

# St Hilda's School Feedback Policy Document

Department: PSYCHOLOGY

## Whole-school approach:

- Immediate feedback
- Summary feedback
- Review feedback

	Key Stage 4	Key Stage 5
<b>How often will review feedback (may be away from the point of teaching) happen?</b>	11 not including the two school assessment points per year. <b>OR</b> Where possible, and if appropriate, approximately twice per scheme (based on an average of 6 weeks)	14-16 for Yrs. 13 ( including mocks)  16-18 ( including end of Year 12 exams across 2 teachers <b>OR where possible , and if appropriate , twice per scheme ( based on average of 6 weeks )</b>
<b>Typical feedback strategies evidenced:</b>	Detailed written feedback on 9 and 12 mark past examination question. Written feedback on the three Assessment Objectives: A01, A02 and A03. Highlighting of key skills. Use of codes for content, with a key. Literacy codes. Feedforward sheets. Highlighted mark schemes / Psychology feedback sheets Highlighted/annotated model examples. Live marking Sample marking Peer assessment Self-assessment Verbal feedback (whole class/group/individual) Use of a checklist/success criteria	Typically, assessment cover sheets will be used, which will include teacher written feedback. Highlighted mark schemes. Feed forward sheets / sociology feedback sheets Highlighted/annotated model examples One-to-one tutorials / psychology interviews Peer/self-assessment / group assessment / class assessment Success criteria Verbal feedback (whole-class/group/individual)
<b>How will students typically respond to feedback?</b>	DIRT built in after extended questions. Challenge questions embedded into DIRT to extend all abilities. In green pen if it is a written response regardless of format.  Verbally via a presentation/group discussion	In green pen if it is a written response regardless of format. 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.

	Students, in the majority of cases, be asked to think of the answer to the question themselves or use the resources available to help them before further questioning will be used to help with the answer.	
<b>Will a student's response to feedback be reviewed?</b>	Students will be advised about the best way to improve their work and this will be monitored in the quality of the answers that they provide over a period to ensure that the structure and planning for the essay questions is applied to show progress over time.  The teacher may use a progress sticker or write 'target met' if progress has been made.	The teacher may use a progress sticker or write target met if progress has been made. Pupils can also write comments on the feedback sheets.  Discussion with pupils after assessments are given and marked.
<b>Will grades be given?</b>	Grades will be given at the two school assessment points recorded on SIMS, and on the students assessed work.	Students will be given a raw mark – this will be converted into a grade. End of year 12 and Mock examinations will be converted into a grade.
<b>What data will be collected? How will it be recorded?</b>	Teacher will record also individual assessments of pupils Year 9/10 Grades will be recorded on SIMS in line with the two school assessment points per year. 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 Psychology 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.
<b>How will feedback be integrated into the curriculum planning? Consider long term, medium term and short term planning.</b>	Progress checkpoint tasks will be highlighted on the SOL, according with the assessment points. Whole school assessment points for year 9 and 10, and Mock examinations for year 11. Whole school assessment points will be planned into the SOL each year. Dedicated feedback session/s will be delivered following progress checkpoints/review feedback. Assessment and feedback will be integrated into all lessons in line with the Teaching Standards.	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 in line with the Teaching Standards. Continual reference to Assessment Objectives : A01 , AO2 and A03
<b>How will exercise books/folders</b>	GCSE students will have a Psychology work folder, sectioned into notes, teacher handouts and assessment work. Misconceptions in work in folders will be addressed at the earliest opportunity using DIRT, Feedforward sheets, WWW, EBI with mark	A Level students will have a Psychology work folder, sectioned into notes, teacher handouts and assessment work. Misconceptions in work in folders will be addressed at the earliest opportunity using DIRT, Feedforward sheets, WWW, EBI with mark schemes and whole school

<b>be used to track progress?</b>	schemes and whole school literacy policy. Folders will be subject to checks for organisation, quality of notes and independent learning.	literacy policy. Folders will be subject to checks for organisation, quality of notes and independent learning.
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