

## **P.E./Dance/BTEC Sport Feedback Policy**

### The key principles of assessment and feedback at SHS

The purpose of feedback is for students to secure the best possible understanding of the knowledge and skills of each subject's curriculum. According to the Education Endowment Foundation (EEF), feedback is an area which can have very high impact with minimal cost, based on extensive research. The EEF have estimated that effective feedback will give an additional 6 months of progress for students.

Feedback is a vital part of the teaching and learning process and will happen when determined by the subject curriculum. It will be used to identify gaps or misconceptions in knowledge or skills. Feedback will be used to inform teacher planning so that an opportunity is provided for students to close the gaps in knowledge or skills.

### Formative assessment

We agree with the EIF that:

“Teachers and leaders use assessment well, for example to help learners embed knowledge and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.”

Each year group will have 2 exams during the academic year. These will be used to provide a snapshot of student's understanding of the curriculum at that time. After these assessments students will have the opportunity to complete a Designated Improvement Task (DIT), which will show them how they could have improved their mark.

Summative assessment will take place at the end of Key Stage 4 and 5 against nationally recognised benchmarks e.g. GCSE or A-Level grades.

### Reports

The school operates two reporting points after each year group exam period. One of these is a comment report.

### Key responsibilities:

SLT will:

- Quality assure the year group exams and effectiveness of feedback in lessons

Heads of Department will:

- Ensure that departmental assessment and feedback maps are completed and shared with everyone in the department
- Ensure that teachers give feedback in line with the departmental feedback policy

Teachers will:

- Give feedback in line with the key principles of the SHS feedback policy

Students will:

- Be receptive and respond in a positive manner to feedback

### Marking codes:

**The key pieces of work and assessments will be marked based on the school's marking codes:**

- **CL = missing capital letter**
- **V = incorrect and inappropriate use of vocabulary**
- **SP = spelling error (write out the correct spelling and direct students to correct these during DIT.)**
- **G = grammatical error**
- **^ = missing word(s)**
- **\_\_\_\_\_ = awkward expression/phrasing does not make sense**
- **P = incorrect use of, or missing, punctuation**

### Monitoring of the assessment cycle

Monitoring and sampling of the assessment cycle is in place to quality assure the process at all levels. Most importantly this will support a continual process of reflection and self-improvement in all colleagues professional practice. This will contribute to the evaluation of the policy at the end of the academic year.

Monitoring will take place by:

1. Learning walks carried out by SLT and Heads of Department during the academic year
2. Department meetings in which time will be devoted to carrying out moderation after year group exams.

### 1.Department assessment plan for 2022-2023 – P.E./Dance/BTEC Sport

See below

Year Group	Term 1 Feedback	Term 2 Feedback	Term 3 Feedback	Term 4 Feedback	Term 5 Feedback	Term 6 Feedback
7	1. End of block 1 assessment – self/peer assessment and verbal feedback	Exams Week 6 Online theory assessment using The EverLearner – Injury prevention and sporting values	1. End of block 4 assessment – self/peer assessment and verbal feedback	1. End of block 5/6 assessment – self/peer assessment and verbal feedback	1. End of block 7 assessment – self/peer assessment and verbal feedback	Exams Week 3 Online theory assessment using The EverLearner – Body systems and reasons for participation
8	1. End of block 1 assessment – self/peer assessment and verbal feedback	Exams Week 6 Online theory assessment using The EverLearner – Components of fitness and rules and regulations	1. End of block 4 assessment – self/peer assessment and verbal feedback	1. End of block 5/6 assessment – self/peer assessment and verbal feedback	Exams Week 2 Online theory assessment using The EverLearner – Fitness testing and aerobic/anaerobic respiration	1. End of block 9/10 assessment – self/peer assessment and verbal feedback
9	EverLearner Check Point – Musculoskeletal system. Whole class verbal feedback	EverLearner Check Point – Movement Analysis. Whole class verbal feedback	Exams week 5 Dance GCSE – Blended Mock exam for A Linha Curva and Artificial Things plus Set phrase analysis. Teacher feedback with self-DIT. Marking for literacy – extended answers questions, followed by DIT	EverLearner Check Point - Cardiorespiratory system, aerobic and anaerobic exercise.	Exams week 4 Dance GCSE – Blended Mock exam for Emancipation of Expressionism, Shadows, and Group/duo performance analysis. Teacher and peer feedback. Marking for literacy – extended answers questions, followed by DIT	EverLearner Check Point - Health and Fitness, injury prevention and data.  Coursework/NEA – Part A – Analysis Marking for literacy

	<p>EverLearner Check Point – Contemporary Issues in Sport Whole class verbal feedback</p>	<p>EverLearner Check Point – Contemporary Issues in Sport Whole class verbal feedback</p>	<p><b>GCSE</b> Paper 1 – Musculoskeletal system and movement analysis. Self-assessment plus whole class feedback by lead teacher. Marking for literacy – extended answers questions</p> <p><b>CNSS</b> – Exam unit mock. Contemporary Issues in Sport (LO1 AND 2). Self DIT and teacher marking/feedback. Marking for literacy – extended answers questions</p>	<p>EverLearner Check Point – Contemporary Issues in Sport Whole class verbal feedback</p>	<p><b>GCSE</b> Paper 1 – Cardiorespiratory system, aerobic and anaerobic exercise. , Health and fitness, injury prevention and data. Peer/ self-assessment plus whole class feedback by lead teacher. Marking for literacy – extended answers questions</p> <p><b>CNSS</b> – Exam unit mock. Contemporary Issues in Sport (LO1, 2 and 3). Peer DIT and teacher marking/feedback. Marking for literacy – extended answers questions</p>	<p>EverLearner Check Point – Contemporary Issues in Sport Whole class verbal feedback</p>
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10	<p>Exams Week 6  <b>Dance GCSE</b> – Blended Mock exam for Infra and Within her eyes and Choreography analysis. Teacher feedback with self-DIT.</p> <p><b>GCSE</b>  Paper 1 – Full Mock. Self-assessment plus whole class feedback by lead teacher. <b>Marking for literacy – extended answers questions</b></p> <p><b>CNSS</b> – Exam unit mock. Contemporary Issues in Sport (LO1,2, 3 and 4).</p>	<p>EverLearner Check Point – Psychological issues and Socio-cultural influences Whole class verbal feedback</p>	<p>EverLearner Check Point – Technology and Health, fitness and well-being. Whole class verbal feedback</p> <p>Coursework /NEA Part B – Evaluation <b>Marking for literacy</b></p>	<p>EverLearner Check Point – Technology and Health, fitness and well-being. Whole class verbal feedback</p> <p>Coursework /NEA Part B – Evaluation <b>Marking for literacy</b></p>	<p>Exams Week 5  Dance GCSE – Full paper MOCK exam to cover all anthologies, set phrases, group/duo performances and choreography analysis. Teacher and peer feedback. <b>Choreography coursework Programme note – marked for literacy</b></p> <p>GCSE Paper 2 – Socio-cultural influences and well-being. Self-assessment plus whole class feedback by lead teacher. <b>Marking for literacy – extended answers questions</b></p> <p>CNSS – Exam unit mock. (in preparation for retake) Contemporary Issues in Sport (LO1 2,3 and 4).</p>	<p>EverLearner Check Point – Health, fitness and well-being - being Whole class verbal feedback</p>
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	Self DIT and teacher marking/ feedback Marking for literacy – extended answers questions				Peer DIT and teacher marking/ feedback Marking for literacy – extended answers questions	
11	1. 2.	Exams Weeks 3+4  For students taking a 3 year course, the exams are broken down into 6 papers to coincide with units taught and learning hours Assessment and feedback provided in the same way as in Y9 and 10	1. 2.	Exams Weeks 2+3 For students taking a 3 year course, the exams are broken down into 6 papers to coincide with units taught. Assessment and feedback provided in the same way as in Y9 and 10	1. 2.	1. 2.

12	Exams Week 5 – UPS Peer Assessment of Unit 11: Expedition Task 1 - Types of Expedition) followed by whole class feedback by lead teacher	UPS - Unit 11, Task 2 feedback with self-assessment time in preparation for re-submission.	UPS - Unit 11, Task 3 feedback with self-assessment time in preparation for re-submission.	UPS - Unit 10, Task 1 feedback with self-assessment time in preparation for re-submission.	UPS - Unit 10, Task 2 feedback with self-assessment time in preparation for re-submission.	Exams UPS Week 4 – Final Self & Peer Assessment for Unit 10: OAA Task 3 – Review of performance . Followed by whole class feedback by lead teacher.
12 BTEC Sport	Unit 5: Anatomy and Physiology Section A and Section B – End of Section Exams  Unit 2: Fitness Training Learning Aim A & B Lifestyle Factors and Modifications	Unit 5: Anatomy and Physiology Section C and D – End of Section Exams  Unit 2: Fitness Training Learning Aim C Nutrition	Unit 5: Anatomy and Physiology Section E – End of Section Exams  Unit 2: Fitness Training Learning Aim D Components of Fitness and Methods of Training	Unit 5: Anatomy and Physiology Section F – End of Section Exams  Unit 2: Fitness Training Learning Aim E 6 Week Training Programme and Justification of Programme	Full EXAM May Unit 5: Anatomy and Physiology  Full EXAM April/May Unit 2: Fitness Training	Unit 3: Professional Development in the Sports Industry Learning Aim A  Unit 5: Application of Fitness Testing Learning Aim A Principles of Fitness Testing

13	UPS - Exam preparation – Exam checkpoint testing followed by teacher lead feedback and time for self-assessment of exam answers.	Exams week 3 +4 – UPS Mock exam in preparation for January exam.	UPS - Exam preparation – Exam checkpoint testing followed by teacher lead feedback and time for self-assessment of exam answers.	Exams week 2+3 – UPS Mock Exam in prep for May exam (Only applicable to those in resitting exam in May)	UPS - Practical assessment of performance – for OAA. Self & peer assessment tasks followed by teacher feedback.	UPS - Practical assessment of performance – for OAA. Self & peer assessment tasks followed by teacher feedback.
13 BTEC SPOR T	Unit 3: Professional Development in the Sports Industry Learning Aim A & B  Unit 5: Fitness Testing Learning Aim A & B	Unit 3: Assignment 1 Deadline December  Unit 5: Assignment 1 Deadline November Learning Aim A December Learning Aim B	Unit 3: Professional Development in the Sports Industry Learning Aim C  Unit 5: Fitness Testing Learning Aim C	Assignment 2 Deadline April  Assignment 2 Deadline March	Unit 3: Resubmission Opportunity  Unit 5: Resubmission Opportunity	

Frequency:

Key Stage 3: at least once a term.

4 week (8 lesson) activity blocks with summative assessment undertaken at the end of each block. Students perform self/ peer assessment as part of the process.

Key Stage 4: twice a term but one should be peer / self-assessment or a group feedback sheet

EOUT undertaken after each unit taught. Self/ peer assessment as part of process.

Key Stage 5: ongoing regular in class assessments throughout the year (at least once a term)



2. How is formative assessment carried out in lessons to monitor student understanding of the curriculum and check for misconceptions? E.G. low stakes tests / exit tickets

KS3 – Targeted/guided questioning, low stakes quizzing, think/pair/share strategies.

Observation, self and peer assessment/ reciprocal tasks, shared lesson objectives with differentiated outcomes (linked to KS3 assessment criteria).

KS4 - Targeted/guided questioning, low stakes quizzing, think/pair/share strategies.

Observation, self and peer assessment/ reciprocal tasks, shared lesson objectives with differentiated outcomes (linked to exam specific assessment criteria).

KS5 – Target