

RE Feedback Policy

In RE 'teachers check explicitly that students can make connections between current and prior learning so that students know and remember more'. RE teachers give feedback to students, to ensure that they are able to see, understand and reflect on how their learning is progressing. Immediate feedback is provided all of the time, to support students as they are learning. In RE, quality written feedback is given on one core task, per unit of work, per year group.

In the RE Department, this school year, you will see:

Teachers checking student learning by deploying the following formative assessment strategies:

Teachers can document verbal feedback using 'Verbal Feedback' stamp if appropriate and necessary to do so.

- This is the most frequent form of feedback and is another way of giving **immediate feedback**.
- It has immediacy and relevance and leads to direct student action. **This will be given via the teacher.**
- It may be directed to individuals or groups of students; these may or may not be formally planned.
- This can be captured, if relevant by the student to support their learning, **this may be highlighted in the student book if it has been given by the teacher.**

Students know and remember more because of the Learning Curriculum strategies the department use:

Encoding new information will involve students analysing the spiral curriculum which is offered and looking at the religions studied in Year 7 again in Year 9. Certain religious beliefs will also be re visited several times during KS4 also.

Building schemas and addressing misconceptions will be done via students being asked to recall their knowledge from retrieval tasks each lesson – all schemas will involve the six world religions studied and their various links.

Strengthening subject knowledge via retrieval and elaboration will be done EVERY RE lesson from verbal questioning to written starter tasks. Revision homework for each KS3 QMA is a clever way for students to recall and show their understood retained knowledge in a written way.

Students will receive regular and frequent feedback by:

Maintenance feedback may identify issues such as keywords, literacy and presentation issues; students should act upon these

- CHS Marking codes should be used
- Class work and homework could be checked using a stamp.
- Identify any crucial/significant errors in work e.g. incomplete work or incorrect work.
- Comments are not essential on every piece of work (only work that is identified as needed 'quality feedback'), however, sometimes it may be appropriate to do so.

Peer Assessment/Self-Assessment should be evident in students work. Ideas for how to do this include:

- Green Pen WWW / EBI / WWW / EBI stamp used
- Two Stars and a Wish
- Marking against success criteria / supportive feedback given based on work focusing on personal opinions
- KS4 Mark Scheme (A, B, C, D style answers)
- RE Marking Codes

Students will receive quality written feedback when:

Detailed feedback will clearly identify the strengths and areas for improvement; students should act upon these. Teachers can choose their own methods of doing this. Some ideas include;

- What Went Well / Even Better If stamp/sticker
- DIRT Templates
- Specific assessment progress evaluation sheets.
- Use of RE marking codes to identify strengths and areas for improvement.