



KS5 9 hours of contact time per fortnight

| Principle of instruction | When and how the review will happen | Type of feedback |
|---------------------------|--|---|
| Daily review | <p>Retrieval practice will be embedded in every lesson (e.g., Do Now starter, questioning, mini-whiteboard task, or other formative assessment).</p> <p>This will allow students to review their knowledge and complete both spaced and interleaved practice, address misconceptions, deepen understanding of content through development of schemas and promote motivation through feelings of competence.</p> | <p>Students receive immediate feedback, either through self-assessment, teacher-led feedback, (normally in the form of whole class, verbal feedback) or sometimes peer-assessment.</p> <p>Students should address any gaps in knowledge through relevant materials (e.g., booklets or wider reading) and correct or clarify any misconceptions highlighted through retrieval practice.</p> <p>Any areas of development should be a foci for independent study and revision, to take ownership of their success and monitor and direct their own learning effectively.</p> |
| 1-2 weekly review | <p>Exam style questions are embedded into lessons (not all). This means students develop their exam technique and assess their knowledge of course content. They are encouraged to identify any gaps in knowledge or weaknesses in exam skills.</p> <p>Ongoing formative assessment through low stakes quizzing (MCQ, Kahoot, Seneca Learning, game show styles quizzes etc), hinge questions, mini-whiteboard tasks (true or false, correct the mistake etc.), oracy and articulation of understanding.</p> | <p>Feedback takes a variety of forms and can be through self-assessment, peer-assessment or teacher-assessment.</p> <p>In-class formative assessment is often reviewed through verbal teacher feedback, immediately.</p> <p>When assessing exam style questions, mark schemes and/or sample answers are utilized so students can become familiar with subject-specific assessment requirements. They can also develop “examiner-style” thinking through ranking, judging, and comparing sample answers or reading model answers.</p> <p>When peer-assessing, students follow structured guidance from teacher and use peer-marking grids to ensure high-quality feedback is provided and to further develop their ability to make sound judgements regarding the quality of their peer’s work.</p> <p>If teacher-assessed, feedback will be provided against the 5 R’s with targets for improvement provided. Targets will either have a knowledge, skill or metacognitive focus.</p> |
| Half Termly Review | <p>A summative assessment is completed per half term. These assessments allow reflection for both the teacher and students to see how well the substantive knowledge has been understood and how well the disciplinary skills have been executed.</p> <p>When designing half termly summative assessments, the teacher will reflect on the validity, reliability, difficulty and link</p> | <p>Each assessment will be teacher assessed, students will then have a lesson focusing on whole class feedback and will receive individual feedback through the 5 R’s either on green slip, exam cover sheet or through highlighting personalized www and ebi on mark schemes.</p> <p>The whole class feedback will highlight what went well, areas for improvement and common misconceptions. It will also include either examiners’ comments or a model answer. The whole class will</p> |



Marking and Feedback Rationale: Psychology



| | | |
|------------------------|---|--|
| | <p>to curriculum content and complete summative QA for each assessment and mock exam.</p> <p>Students will complete summative assessments in assessment books in exam conditions, with prior notice to revise thoroughly in advance.</p> | <p>then have a focused 'next steps' activity to complete, building on either knowledge or skill that was an area of weakness in assessment.</p> <p>Students will have feedback to be actioned and receive targets that have either a knowledge, skill or metacognitive focus.</p> <p>Students will also complete a self-reflection following each summative assessment that allows them to reflect on their strengths and set actionable, realistic targets for future improvements alongside an action plan for how these targets will be met. These targets have either a knowledge (revision focus), skill (assessment objective focus) or metacognitive focus (e.g. reviewing revision strategies). This also encourages students' metacognition and self-regulation, encouraging them to take ownership of their own learning and progress.</p> |
| Homework Review | <p>Students have an independent study guide that they are advised to work through independently in line with their topics.</p> <p>Students are also set weekly independent homework tasks that are used to secure their learning from the recent topics they have covered. More details regarding homework tasks can be found in Psychology Homework Rationale.</p> | <p>Homework tasks are assessed as part of the 1-2 weekly review and therefore feedback is provided in a variety of forms, as stated above.</p> |



The 5 R's have a Psychology specific focus. This is displayed and highlighted to students during feedback so they know exactly what is required of them, e.g. if feedback refers to R1 or R4.

| | R1 | R2 | R3 | R4 | R5 |
|--|---|--|---|---|--|
| | Redraft or Redo | Rehearse or Repeat | Revisit and Respond | Re-learn and Re-test | Research and Record |
| | Go back to edit and improve certain areas of your work. | Go back and practise again and again to master specific skills. | Go back and practise by answering more similar questions. | Go back and make sure you understand previous learning. | Go back and develop your work with deeper insight and wider references. |
| | Did you include all your psychological knowledge in detail? Have you used specialist terminology appropriately? Have you explained/elaborated in evaluation? | Master the exam technique , e.g. complete another PEEL paragraph (AO3) or apply your knowledge to scenario (AO2). | Master the exam technique and/or knowledge , e.g. answer another similar question worth the same marks with different content. | Master the AO1 knowledge – use Seneca, Tutor2u or your booklets to revisit the content of the topic. | Develop wider knowledge through channel on Teams to access wider reading and/or listening tasks, or read the weekly BPS digest article. |

Please complete your feedback in green pen!

Example of whole-class feedback for end-of-topic assessment:

Psychology Whole Class Feedback

Class 12

Date

Teacher

Amazing Moments/ Experts/ Blown away by...

- (Names of students and related answer included)

PSYCHOLOGY GOLDEN TICKET

What went well?

- Knowledge of social influence/effect of uniform applied to scenario in Q1.
- Identification of IV and DV (research methods).
- Identification/outline of possible ethical issues in study (research methods).
- AO1 knowledge of Authoritarian Personality.

Model answers:

- Q1a: "The researcher used an independent groups design (1). We know this because there were two groups and participants only participated in one of the conditions (1). This reduced the chance of participants getting suspicious and guessing the aim of the study (1)."
- Q1a: "Independent groups (1). An advantage of this experimental design is that the groups of people only saw one condition of the uniform of the confederate (1), meaning demand characteristics weren't present (1)."
- Q3). See print out – highlight/annotate the AO1 and AO3 on model answer.

Misconceptions/Errors:

- Confusing experimental designs with experimental methods – how will you distinguish the difference in future?

Even better if?

- You need to **contextualise** your answers to research methods questions. E.g. where the question says "in this study" you must **link back to the scenario** – why are independent groups useful for this particular study (not just generic answer)?
- How much AO1/AO3 do you have for Q3? There should be more AO3 evaluation (5 marks) than AO1 knowledge (3 marks).
- Using PEEL structure to write evaluation (AO3) – ensure you have elaborated (included examples and/or explained why it is a strength or weakness in detail).

Our next steps: R2 (rehearse & repeat to master specific skills).

- Define the three factors of minority influence (consistency, commitment and flexibility) (AO1).
- Give examples (AO2) of how Jenny could **demonstrate** these factors – i.e. how could she show commitment to not grading work?

Example of self-reflection form to be completed following assessment feedback:



Marking and Feedback Rationale: Psychology



| Social End of Topic Assessment – Reflection | | | | | | |
|--|--|-----------------|------------------------------------|------------------------------|-------------------------|------------|
| Name: | | | | | | |
| Assessment Grade Boundaries | A* | A | B | C | D | E |
| | 80% | 70% | 60% | 50% | 40% | 30% |
| Mark: /24 | | | | MEG: | | |
| Grade: | | | | TAG: | | |
| Student Reflection of Assessment | | | | | | |
| How do you feel about the grade you received? (circle) | | Very happy | Pleased | OK | Not happy/ Disappointed | |
| Why do you feel this way? | | | | | | |
| Has your grade improved? | | Yes No | What has improved? | | | |
| What method did you use to revise? | | Spaced Practice | Retrieval Practice | Dual Coding | Interleaving | |
| How did you use this method? | | | | | | |
| How much time did you spend on your revision? | | None | 000000 Approx 1-2 hours | 000000 Approx 4-5 | 6-10+ hours | |
| Question Number | Area of the spec | | AO | Mark | Actual mark | Difference |
| Q1a | Research Methods | | AO2/AO3 | 3 | | |
| Q1b | Research Methods | | AO2 | 2 | | |
| Q1c | Social Influence - Obedience | | AO1/AO2 | 3 | | |
| Q1d | Research Methods | | AO3 | 2 | | |
| Q2 | Social Influence - Minority influence | | AO2 | 6 | | |
| Q3 | Social Influence - Authoritarian Personality | | AO1 = 3 AO3 = 5 | 8 | | |
| Total Marks | | | | 24 | | |

| Feedback – Complete the following: |
|---|
| WWW (knowledge and skills): |
| EBI (knowledge and skills): |
| How will you continue to improve your grade in the future? What do you need to do to improve this? How will you achieve this? |