

Ryedale School History Department

Feedback Policy 2017-18

Rationale

History skills and knowledge develop through practice, feedback and refining the process. Pupils are developing their analytical written and thinking skills in History and as such need to be assessed in a range of ways with feedback provided in a range of ways to encourage progress. Discussion and debate are an integral part of the History classroom so feedback will often need to take place within the lesson environment and verbally either through discussions with peers and the teacher or through verbal teacher feedback to ensure that a misconception or idea is corrected before it is then recorded in books. Many written assessments will require longer answers due to the extended nature of historical thinking and this is both valuable for preparing pupils for GCSE and beyond but also developing a transferable skill that can be used regardless of whether History is taken beyond KS3.

Written assessment is used to check individual pupil progress and help teachers make judgements about how well pupils are doing and what adjustments need to be made to teaching in light of their understanding. Therefore the assessment process informs lesson planning and vice versa. Teachers may alter their written assessments due to teaching and learning priorities within a particular class but follow the overview outlined in the 'Year Overview' document. The department will regularly review, amend, change and improve assessment tasks as part of normal professional learning and quality assurance procedures. Teachers will share objectives and targets with pupils when setting up written assessments to help them to understand where they can make progress.

Marking guidelines of books

- General book work will be checked by teachers, key misconceptions and spelling/grammatical issues addressed as whole class.
- Teachers will use the menu below to provide feedback on key pieces of pupil work, mixing the types of feedback used across the year based on the set they are teaching/the assessment/previous feedback and pupil response to this. See Year Overview for assessment points.
- Teachers will ensure that pupils have checked their books prior to handing them in to ensure that pupils are self-regulating whole school standards.
- The 'Best Historians' descriptor sheets at the fronts of books have a grid for recording marks on knowledge tests and key assessments – this provides a 'quick look' at pupil progress for teacher/HoD/parents.

Marking guidelines of assessments

- One of the key pieces of work marked by teachers will be an assessment for each enquiry – see Year Overview document for explanation of assessment points. These termly assessments will be orange stickered in line with whole school policy and flagged for parental signature.
- Directed Independent Reflective Time (DIRT) – this should be used before or after an extended piece of writing or assessment is completed. It will be discretionary for the teacher based upon the set and differentiation for that particular group of students as to when and how the DIRT is used.
- Key targets need to be identified from each assessment point so that pupils have something to act upon either with regards to the same assessment or topic OR with regards to their next assessed piece. These may be communicated using one of the feedback methods below (i.e. teacher may give written target, or verbal target, or pupils may peer assess and give each other targets etc.)

Feedback

- Any teacher written marking can be in any colour or pencil as long as it is clear to the pupils what they need to look for/act upon – therefore ideally a different colour to the work the pupil has done.
- Whole class feedback sheets are a good way of recording read only marking or detailed feedback on common elements of assessments such as WWW/EBI and SPaG marking. They can then sometimes include a personal target as well if appropriate for a key assessment – see menu below and examples from NK.
- When used in feedback highlighters should be consistent across the department – both teachers and pupils can use these;

Green – correct/well put/good work

Yellow – needs thinking about/not quite right/not clear

Pink – Spelling error/factual error

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<p>Read only marking/group marking: All books are read/checked for misconceptions and common issues – teacher then feeds back on this to the whole class with whole class work on improving issues identified. This could be done on mid-long pieces of written work. Teacher might use a whole class feedback sheet to aid this.</p>	<p>Personal verbal feedback: Could be a response to read only marking – teacher then plans a whole class silent work task within the lesson which allows individual/small group discussions with pupils on their work to give personal verbal instructions/ideas/tips on what to improve and work on.</p>	<p>Grade/mark only: Teacher only gives the grade/mark achieved on that piece of work and then use time in lesson to get pupils to reflect on why this grade was achieved or use this in next piece of work to feed into how to improve on the grade. This would encourage more independent reflection on skills and knowledge and teacher could target weaker students. Teacher might use a whole class feedback sheet to aid this.</p>	<p>Pre-feedback: Teacher uses WAGOLL/WABOLL to encourage pupils to complete assessment/feedback/annotation to assess what a good version of the assessment should look like. They reflect on the errors identified in WABOLLS and see the modelling in WAGOLLS to feed into their own work. Pupils then independently work on their answer/task in light of their reflection on this.</p>
<p>Mark half way: Class completes half an extended written answer (ie on the one hand) and teacher then gives detailed feedback on what pupils have done well/what the second half needs to include to ensure high achievement. Teacher might use a whole class feedback sheet to aid this.</p>	<p>Visualisers: Use to provide immediate feedback on a sample piece of work completed in class (bearing in mind pupil permission) allowing whole class discussion of strengths/weaknesses – peer marking etc. then immediate impact on work completed after.</p>	<p>Feed up: Use of Success Criteria to clearly identify what is required to achieve in that piece of work. Pupils use success criteria to plan/self-assess what they are going to write and potentially use WAGOLLS/WABOLLS with success criteria to assess how to improve on these in their own work. Then assessment completed with all of this in mind.</p>	<p>Red Dot/underline marking: Rapid verbal feedback in lesson which encompasses giving a pupil an indication of their problem in their written work using a red dot or something similarly noticeable. Pupil then has to work out what the problem is and how to act on it – could include discussion with teacher about this.</p>
<p>Explain to me why this is wrong: Ask students this question rather than marking or correcting a piece of work/answer/response. Could use a symbol to represent this question. Students should respond with an explanation of why they were incorrect and an explanation of how to put it right.</p>	<p>Coded marking: Teacher uses a code (numbers/letters/symbols) to give feedback on extended written work and pupils in reflection lesson then have to work to establish what the code means and why – encouraging independent and group reflection on skills and knowledge development. Teacher might use a whole class feedback sheet to aid this.</p>	<p>Peer and self-assessment: Train the students by using other methods first such as WABOLLS and WAGOLLS so that they know what they are looking for – better for use once they know what they are looking for. Teach students to effectively use success criteria to peer and self-assess then ‘mark their marking’ to quality assure and develop their understanding so that they become more confident and adept at this over time.</p>	<p>Testing: Use low stakes knowledge tests with quick in lesson feedback on answers and/or further analysis by teachers to see where students’ knowledge is poor e.g. recording wrong answers to then address misconceptions/issues with whole class or individual verbal or written feedback. Testing should also inform future planning as a way of feeding back over time and at KS4 be done in regular, spaced intervals.</p>
<p>Detailed feedback on example essay: Having done whole class feedback using a one of the methods above, an aspect of this feedback could include one example essay/answer with detailed annotations and feedback from the teacher with close links to the assessment criteria.</p>			