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# Assessment & Feedback Policy - Geography

The McAuley Catholic High School



Last reviewed on: September 2023

Next review due by: September 2024

## Assessment and Feedback Policy

### Department: Geography

- Lay the foundations for effective feedback:

Focus on retrieval activities in all lessons – this will provide a basis for preparing students for end of unit assessments. Every lesson focuses on a specific geographical skill; use of data, extended writing, investigation or map skills.

- Type and frequency of assessment and feedback. This includes the methods used for assessment and the way in which feedback is provided (including details of when and how written and verbal feedback are used)

<b>Key Stage 3</b>	<b>Key Stage 4</b>	<b>Key Stage 5</b>
<p><b><u>Retrieval Activities:</u></b> 'Geog your Memory'/retrieval activities at the start of KS3 lessons – focus on new knowledge, recent knowledge and older knowledge, also incorporate a mapskills/figure question. All retrieval activities are self-assessed. Teachers give verbal feedback to these questions to clear any common misconceptions and challenge students knowledge and understanding further.</p> <p><b><u>Self/Peer Assessed Formal Class based Learning</u></b> Students have pink/green sheets stuck in exercise books which assess specific pieces of classwork. Pink sheets are for peer/self-assessment and green sheets are for teacher assessed pieces of work. Pink and green sheets highlight what students have done well in and contain an EBI section which requires</p>	<p><b><u>Detailed Feedback:</u></b> Formal stepped assessments in line with data collection dates. Written feedback is given. WWW/EBI and specific DIRT tasks and SPAG corrections to be completed in the feedback lesson.</p> <p>Mock exams are completed in the Summer Term of Y10 and Autumn Term of Y11. Written feedback is given and follows the feedback template which identifies WWW/EBI and specific DIRT tasks to be completed.</p> <p><b><u>Retrieval Tests</u></b> Retrieval activities are completed regularly at the start of a lesson to test knowledge retention of non-negotiable content. Homework booklets contain tasks that are set and marked (self) weekly which are based on</p>	<p><b><u>Retrieval Activities:</u></b> Retrieval activities are undertaken regularly to check knowledge retention over time. These will be self or peer assessed and corrections will be completed on any missing or incorrect answers to help build knowledge. Teachers will give verbal feedback to these questions to clear any common misconceptions and challenge students' knowledge and understanding further.</p> <p><b><u>Detailed Feedback</u></b> Exam questions are regularly set for each topic for both classwork and homework, which teachers will mark and give detailed written feedback within a week using the feedback template (20 mark feedback grid). The feedback will identify WWW/EBI.</p> <p><b><u>Mock Exams</u></b></p>

<p>students to feedforward as a result of the guidance given. Pink/green sheets also contain a focused literacy section.</p> <p><b><u>Knowledge Tests</u></b>  Formal tests completed at the end of each unit of work. Each test is 'stepped' and contains questions testing knowledge from previous learning. Key Stage 3 Knowledge tests incorporate the 4 Geographical skills and contain a number of GCSE questions. Command words used in these tests echo that of an actual GCSE.</p>	<p>retrieval. Specific units e.g. Economic World have a retrieval task at the start of each lesson.</p> <p><b><u>Skills Development</u></b>  Exam question completed regularly in lesson time to assist in the development of skills – these will have written feedback provided by self/peer or teacher feedback and include WWW/EBI. Guidance will be given in class in how to 'Bug' questions and there will be a strong focus on examination technique.</p>	<p>In Y12 and Y13 students will have mock exams for Paper 1 and Paper 2. These will be marked within 2 weeks and written feedback given. Written feedback will identify strengths and areas for improvement based on the marking criteria.</p> <p><b><u>NEA</u></b>  Students working on NEA will be offered 1:1 support in preparing their materials. They will be often guidance on what to include in their NEAs and will be offered the opportunity to appeal their grading before final submission.</p>
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- Plan for how students will act on feedback:

When students are given written feedback, they will be set DIRT work to complete during the feedback lesson. The DIRT work will include SPAG improvements to be written out 3 times.

- Helpful worked examples of effective feedback practices in the department:

Below is an example of the KS3, GCSE and A-Level Feedback Templates.



## Self Assessment

Alfred Wegener Theory		
My writing MUST include:	Achieved	Requires improvement
Accurate use of full stops and capital letters.		
Effective use of commas and apostrophes.		
Correct spelling of simple and high frequency words.		
Clear paragraphs.		
What went Well (WWW)		
<input type="checkbox"/> You have stated who came up with the theory of continental drift and said where they came from. <input type="checkbox"/> You can describe the theory of continental drift <input type="checkbox"/> You have described all three pieces of evidence <input type="checkbox"/> You have explained how the pieces of evidence supports the theory of continental drift <input type="checkbox"/> You have explained the criticisms Wegener faced which meant his theory wasn't believed <input type="checkbox"/> You have justified the best piece of Wegener's evidence used to explain continental drift <input type="checkbox"/> You have used some figures and geographical key words from the key word box. <input type="checkbox"/> _____ _____		
Even Better If (EBI)		
<input type="checkbox"/> You need to state who came up with the theory of continental drift and said where they came from. <input type="checkbox"/> You should describe the theory of continental drift <input type="checkbox"/> You should describe all three pieces of evidence <input type="checkbox"/> You need to explain how the pieces of evidence supports the theory of continental drift <input type="checkbox"/> You need to explain the criticisms Wegener faced which meant his theory wasn't believed <input type="checkbox"/> You need to justify the best piece of Wegener's evidence used to explain continental drift <input type="checkbox"/> You need to use figures and geographical key words from the key word box. _____		
Feedforward:		



## Peer Assessment

To what extent is the HDI the most effective measure of development? (6 marks)		
Copy all spellings out 3x		
What Went Well (WWW)		
<input type="checkbox"/> You have identified what HDI is <input type="checkbox"/> You have stated what measures of development HDI is made up of <input type="checkbox"/> You have explained the reasons why using a combination of economic and social measures is useful <input type="checkbox"/> You have explained the reasons why someone may disagree that HDI is the most effective measure of development <input type="checkbox"/> You have expressed your own opinion in your concluding paragraph <input type="checkbox"/> _____ _____		
Even Better If (EBI)		
<input type="checkbox"/> You should identify what HDI is <input type="checkbox"/> You should state what measures of development HDI is made up of <input type="checkbox"/> You should explain the reasons why using a combination of economic and social measures is useful <input type="checkbox"/> You should explain the reasons why someone may disagree that HDI is the most effective measure of development <input type="checkbox"/> You should express your own opinion in your concluding paragraph <input type="checkbox"/> _____ _____		
Feedforward:		
My writing MUST include:	Achieved	Requires improvement
Accurate use of full stops and capital letters.		
Effective use of commas and apostrophes.		
Correct spelling of simple and high frequency words.		
Clear paragraphs.		
My personal SPaG target is:		

Level/mark range	Criteria/descriptor
Level 4 (16–20 marks)	<ul style="list-style-type: none"> <li>Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question. (AO2)</li> <li>Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout (AO2).</li> <li>Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).</li> <li>Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout (AO1).</li> <li>Full and accurate knowledge and understanding of key concepts and processes throughout (AO1).</li> <li>Detailed awareness of scale and temporal change which is well integrated where appropriate (AO1).</li> </ul>
Level 3 (11–15 marks)	<ul style="list-style-type: none"> <li>Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question (AO2).</li> <li>Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding (AO2).</li> <li>Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).</li> <li>Generally clear and relevant knowledge and understanding of place(s) and environments (AO1).</li> <li>Generally clear and accurate knowledge and understanding of key concepts and processes (AO1).</li> <li>Generally clear awareness of scale and temporal change which is integrated where appropriate (AO1).</li> </ul>
Level 2 (6–10 marks)	<ul style="list-style-type: none"> <li>Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question (AO2).</li> <li>Some partially relevant analysis and evaluation in the application of knowledge and understanding (AO2).</li> <li>Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).</li> <li>Some relevant knowledge and understanding of place(s) and environments which is partially relevant (AO1).</li> <li>Some knowledge and understanding of key concepts, processes and interactions and change (AO1).</li> <li>Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies (AO1).</li> </ul>
Level 1 (1–5 marks)	<ul style="list-style-type: none"> <li>Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question (AO2).</li> <li>Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence (AO2).</li> <li>Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).</li> <li>Very limited relevant knowledge and understanding of place(s) and environments (AO1).</li> <li>Isolated knowledge and understanding of key concepts and processes (AO1).</li> <li>Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies. (AO1).</li> </ul>

**Feedback**

Score out of 20:			
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20		
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;"><b>WWW</b></td> <td style="width: 50%;"><b>TO IMPROVE</b></td> </tr> </table>	<b>WWW</b>	<b>TO IMPROVE</b>
<b>WWW</b>	<b>TO IMPROVE</b>		
AO1			
AO2			

