

GEOGRAPHY

Marking and Feedback Framework

The aim of feedback is to move the learning of every student forward or deepen learning. Feedback should lead to action being taken by the student, so that they are involved in the process and learning as a product of feedback. Quality written feedback may look like detailed marking. Its purpose is to check that the work has been completed correctly and address **misconceptions** or **errors**. This written feedback will often also show students how to improve their work even further. At times the **formative assessment** is the task that is most purposeful to receive quality written feedback.

Marking

Not all work that students produce requires marking. When work is marked, it may be an acknowledgement of the work completed, errors to be addressed, or an overall grade to reflect attainment. Within **each taught unit** there will be formative marking to inform **reporting** and grades shared with students.

The focus will be on the quality of marking, over the quantity, as indiscriminate 'deep marking' can lead to cognitive overload and hinder student learning.

Types of marking

The **Individuals and Societies Faculty** aims to promote in class feedback to support student progress.

Immediate feedback strategies are common practice and their usage will be illustrated in students' exercise books by improved quality of work and attainment. Appropriate strategies **include**:

- **Verbal Feedback** - Meaningful feedback delivered early to influence student responses is most effective, verbal feedback in lessons is more effective than written comments provided later.
- **Modelling and Exemplars** - Frequent modelling and examples help students understand what is expected
- **Peer and self-assessment** are effective assessment for learning tools and should be used regularly.

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • It takes place during a lesson with individuals/groups/whole class. • Includes formative assessment from the teacher e.g., whiteboard/book work/targeted questioning. • Given verbally to pupils for immediate response/action • Praises effort and contributions. 	Lesson observations; learning walks.
Responsive	<ul style="list-style-type: none"> • It takes place after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or missing prior knowledge. • Often given verbally (possibly as an audio attachment to an -doc) with time to respond. • An element of the pupil responses to feedback are recorded in their exercise books to show progress. 	Learning walks; catch-up observations; book looks.
Summary	<ul style="list-style-type: none"> • Involves reviewing the work of pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class/individuals. It takes place during the following lesson. • Addresses common strengths and misconceptions for small groups/individuals. • Discrete time given for editing/reflection. 	Lesson observations; learning walks; book looks.

Frequency

A range of effective marking methodologies should be employed. There is no expectation that every piece of work will be marked or that one style of marking is best suited to all pupils.

- There is no requirement to annotate every page of a pupil's book, marking should be purposeful.
- Reflection time should be fully incorporated into lessons to ensure pupils recognise the importance and value of marking. It must enable pupils to respond to feedback/guidance provided in class or after marking.

There are times when work should be marked. These are:

- **Corrections** - teachers identify where pupils are making misconceptions and provide feedback to address this. Corrections fall into two distinct areas which need the teacher's professional judgement to address them appropriately.
 - **Mistakes** - something pupils can usually do correctly but on this occasion have not done so.
 - **Misconceptions** - something the pupil has not mastered or has misunderstood, i.e. an error in understanding. When misconceptions are repeated by several pupils in a class intervention should be at subgroup or whole class level.

In **KS3** feedback we aim to feedback **once, per fortnight**, where appropriate. A summative assessment should be carried out at the end of each distinct unit.

In **KS4** and **IB** we expect students to experience one summative assessment **at the end** of each distinct unit (as defined by the specification/syllabus) and one **interim** assessment during the unit which may be formative or summative in nature.

Monitoring

Monitoring of feedback and marking will take place through:

- Lesson observations
- Drop ins
- Book looks

Conclusion

- **Quality over quantity:** Focusing on meaningful, precise feedback is more effective than extensive marking.
- **Engagement with feedback:** Encourage student reflection (with dedicated class time) and interaction with feedback to enhance learning outcomes.
- **Strategies for efficiency:** Use targeted approaches (e.g. coded marking, pre-printed feedback group feedback) to streamline marking.