



Marking and Feedback at Thomas Adams School

Rationale: The core principle of all our learning conversations with students in the classroom at Thomas Adams is to ensure that students can identify, articulate and specify: where they are academically; where they have been; where they are going and how best to get there. This will be achieved through the schools application of 'marking' and 'feedback'. Evidence supporting this approach as best practice is taken from the Education endowment fund report:

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

The Thomas Adams Marking and Feedback policy aims to create subject specific, relevant, effective and efficient marking and feedback that facilitates the above statement, as part of a subject strategy that ensures effective use of teacher time and worthwhile feedforward comments for students to act upon. In the space provided, subjects should outline the marking and feedback that students should expect to receive throughout the year. These should be carefully decided and coincide with the curriculum plans and assessments that have been put in place.

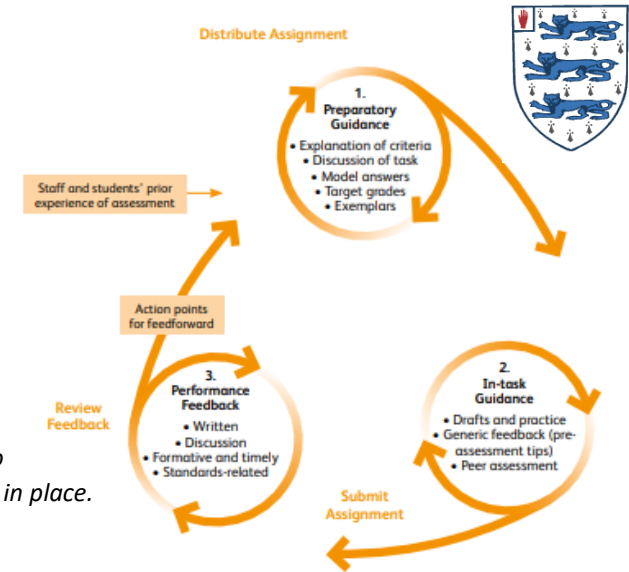


FIGURE 3 Dialogic feedback cycle – Beaumont, O'Doherty, and Shannon (2011)

Psychology M&F Strategy 2022-23:

KS4					
Autumn		Spring		Summer	
Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies
<u>Year 10</u> Home learning, in-class assessments mid-topic test <i>Social Influence, Research Methods & Statistics</i>	Formal assessments Verbal feedback Reflection & Metacognition	<u>Year 10</u> Home learning, in-class assessments, Yr10 examination, end of topic test <i>Social Influence, Memory, Development, Research Methods & Statistics</i>	Formal assessments Verbal feedback Reflection & Metacognition	<u>Year 10</u> Home learning, in-class assessments, Yr10 mock examination <i>Social Influence, Memory, Development, Self, Research Methods & Statistics</i>	Formal assessments Verbal feedback Reflection & Metacognition
<u>Year 11</u> Home learning, in-class assessment, mid topic test, Yr11 mock examination <i>Social Influence, Memory, Development, Self, Sleep & Dreaming, Brain & Neuro, Research Methods & Statistics</i>	Peer assessment and modelling of scripts from examiner's reports IAG on Teams Whole class and 1:1 opportunities	<u>Year 11</u> Home learning, in-class assessments, end of topic tests <i>Development, Self, Sleep & Dreaming, Brain & Neuro, Psychological Problems, Research Methods & Statistics, Issues & Debates</i>	Peer assessment and modelling of scripts from examiner's reports IAG on Teams Whole class and 1:1 opportunities	<u>Year 11</u> Home learning, in-class assessments <i>Research Methods & Statistics, Issues & Debates</i>	Peer assessment and modelling of scripts from examiner's reports IAG on Teams Whole class and 1:1 opportunities
QA Methods (link to your department QA calendar (save duplication)) Blind marking and moderation with GLB					

KS5					
Autumn		Spring		Summer	
Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies
<u>Year 12</u> Home learning, in-class assessments, Yr12 interim Assessment <i>Social, Research Methods & Statistics</i>	Formal assessments Verbal feedback Reflection & Metacognition	<u>Year 12</u> Home learning, in-class assessments, Yr12 exam <i>Social, Cognitive, Research Methods & Statistics</i>	Formal assessments Verbal feedback Reflection & Metacognition	<u>Year 12</u> Home learning, in-class assessments, Yr12 mock exam <i>Social, Cognitive, Learning, Biological, Research Methods & Statistics, Issues & Debates</i>	Formal assessments Verbal feedback Reflection & Metacognition
<u>Year 13</u> Home learning, in-class assessments, Yr13 exam <i>Biological, Criminological, Research Methods & Statistics</i>	Peer assessment and modelling of scripts from examiner's reports IAG on Teams Whole class and 1:1 opportunities	<u>Year 13</u> Home learning, in-class assessments, Yr13 mock exam <i>Social, Cognitive, Learning, Biological, Criminological, Clinical, Research Methods & Statistics, Issues & Debates</i>	Peer assessment and modelling of scripts from examiner's reports IAG on Teams Whole class and 1:1 opportunities	<u>Year 13</u> Home learning, in-class assessments <i>Research Methods & Statistics, Issues & Debates</i>	Peer assessment and modelling of scripts from examiner's reports IAG on Teams Whole class and 1:1 opportunities
QA Methods (link to your department QA calendar (save duplication)) <i>Blind marking and moderation with email group (5 other Edexcel centres)</i>					