



Marking and Feedback Policy

Department: **History**

Date: **September 2017**

1. Formative written feedback, during the unit of work.

1a. Timing: Formative written feedback to students timed to maximise learning and progress

Department Policy on Timing of Feedback:

At least once/half term the key History skills of source evaluation or extended writing and factual recall will be marked with targets identified and actioned by students. Book presentation and classwork will be monitored during lessons.

1b. Success criteria shared with students during the unit:

Department Policy on Sharing Success Criteria:

The key skills are emphasised to students at the start of each unit and before each assessment is undertaken. All lessons relate to some aspect of the key skills and students are made clear of this during lessons.

1c. Departmental strategies and resources to support Formative Written Feedback:

Department strategies and resources:

All teachers will use GO4schools, tracking sheets and same assessments to monitor progress. Moderation of marking will occur on at least 2 assessments/academic year for each year group. Within their classroom, teachers will have the autonomy to use whatever method they're happiest with. There will be an understanding that teachers will share good practice with each other.

1d. Evidence of Student Engagement with Formative Written Feedback:

Department Policy on Engagement with Feedback:

The 'green pen' approach will provide evidence of students engaging with their targets and improving upon their key skills. Hopefully, tracking graphs and Go4schools will also show a general trend towards improvement.

1e. Marking and Feedback on Literacy

Departmental Policy on Marking and Feedback on Literacy:

Key historical words are displayed in classrooms and will be expected to be spelt correctly in assessments.

2. Feedback on Summative Assessment

2a. Nature of Written Feedback on Summative Assessment

Department Policy on Nature of Feedback on Summative Assessment:

Each assessment will start with a review of the previous assessment to re-affirm targets. At KS3 the 6 key assessments/year an appropriate level/grade will be given and students will fill in their block graph tracking sheet to monitor their performance/improvement against the key skills. At KS4 the different skills required to answer specific exam questions will be identified to the students and practised over the two and a half years of the GCSE course. Areas of weakness will be identified and impact individual teacher planning but also whole year revision sessions.

3. Monitoring of Marking and Written Feedback

Department Policy on Monitoring of Marking and Feedback

At Departmental meetings, at least one agenda item will relate to the sharing of good practice. All teachers within the Department are being encouraged to watch each other teach at least 1/year. Good techniques are to be shared with colleagues and HOD. Learning walks and book reviews have already happened and will take place each term. In the summer term we will review our new assessment approach with students and each other. We will share our experiences of marking policies having trialled them for two terms and each teacher will outline their approach going forward into 2017/8. HOD and intervention teacher for each Year group will review progress in spring and summer term.

Department Policy on Verbal Feedback

As a Department we encourage participation from all willing students and endeavour to generally use open questions. We all encourage debate where applicable.

Department Policy – Collecting Feedback for ourselves

Assessments, tests and homework are all marked. Books are monitored by teacher and student alike at least once/half-term.

Locations of key marking, feedback and assessment practices

	Assessment ladders / Exam Criteria	Suggested written feedback frequency /Location	Where are assessments stored? (Are they common assessments?)	Target recording / End of topic evaluation sheets.	Progress tracking sheets
<i>Examples only – Please remove when finished</i>	<i>E.g. Front/ back of exercise book / Student folders / Assessment folders</i>	<i>E.g. End of unit assessments on paper & stored in assessment folder. E.g. Classwork/ homework in exercise books when meaningful. Approx. every 3 wks.</i>	<i>E.g. KS4 common assessments stored in student assessment folder. (Common assessments refer to all the year group/pathway taking the same end of topic test)</i>	<i>E.g. Student planners / End of topic assessment / Progress tracker sheet.</i>	<i>E.g. Front/ back of exercise book. Student folders. / Assessment folders</i>
KS3					
KS4					
KS5					

Members of staff involved in working for the examination boards

Subject Teacher	Year involved and exam / Role	Exam board
None at present		

Examples of best practice