

**KS4 5 hours of contact time per fortnight****KS5 9 hours of contact time per fortnight**

Principle of instruction	When and how the review will happen	Type of feedback
Daily review	Retrieval practice will be embedded in every lesson (e.g., Do Now starter, questioning, mini-whiteboard task, or other formative assessment). 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.	Students receive immediate feedback, either through self-assessment, teacher-led feedback, (normally in the form of whole class, verbal feedback) or sometimes peer-assessment. 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. 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.
1-2 weekly review	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. 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.	Feedback takes a variety of forms and can be through self-assessment, peer-assessment or teacher-assessment. In-class formative assessment is often reviewed through verbal teacher feedback, immediately. 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. When peer-assessing, students follow structured guidance from teacher and use peer-marking grids to ensure high-quality feedback is provided and they make sound judgements regarding the quality of their peer’s work. If teacher-assessed, feedback will be provided against the 5 R’s with what went well and targets for improvement identified.
Half Termly Review	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. When designing half termly summative assessments, the teacher will reflect on the validity, reliability, difficulty and link	Each assessment will be teacher assessed, students will then have a lesson focusing on whole class feedback and can receive individual feedback through the 5 R’s either on green slip or through highlighting personalized www and ebi on mark schemes. 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



Marking and Feedback Rationale: Psychology



	to curriculum content and complete summative QA for each assessment and mock exam. Students will complete summative assessments in assessment books in exam conditions, with prior notice to revise thoroughly in advance.	then have a focused 'next steps' activity to complete, building on either knowledge or skill that was an area of weakness in assessment. Students will also complete 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' metacognitive thinking, encouraging them to take ownership of their own learning and progress.
Homework Review	Students have an independent study guide that they are advised to work through independently in line with their topics. 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.	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.

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

**PSYCHOLOGY
GOLDEN TICKET**

Example of assessment wrap to be completed by students before and following feedback:

Student Name:	Date:	
Assessment: November Mock Exam		

Before the assessment:

When did you start preparing for this assessment? (e.g. I have revised regularly all year during independent study; I started revision days/weeks before; I haven't prepared at all.)			
What did you do to prepare? Circle all that apply:			
Retrieval practice (e.g. brain dumps)	Self-quizzing	Online quizzes (e.g. Seneca)	Flash cards
Created notes summaries (Cornell notes, mind maps, KO's)	Studied with a friend or family member	Exam practice	Spaced practice and/ or interleaving
Do you think this has been helpful? How?			
How confident do you feel about this assessment? Why?			
How motivated do you feel? How can you motivate yourself to do your best?			

After the assessment:

What types of questions were the most challenging? (subject & knowledge focus)	
Type of question	Why did I find this challenging?
e.g., Reading data tables	I didn't understand how to answer the question, or I didn't understand what the data showed.

What knowledge was the most secure? (RAG rate)				
Minority influence				
Resistance to social influence				
Situational variables affecting obedience				
Features of STM				
Cognitive interview				
Working memory model				
Cultural variations in attachment				
Early attachments influencing later relationships				
Animal studies of attachment				
Definitions of abnormality				
Cognitive characteristics of OCD				
Two-process model of phobias				
Research Methods				
WWW: I found... relatively easy because... Next time I have an assessment, I will...				
EBC: I found... difficult because... Next time I have an assessment, I will... This will improve my work because... When I'm unsure how to answer a question, I could...				

How do you feel about your assessment grade? Why?				
Very happy	Pleased	Ok	Not happy/disappointed	
In this assessment I got...	Mark:	Grade:	My MEG:	My TAG:
This is an improvement on/the same/not as good as my last assessment because...				
The biggest difference this time was...				
	REGULATION: Next time I am going to do better by...			
	MOTIVATION: Next time I am going to motivate myself better by...			