



In Humanities subjects, teachers help students make links between current and prior learning so that they know and remember more. Feedback supports students in understanding how well they are progressing and what they need to do to improve. Immediate feedback is provided during lessons to support learning as it takes place.

Quality written feedback in Humanities is given through a stepped process that supports the development of disciplinary knowledge and skills, helping students to speak, think, and write like geographers, historians, and philosophers.

Humanities teachers use a range of assessment and feedback tools. The approach is guided by four core principles.

Rehearse and Repeat

Students repeat the same skill or task to build fluency and understanding. Teachers provide specific and scaffolded guidance so that practice is purposeful and effective.

Relearn and Retest

Students return to previous learning to strengthen understanding or secure mastery. They revisit earlier work to check understanding and address gaps in knowledge.

Revisit and Respond

Students consolidate their understanding by completing further questions similar to those that have already been marked. This approach emphasises forward-looking feedback that builds on prior learning.

Selective Marking

Teachers focus on a specific section of work and provide detailed feedback and manageable improvement targets. This supports mastery of one key concept or skill before moving on.

The tool selected corresponds to the type of learning activity that students have completed.

Teachers also check understanding and provide feedback using a range of formative assessment strategies, including:

- comment-only marking to focus students on how to improve
- rubrics to give structured guidance and clarify expectations
- one-to-one or small-group conferencing to discuss progress
- immediate feedback during learning activities
- verbal feedback during discussions and practical tasks, sometimes identified using green and pink highlighting (green for “good”, pink for “think”)
- checklists to show which criteria have been met and what still needs development
- modelling of high-quality examples to demonstrate effective work
- gallery walks, where students review and respond to each other’s work

Students receive quality written feedback at the following points.

Key Stage 3

Students receive written feedback when:

- a “This one thing...” activity is completed (one per unit of work). This activity supports the development of disciplinary knowledge and communication, helping students learn to write and think like geographers, historians, and philosophers. Whole-class feedback sheets provide praise, action points, common misconceptions, and reflective tasks, which are completed in purple pen.
- end-of-unit assessments are completed. Students receive individual feedback sheets with targeted actions linked to their performance in the assessment.

Key Stage 4

Students receive written feedback when exam-style questions have been completed independently.

Rubrics are used for each question type to identify next steps and actions. Students respond to these actions in purple pen.

Key Stage 5

Students receive written feedback when exam-style questions, timed essays, or assessments have been completed.

Mark schemes and rubrics are used so that students can apply assessment criteria to their own work and reflect on how to improve.