker /stamp or write target met if progress has been made.</p>	<p>The teacher may use a progress sticker /stamp or write target met if progress has been made.</p>
Will grades be given?	<p>GCSE grade will be given at the two school assessment points recorded on SIMS.</p>	<p>GCSE grade will be given at the two school assessment points recorded on SIMS. A level descriptor (linked to GCSE mark scheme) given to other extended pieces of written work.</p>	<p>A Level grade will be given at the two school assessment points recorded on SIMS. An A level estimated grade will be given to other extended pieces of written work.</p>
What data will be collected? How will it be recorded?	<p>Grades will be recorded on SIMS in line with the two school assessment points. Students will fill in a tracking sheet for the 6 key questions. Stuck in the front of their exercise book. Teacher to log – Spreadsheet on Staff area</p>	<p>GCSE grade will be given at the two school assessment points recorded on SIMS. Students will fill in a tracking sheet for the assessed piece. Teacher to log – Spreadsheet on Staff area</p>	<p>A Level will be given at the two school assessment points recorded on SIMS. Students will fill in a tracking sheet for the assessed piece. This will be stuck in the front of their folder. Teacher to log – Spreadsheet on Staff area</p>
How will feedback be integrated into the curriculum	<p>Whole school assessment points will be planned into the SOL each year. The six assessment points are planned into the curriculum and will come towards the end of each unit. After these</p>	<p>Whole school assessment points will be planned into the SOL each year. Dedicated feedback session/s will be delivered following assessments.</p>	<p>Whole school assessment points will be planned into the SOL each year. Dedicated feedback session/s will be delivered following assessments.</p>

<p>planning? Consider long term, medium term and short term planning.</p>	<p>assessment points dedicated feedback sessions will be delivered.</p> <p>Throughout the rest of the year each teacher will review were needed and with the most appropriate for e.g. peer-assessment or whole class feedback on a PEE paragraph or verbal feedback within the lesson. This will be continuous through lessons. Therefore assessment will be integrated into the curriculum / series of lessons and teachers will use to information planning.</p>	<p>Extended writing will be integrated into the curriculum. Teachers will feedback (WWW/EBI) on the extended writing pieces acknowledged above. Additional extended writing will be set but teachers will use a variety of strategies to provide feedback e.g. model answer feedback & peer/self-assessments to set targets for improvement so all extended work has feedback provided</p> <p>Knowledge quizzes, at the end of each individual unit, will be peer/self-assessed with immediate feedback.</p> <p>Smaller 4 mark questions will also be peer/self-assessed and additional whole class feedback.</p>	<p>Extended writing will be integrated into the curriculum. Teachers will feedback (WWW/EBI) on the extended writing pieces acknowledged above. Additional extended writing will be set but teachers will use a variety of strategies to provide feedback e.g. model answer feedback & peer/self-assessments to set targets for improvement so all extended work has feedback provided.</p>
<p>How will exercise books/folders be used to track progress?</p>	<p>All students will have a purple A5 exercise books, which will be used to take notes, complete classwork and homework when appropriate. Misconceptions in books will be addressed at the earliest opportunity.</p> <p>Students will track their individual progress by completing the tracking sheet in their exercise book as part of the planned DIRT sessions. This will also be used to feedforward.</p>	<p>GCSE students have a coloured exercise book for each unit:</p> <ul style="list-style-type: none"> • Purple = Medicine in Britain • Green = Anglo Saxon • Red = Germany • Blue = Cold War <p>These will be used to take notes, complete classwork and homework when appropriate. Additional notes will be kept in folder (of the corresponding colour). At the end of each unit there will be a check to see if all notes / work is completed</p> <p>Students will be asked to complete their tracking sheet, in the front of their exercise book to track their progress the key skills & knowledge quizzes.</p>	<p>A' Level students will organise their notes, classwork and homework tasks in a dedicated A4 ring binder / or an exercise book if they prefer. Folders will be checked at the end of each unit, for organisation, quality of notes and independent learning. <i>(It is preferable that students divide their notes into section / units.)</i></p> <p>Assessed piece of work and their corresponding DIRT sheets will be filed at the back of their folder. A corresponding tracker sheet will be visible in their folder for students to track their progress.</p>