



Marking and Feedback at Thomas Adams –



Subject M&F Strategy 2022-23

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.

Subject: RELIGIOUS EDUCATION

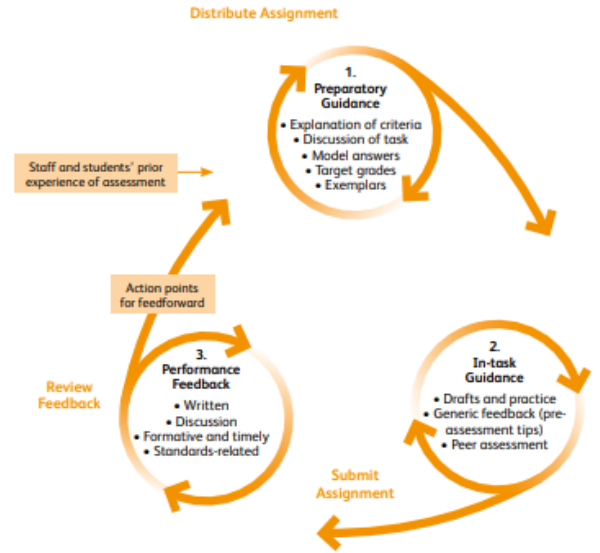


FIGURE 3 Dialogic feedback cycle – Beaumont, O’Doherty, and Shannon (2011)

KS3					
Autumn		Spring		Summer	
Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies
<u>Year 7</u> What does it mean to believe in God What difference does it make to be non-religious today?	<u>Year 7</u> Regular book marking Live Marking Reflection tasks End of Unit assessments	<u>Year 7</u> How are Sikh teachings on equality and service put into practice today? The Buddha: How and why do his experience and teachings have meaning for people today?	<u>Year 7</u> Regular book marking Live Marking Reflection tasks End of Unit assessments	<u>Year 7</u> How can people express the spiritual through the arts?	<u>Year 7</u> Regular book marking Live Marking Reflection tasks End of Unit assessments
<u>Year 8</u> How far does it make a difference if you believe in life after death?	<u>Year 8</u> Regular book marking Live Marking Reflection tasks	<u>Year 8</u> Should Christians be greener than everyone else?	<u>Year 8</u> Regular book marking Live Marking Reflection tasks	<u>Year 8</u> What is so radical about Jesus?	<u>Year 8</u> Regular book marking Live Marking Reflection tasks

<p>Why do Christians believe that Jesus was God on earth?</p> <p><u>Year 9</u> Good, bad, right and wrong. How do I decide? Why are people good and bad? (The Fall)</p>	<p>End of Unit assessments</p> <p><u>Year 9</u> Regular book marking Live Marking Reflection tasks End of Unit assessments</p>	<p>What is good and what is challenging about being a Muslim teenager in Britain today?</p> <p><u>Year 9</u> Why is there suffering? Does the world need prophets today?</p>	<p>End of Unit assessments</p> <p><u>Year 9</u> Regular book marking Live Marking Reflection tasks End of Unit assessments</p>	<p><u>Year 9</u> Should happiness be the purpose of life?</p>	<p>End of Unit assessments</p> <p><u>Year 9</u> Regular book marking Live Marking Reflection tasks End of Unit assessments</p>
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QA Methods (link to your department QA calendar (save duplication))

Review In Dept Meetings
 Book Looks
 Learning Walks/Observations

KS4

Autumn		Spring		Summer	
Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies
<p>Year 10 Paper 1 - Unit 1: Christian Beliefs Paper 1 – Unit 4 Matters of Life and Death</p>	<p>Year 10 Regular book marking Live Marking Reflection tasks Modelling End of Unit assessments</p>	<p>Year 10 Paper 1- Unit 1: Christian Beliefs Paper 1 – Unit 4: Matters of Life and Death</p>	<p>Year 10 Regular book marking Live Marking Reflection tasks Modelling End of Unit assessments</p>	<p>Year 10 Paper 1 – Unit 3 : Living the Christian Life Paper 1 – Unit 2: Marriage and Family Life</p>	<p>Year 10 Regular book marking Live Marking Reflection tasks Modelling End of Unit assessments</p>

<p>Year 11 Paper 2 – Unit 1: Muslim Beliefs Paper 2 – Unit 2 : Crime and Punishment</p>	<p>Year 11 Year 10 Regular book marking Live Marking Reflection tasks Modelling End of Unit assessments</p>	<p>Year 11 Paper 2 – Unit 3: Living the Muslim Life Paper 2 – Unit 4: Peace and Conflict</p>	<p>Year 11 Year 10 Regular book marking Live Marking Reflection tasks Modelling End of Unit assessments</p>	<p>Year 11</p>	<p>Year 11</p>
<p>QA Methods (link to your department QA calendar (save duplication)) Review In Dept Meetings Book Looks Learning Walks/Observations</p>					
<p>KS5</p>					
<p>Autumn</p>		<p>Spring</p>		<p>Summer</p>	
<p>Unit / SOW</p> <p>Year 12 Philosophy Unit 1a: Ancient Philosophical Influences Philosophy Unit 1b: Soul, Mind and Body Ethics Unit 1: Natural Law Ethics Unit 2 Situation Ethics DCT Unit 1a: Augustine’s Teaching on human nature DCT Unit 1b: Death and the Afterlife</p>	<p>Feedforward strategies</p> <p>Year 12 Regular essay marking Verbal feedback Reflection tasks Modelling End of Unit tests</p>	<p>Unit / SOW</p> <p>Year 12 Ethics Unit 5: Euthanasia Ethics Unit 3: Utilitarianism Ethics Unit 4: Kantian Ethics DCT Unit 2a:Natural and Revealed theology DCT Unit 2b: The Person of Jesus DCT 3a: Christian Moral Principles DCT 3b: Christian Moral Actions</p>	<p>Feedforward strategies</p> <p>Year 12 Regular essay marking Verbal feedback Reflection tasks Modelling End of Unit tests</p>	<p>Unit / SOW</p> <p>Year 12 Philosophy Unit 2a: Arguments based on observation Philosophy Unit 2b: Arguments based on reason Philosophy Unit 5: The nature and attributes of God Ethics Unit 6: Business Ethics</p>	<p>Feedforward strategies</p> <p>Year 12 Regular essay marking Verbal feedback Reflection tasks Modelling End of Unit tests</p>

<p>Year 13 Philosophy Unit 3a: Religious Experience Philosophy Unit 3b: The Problem of Evil Ethics Unit 9: Sexual Ethics Ethics Unit 8: Conscience DCT Unit 4a: Pluralism and Theology DCT Unit 4b: Pluralism and Society</p>	<p>Year 13 Regular essay marking Verbal feedback Reflection tasks Modelling End of Unit tests</p>	<p>Year 13 Philosophy Unit 5: Religious Language Philosophy Unit 6: Religious Language – 20th Century Approaches DCT Unit 5a: Gender and Society DCT Unit 5b: Gender and Theology DCT Unit 6a: Secularism DCT Unit 6b: Liberation Theology</p>	<p>Year 13 Regular essay marking Verbal feedback Reflection tasks Modelling End of Unit tests</p>	<p>Year 13 Ethics Unit 7: Meta-Ethical Theories</p>	<p>Year 13 Regular essay marking Verbal feedback Reflection tasks Modelling End of Unit tests</p>
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