

Assessment and Feedback Protocols: Geography Department

Feedback and/or formative assessment is effectively used to use to provide clear next steps for pupils.		
Summative assessments test the taught curriculum effectively. They are fair, inclusive, and accurately marked.		
	Teachers will...	Students will...
For daily retrieval starter tasks...	Provide 6 questions as the entry task. This will be on the board when students come in to lessons. These will consist of 2 questions from the last lesson, 2 questions from last week, lessons from a previous topic. These are based on key knowledge that has been identified as part of the medium term planning. Teacher will go through the answers and correct misconceptions before beginning the lesson.	Self assess their own answers as the teacher goes through the answers. Students will correct answers / misconceptions. Students can look back in their books to support the recall of answers.
For routine VIP tests...	Provide opportunity in lessons for VIP tests every 4 lessons. Ensure these are done in exam conditions to enable concentration. These consist of 10 questions (6 from the current topic and 4 from prior topics). These are based on key knowledge that has been identified as part of the medium-term planning. Teacher will address misconceptions and errors based on the results.	Self assess their own answers as the teacher goes through the answers. Students will correct answers / misconceptions. Students should not look back in their books.
During the lesson...	<p>Every lesson all students receive high quality verbal feedback from Geography subject specialists. This may be direct to individuals through secondary questioning of answers in lessons, praise, clarification of points and encouragement of improved vocabulary to 'speak like a geographer'.</p> <p>Each Geography lesson the teacher will move around the room scanning books and will do the following as part of 'live marking':</p> <ul style="list-style-type: none"> - Address common errors on a whole class level - Circle / Highlight errors in books and support students to correct them - Remind students to write dates and titles and to underline them using a ruler - Provide support with spelling 	<p>Students are encouraged to look closely at their own work for errors through self assessment.</p> <ul style="list-style-type: none"> - Students will always be given the chance to mark and correct key word and definitions, gap-fills and short questions. (When available this will be done in purple pen.) - Students in KS4 are sometimes asked to annotate their writing with key marking codes to indicate where they have demonstrated specific skills (SSK – subject specific knowledge, AO1, AO2, AO3, AO4). This process ensures that students understand why they have received the grade they have for that question. It highlights visibly what they may have missed or focused on too much and how that is reflected in their mark. - Students do not deep mark written work.

<p>For key pieces of work...</p>	<p>In each topic at KS3 students complete an extended piece of writing prior to the final assessment that is marked by the teacher. In KS4 this is more, after every piece of extended writing or exam question (every 1-2 weeks depending on the topic). Following key pieces of work (such as the extended writing end one off exam questions) staff will prompt further thinking and development through annotations in the margin. They will mark and give personal feedback of 'what went well' and 'even better if'. The teacher will identify poor SPaG.</p> <p>Staff will also give whole class feedback using the agreed proforma which includes whole class WWW, EBI, SPaG, stars, next steps. Time is given in lesson for the student to respond to this.</p>	<p>Students will read through their answer again and read the comments from their teacher. They will respond to questions left by their teacher. They respond to spelling errors by writing out the corrected spelling three times. They will then either redraft and redo part or all of their answer.</p>
<p>For formal assessments...</p>	<p>Teachers will mark formal assessments using the agreed mark scheme from the subject leader (KS3) or exam board (KS4). In extended 6, 8 and 12 mark questions it will include detailed personalised feedback which clearly outlines the strengths and strategies for improvement for the student. The teacher will ensure students are skilled up to ensure the response by the student is impactful. At KS4, students have access to OCRs mark scheme and grading 1-9 is used to prepare for their assessments.</p>	<p>Students at KS3 are provided with a student friendly mark scheme and use the feedback from their teachers to understand what needed to improve. Students will then be exposed to a WAGOLL (either written by the teacher or a student in the class) and dissect what is good about it and how it meets the success criteria. They will then redraft and redo part or all of their answer.</p> <p>Students complete the tasks that are identified by their teacher based on weaknesses identified in the assessment.</p> <p>At KS4 students use the mark scheme and the teachers written detailed feedback to uplevel their work. They can use their books, knowledge organisers and WAGOLL to help improve it.</p>