

## St Hilda's Geography Department Feedback Policy

### Whole-school approach:

- Immediate feedback
- Summary feedback
- Review feedback

### Geography Department

#### How often will review feedback (away from the point of teaching) happen?

Year	Subject	Teacher	Assessment Point	Feedback Type	Frequency
Year 7	Geography	Mr. [Name]	Map Skills	Written	Twice per scheme
Year 8	Geography	Ms. [Name]	Physical Features	Written	Twice per scheme
Year 9	Geography	Mr. [Name]	Human Geography	Written	Twice per scheme
Year 10	Geography	Ms. [Name]	Physical Features	Written	Twice per scheme
Year 11	Geography	Mr. [Name]	Human Geography	Written	Twice per scheme
Year 12	Geography	Ms. [Name]	Physical Features	Written	Twice per scheme
Year 13	Geography	Mr. [Name]	Human Geography	Written	Twice per scheme
Total Assessment Points per year group: 12					

#### Key Stage 3

12 assessment points per year  
**OR**  
 Where possible, and if appropriate, approximately twice per scheme (based on an average of 6 weeks)

#### Key Stage 4

12 assessment points per year  
**OR**  
 Where possible, and if appropriate, approximately twice per scheme (based on an average of 6 weeks)

#### 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)

#### 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 piece.
- Written feedback on one skill only (such as the use of grid references / statistical data)
- Highlighting of key skills.
- Consistent use of school literacy policy.
- Feedforward sheets.
- Highlighted mark schemes – provided to staff for each assessment / test.
- Highlighted/annotated model examples.
- Sample marking – portfolio of level marked pieces to be

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- Sample marking – three teachers teaching different parts of the A

	<p>collected for standardisation / training</p> <ul style="list-style-type: none"> <li>-Peer assessment</li> <li>-Self assessment</li> <li>-Verbal feedback (whole class/group/individual)</li> <li>-Use of a checklist/success criteria</li> <li>-Visualiser – if available</li> </ul>	<p>-Sample marking – portfolio of level marked pieces to be collected for standardisation / training</p> <ul style="list-style-type: none"> <li>-Peer assessment</li> <li>-Self assessment</li> <li>-Verbal feedback (whole class/group/individual)</li> <li>-Use of a checklist/success criteria</li> <li>-Visualiser – if available</li> </ul>	<p>level course. Essential to have a regular moderation of marking across the three different aspects of the course.</p> <ul style="list-style-type: none"> <li>-Peer assessment</li> <li>-Self assessment</li> <li>-Verbal feedback (whole class/group/individual)</li> <li>-Use of a checklist/success criteria</li> <li>-Visualiser – if available</li> </ul>
<b>Student response to feedback</b>	<p>-In <b>green pen</b> 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 <b>may</b> request the student to highlight where they feel they have met the target and made progress.</p> <ul style="list-style-type: none"> <li>-Verbally via a presentation/group discussion.</li> </ul>	<p>-In <b>green pen</b> 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 <b>may</b> request the student to highlight where they feel they have met the target and made progress.</p> <ul style="list-style-type: none"> <li>-Verbally via a presentation/group discussion</li> </ul>	<p>-In <b>green pen</b> 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 <b>may</b> request the student to highlight where they feel they have met the target and made progress.</p>
<b>Review of student response to feedback</b>	<p>The teacher may use a progress sticker or write target met if progress has been made.</p>	<p>The teacher may use a progress sticker or write target met if progress has been made.</p> <p>Major assessment points will trigger a feedback meeting (year 11 mock examination for example).</p>	<p>The teacher may use a progress sticker or write target met if progress has been made.</p> <p>After major assessment points such as end of year assessments / mock examinations students will have a sit down meeting with the geography staff to receive feedforward advice.</p>
<b>Grading of work</b>	<p>Grades will be given at the school assessment points recorded on SIMS. Other relevant assessment tasks will</p>	<p>Grades will be given at the school assessment points recorded on SIMS.</p>	<p>Grades will be given at the school assessment points recorded on SIMS. Grades will be provided on relevant tasks such as essays (16 and 33 mark type).</p>

	also be given a grade when appropriate.	Other relevant assessment tasks will also be given a 9-1 grade when appropriate.	
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**Data collection and Records**

-Grades will be recorded on SIMS in line with the two school assessment points.  
 -A skills mat for Geographical Literacy and Command word assistance be used to support and track students' progress.

-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 SOL.  
 -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 (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 )

<p><b>Tracking progress through exercise books/folders</b></p>	<p>All students will have a yellow exercise book (A3). Students will make notes and complete longer written tasks in this book. Occasionally tasks will be completed in groups / pairs and or on computer. Feedback for these tasks will be stuck in to exercise books</p>	<p>GCSE students in year 9 will be provided with a standard A4 ring binder to keep / maintain 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 relevant section in A4 ring binder.</p> <p>GCSE students in years 10-11 are maintaining an A4 ring binder to keep / maintain 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.</p>	<p>A Level students will organise their notes, classwork and homework tasks in an A4 ring binder. Folders to be split into four sections. One section for the three teaching staff teaching different elements of the course and fourth section to be used to store marked assessed pieces (graded).</p> <p>Folders will be subject to checks for organisation, quality of notes and independent learning (HOD and geography teachers).</p>
<p><b>Summary feedback</b></p>			
<p><b>type</b></p>	<p>What it looks like</p>		<p>evidence</p>
<p><b>Summary feedback</b> (at the end of a lesson / series of lessons /task</p>	<ul style="list-style-type: none"> <li>-takes place at the end of a key task / lesson / series of lessons</li> <li>-provides an opportunity to evaluate learning at the end of a lesson / series of lessons / task</li> <li>-may redirect or refocus the teachers planning or future review feedback.</li> <li>-often involves whole groups or classes.</li> <li>-may take the form of self assessment or peer assessment against an agreed set of criteria.</li> <li>-could involve modelling of students work.</li> <li>-could involve exemplar material.</li> <li>-may lead to DIRT time.</li> </ul>		<p>Lesson observations / learning walks Discussions with pupils Peer assessment / self assessment that's clearly labelled. DIRT tasks that are clearly labelled Evidence of model. Examples / scaffolding.</p>
<p><b>Immediate feedback (at the point of teaching)</b></p>	<p>A range of these strategies will be used across all Key Stages: Live marking Sample marking</p>		<p>Pupils will be aware of the range of feedback strategies from a large feedback poster at the front of the</p>

