

History Department Guide to Marking and Feedback



Key stage 3 and 4	A-Level
<p>a) How often is work formally marked and what grades are given? <i>As per the school policy: One formally marked actionable assessment per half term. Key Stage 3 will use mastery statements. GCSE grades will correspond to the exam board mark schemes for the questions set, and for full paper assessments at the end of units and end of year exams, exam board boundaries will be used to give an approximate equivalent grade.</i></p>	<p>a) How often is work formally marked and what grades are given? <i>A Level grades will correspond to the exam board mark schemes for the questions set, and for full paper assessments at the end of units and end of year exams, exam board boundaries will be used to give an approximate equivalent grade. Essays will be marked 4 times per term.</i></p>
<p>a) How is feedback given to students after the marking of key pieces? <i>Teachers will use codes to indicate areas for improvement. This is to allow the precise actionable feedback required for each student. We will also use example answers, mark schemes and PowerPoints to highlight common errors and point out good practice.</i></p>	<p>b) How is feedback given to students after the marking of key pieces? <i>Essays and extract/ source questions in History will be marked using the exam board mark schemes. We use a grid for essay standards to show students how their work fits into a model of practice, and also codes to allow the precise actionable feedback required for each student</i></p>
<p>c) How are students guided in lessons to ensure they all complete quality feedback tasks? <i>Peer assessment tasks may be used, often using example work to help students understand and model good practice and common problems. Modelling good answers. In some cases, especially GCSE, we may produce a good answer as a class. Codes enable targeted feedback.</i></p>	<p>c) How are students guided to ensure they all complete quality feedback tasks? <i>Peer assessment tasks may be used, often using example work to help students understand and model good practice and common problems. Modelling good answers. In some cases where common problems have been identified, we may produce a good answer as a class. Codes enable targeted feedback. Grids show students where they are in terms of essay practice.</i></p>
<p>b) What happens when a student misses an assessment or is absent for key learning? <i>If students have missed a large amount of key learning, then they may be given the opportunity to catch up with this in the lesson when other students complete the assessment, and then complete the feedback tasks so that they can see how the assessment should be approached, do not</i></p>	<p>d) What happens when a student misses an assessment or is absent for key learning? <i>In Sixth Form students are expected to make up for missed work and assessments in their own time. Teachers in the history department are always willing to give up their time to help students catch up should they require help, but students should</i></p>

feel that they have fallen further behind. All students are encouraged to complete the assessments in their own time where possible.

use their own initiative to seek help. They will also be directed to study flex sessions.

c) **How** do teachers **monitor** work quality, presentation and check for understanding **in between** key assessments?

Book scans, in class monitoring, checking of peer assessments and marking.

e) How do teachers monitor work quality, presentation and check for understanding **in between** key assessments?

Folder checks- Students are expected to bring a folder containing the work currently under study with them, along with any relevant resources (e.g. glossaries, case study sheets). Teachers will undertake regular folder checks. More detailed full folder checks of all work will take place once a half term.

d) How is **homework** checked and assessed?

Peer marking, book scans, effort grade marking.

f) How is homework checked and assessed?

Usually in class scans and folder checks. Many homework's relate to required reading for the next lesson, so in lesson checks are also common.

Example of A-Level Marking Feedback Grid

	Level 0 (U)	Level 1 (U-E)	Level 2 (D)	Level 3 (C)	Level 4 (B)	Level 5 (A-A*)
Answer to the question and argument	Doesn't really answer the question at all	Some basic links to the question but few and far between and undeveloped	Links to the question in the intro and conclusion but little elsewhere. Issues dealt with, but lacks real argument.	Links are present in the main essay, but not really developed. No real argument beyond intro/ conclusion	Links to question throughout, and most are developed. Argument present but lacks flow.	Essay is a complete and convincing answer to the question with a coherent flowing argument running throughout.
Structure	No structure at all; A generalised and assertive answer	Descriptive- You tell the story with little structure beyond the events themselves.	Beginning to be structured around the issues, but many bits are quite jumbled and there's still a lot of may be narrative	Some parts are well structured, but still struggling to focus on the issues at times.	Good structure overall, may be a few small parts where it loses focus, but not many. May read like a list of factors at times.	Excellent structure throughout. Systematically deals with key issues and arguments in a clear way.
Content and range.	Very few relevant points discussed	A few key points discussed, but lacking real range of issues	Some key issues discussed, but some missing. Needs more range?	You cover the key issues, but some are dealt with superficially.	Most key issues covered in good depth.	All key points covered in good depth.
Amount of detail and evidence	Assertive. No or very little evidence offered at all.	Detail used, but it is descriptive and doesn't really support any points	Some basic detail to support specific points, but lacks depth in the main and there's very little genuine evidence for your points: Generalised	Some points are well supported, but many still lack evidence or detail. Where detail is used it is often descriptive.	Good detail, and evidence in many parts for your points, but in places this may still be descriptive (waffles) OR a small number of points lack support.	Excellent evidence to prove all points. Doesn't waffle, but confidently proves the case.
Explanation	Points are completely undeveloped	Little explanation of answer, just description of events	Some points are explained, but not fully- Lacking in depth throughout- Generalised	Some points explained fully, but still some key points are still quite generalised.	Most points are explained fully and clearly	All points fully and clearly explained.
Interpretation	No understanding of different points of view	Completely one sided- Needs to show more than one perspective.	Some understanding of different points of view, but very basic; no analysis and still rather one sided.	Different points of view present, but not really analysed at all; You don't really contrast them in any detail.	Different points of view present and some discussion of their worth based on understanding of context.	Different points of view clearly discussed and their relative worth considered in the context of the issue. Clear argument
Standard of English	Poor SPG, difficult to make sense of any points	Can pick out the points, but expressed in poor English and reads badly. Lacks real clarity.	Points are mostly clear. However English is basic, and likely to be full of stylistic mistakes; eg first person, slang words etc.	Points are clear, English is OK, but lacks overall academic tone and still some stylistic mistakes. Needs better vocabulary and SPG.	Good level of English, clear points, reads well in a reasonably academic tone.	Academic in tone, with a confident style and engaging manner. This essay is not only clear, it is a pleasure to read.