

## **Ethics 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:

1. CL = missing capital letter
2. V = incorrect and inappropriate use of vocabulary
3. SP = spelling error (write out the correct spelling and direct students to correct these during DIT.)
4. G = grammatical error
5. ^ = missing word(s)
6. \_\_\_\_\_ = 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:

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

### 1.Department assessment plan for 2023-2024-Ethics

See below

Year Group	Term 1 Feedback	Term 2 Feedback	Term 3 Feedback	Term 4 Feedback	Term 5 Feedback	Term 6 Feedback
7	1. Happiness Multiple choice SM and extended answer TM SPAG	1. Buddha Short questions SM and extended answer TM SPAG	<b>Exams week 3</b>	1. Islam Multiple choice and extended answer TM SPAG	<b>Exams week 3</b>	1. Christianity and being green Multiple choice SM and extended answer TM and SPAG
8	1. Christian Belief – Most important event in Jesus's life TM SPAG	<b>Exams Week 5</b>	1. Hindu Belief and Teaching Multiple Choice PM and extended	<b>Exams Week 3</b>	1. Christian practice Baptism TM using band descriptors	1. Festivals Multiple Choice PM

			answer TM SPAG		with targets	
9	1. Hindus worship multiple choice SM 2. Shrines, Puja and Divali (2/5/8 marks) TM SPAG	1. Euthanasia group assessment debate PM using band descriptors with targets 2. 15 mark evaluation on abortion TM SPAG	<b>Exams week 6</b>	1. Martin Luther King (8 mark) SM 2. Human Rights and prejudice (2/5/8 mark) TM SPAG	1. Wealth and poverty (8 mark) SM 2. Freedom of expression (15 mark) TM SPAG	<b>Exams week 4</b>
10	1. Explain different ways Christians interpret the Bible. (8) SM 2. Christian Belief and Teaching 2018 Full question TM SPAG	<b>10A exams weeks 3 or 4</b>	1. Issues of Good and evil 2018 full question TM SPAG 2. 'There can't be a God because evil exists.' Discuss 15 mark SM, using band descriptors with targets	<b>10A exams week 3</b>	1. Past Exam Question Hindusim TM SPAG 2. Evaluation Question Discuss 15 mark SM, using band descriptors with targets	1. N/A 2. N/A
13	Timed essays Madhyamika for DSR Attributes of God for SMR	<b>Exams week 3 +4</b> <i>Smithproforma/individualised feedback</i>	Timed Essays Conscience for DSR Sexual Ethics for SMR	<b>Exams week 3</b> <i>Smithproforma/individualised feedback</i>	Timed Essays of revision topics	Exams

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

## Types of Assessment

KS3	WA TM	written assessment – teacher marked, using coded feedback
	P GF	pair or group presentation with group feedback
	MC PM	multiple choice – peer marked
	HW SM	homework questions – self marked in class next lesson
KS4	2/5/8 TM	2/5/8 mark questions - teacher marked
	15 TM	15 mark question - teacher marked
	MC PM	multiple choice - peer marked
	Full Q	2/5/8/15 full question - teacher marked

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

Starter – Quick Quiz- Short answer questions /Do Now; Big Questions – to elicit thoughts, attitudes and viewpoints

Recap – Quick Questions; Reflections on evaluation questions; Students RAG knowledge and understanding