

**Department Feedback policy – Seaford Head School**

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 students 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...
- Ensure that teachers give feedback in line with the departmental feedback policy. The marking code reflects the school marking policy but is adapted to MFL: key pieces of work will be marked according to French mark code policy (adapted from school). Used with stamp/template for 40/90/150 word essays in French.

## French department feedback policy 2023/24

### Marking policy for written French work

<b>Do DIT in green pen.</b> Try to correct work independently: use the booklet or ask a peer first.	
<b>Improve accuracy by checking:</b>	
GA (gender agreement)	CL (capital letter)
A (accent)	PL (plural)
SP (spelling)	SING (singular)
P (punctuation)	X (delete)
WO (word order)	VA (verb agreement)
LW (linking word)	VT (verb tense)
/ \ (word missing)	OP (opinion)

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

### 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.

### Department assessment plan for 2023-2024

1. Complete the table below for your department:

Year Group	Term 1 Feedback	Term 2 Feedback	Term 3 Feedback	Term 4 Feedback	Term 5 Feedback	Term 6 Feedback
7	1.Self/peer wk 4  <b>Module 1 Basics/back to school</b>	1.Self/peer wk 4  <b>Module 2 School</b>	<b>Exams week 3</b> <b>Reading paper</b>  <b>Module 3 Sport</b>	1.Self/peer wk 4  <b>Module 4 Family Life</b>	<b>Exams week 3</b> <b>Writing paper</b>  <b>Module 4+5 Food</b>	1.Self/peer wk 4  <b>Fashion project</b>

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8	1. Self/peer wk 4  <b>Module 1 Holidays</b>	<b>Exams Week 5</b> <b>Reading paper</b> <b>Module 2 Festivals</b>	1. Self/peer wk 4  <b>Module 2 Festivals</b>	<b>Exams Week 3</b> <b>Writing Paper</b> <b>Module 3 Leisure</b>	1. Self/peer wk 4  <b>Module 4 Where I live</b>	1. Self/peer wk 4  <b>Module 5 Sport and opinions/Film study</b>
9	1. Self/peer wk 3 2. End topic assess wk 6 <b>New spec tbc</b>	1. Self/peer wk 3 2. End topic assess wk 6 <b>New spec tbc</b>	<b>Exams week 6</b> <b>Writing Paper</b> <b>New spec tbc</b>	1. Self/peer wk 3 2. End topic assess wk 6 <b>New spec tbc</b>	1. Self/peer wk 3 2. End topic assess wk 6 <b>New spec tbc</b>	<b>Exams week 4</b> <b>Reading paper</b> <b>New spec tbc</b>
10	<b>Exams Week 7 (NOT 10A)</b> <b>Reading paper (blended)</b>  <b>Theme 1 Unit 4 Customs</b>	1. self/peer wk 2/3 2. end topic wk 5 <b>10A exams weeks 3 or 4</b>  <b>Theme 3 Unit 10 Life at school</b>	1. self/peer wk 2/3 2. end topic wk 5  <b>Theme 2 Unit 8 Travel and tourism</b>	1. self/peer wk 2/3 2. end topic wk 5 <b>10A exams week 3</b>  <b>Theme 3 Unit 11 Post-16 Education</b>	<b>Exams Week 2 (NOT 10A)</b> <b>Writing paper (F/H)</b>  <b>Theme 2 Unit 7.1 Environment</b>	1. self/peer wk 2/3 2. end topic wk 5  <b>Theme 2 Unit 6.2 Health and Healthy lifestyle</b>
11	1. W 90 self/peer wk 3 2. end topic assess wk 6	<b>Exams Weeks 3+4</b> <b>Reading paper (F/H)</b>	1. self/peer wk 2 Retrieval activity for Speaking 2. <b>Speaking mock (F/H) wk 3</b>	<b>Exams Weeks 3</b> <b>Writing and Listening papers (F/H)</b>	<b>Speaking exams and revision</b>	Revision and exams
12	<b>Exams Week 5</b> <i>Smithproforma/individualised feedback</i>	Regular vocab tests/end of unit tests for both themes	Regular vocab tests/end of unit tests for both themes	Regular vocab tests/end of unit tests for both themes	Regular vocab tests/end of unit tests for both themes	<b>Exams Week 4</b> <i>Smithproforma/individualised feedback</i>
13		<b>Exams week 3 +4</b> <i>Smithproforma/individualised feedback</i>		<b>Exams week 3</b> <i>Smithproforma/individualised feedback</i>		Exams

## French department feedback policy 2023/24

Frequency:

Key Stage 3: at least once a term.

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

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

**In French we regularly assess students learning through weekly vocab low stakes quizzes/retrieval activities and/or translation activities etc. This allows us to monitor more efficiently misconceptions and re-direct the curriculum to meet the students' needs. For example, if we see in a low stakes activity that students are not 'getting' the past tense, we can adjust our planning accordingly. After end of unit assessments and/or exams, we do group as well as individualised feedback in the marking, DIT and a review of progress so far. Literacy codes are used uniquely for the Writing skill which is one of four skills in language learning.**