



Feedback - the St Monica's Way

Principles of Feedback in History

How is feedback provided in your subject?

In History we use a **variety of feedback** strategies to support the **understanding of content** and to promote **and secure historical thinking**.

Verbal feedback is shared in lessons to engage learners. It builds confidence. It takes place in lessons as teachers roam the classroom.

Pupils engage in **peer and self-assessment** in response to blue paper assessments. Pupils are taught to give and respond to feedback in lessons.

Pupils will receive **whole class feedback** in response to Yellow Paper assessments. It addresses any common mistakes or misconceptions.

All feedback is linked to the success criteria shared with pupils and it is specific and actionable.

When is feedback provided in your subject?

Verbal feedback will be given in most lessons after as a regular routine feature. The teachers move around the classroom sharing advice and guidance to support learners.

Peer and self-assessment takes place following 'Do Now Tasks' and after two formative assessments (Blue paper tasks) termly.

Whole class written feedback on Department templates will follow two formative assessments (Blue Paper tasks) termly.

Whole class/ personalised written feedback on Department templates will follow summative assessments (Yellow Paper tasks once a term.)

How are pupils expected to respond to feedback in your subject?

We expect students to respond to tasks in green pen.

Through **peer/self-assessment** and reflection, pupils can see that there may be more than one way to respond to a question, dates, names and places might be fixed but how we interpret the past as historians is not.

Feedback should give pupils an opportunity to reflect on these points.

Pupils take pride in their work. **whole class feedback** sheets must be stuck in books and tasks set to improve work should be actioned by pupils.

How do you check the feedback has been understood and actioned by pupils in your subject?

All pupils should action teacher and peer feedback in green pen. This would include re-writing a paragraph or improving a task.

All feedback sheets stuck neatly in books.

Green pen responses should be in full sentences, neatly and clearly written. They will be checked by the class teachers either in the lesson or over time in exercise books.

Review time will be given in class to encourage pupils to: *Listen, Reflect and Revise* their work in response to feedback given.