

Sociology 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 learner's 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 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

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
12	Knowledge tests – paper 1 and Paper 2 including Q1,2 P1 and Q1 P3	Questions 1-4 paper two Questions 1-3 Paper 1	Questions 5 and 6 paper two on social class Questions 1-3 and 7 Paper 1	Questions 5 and 6 paper two on gender Questions 7-8 Paper 1	Questions 5 and 6 paper two on ethnicity Questions Paper 1 – 7-9	Exams Week 4
13	Questions 1, 2, 4 and 5 paper 3	Exams week 3 +4	Crime and Deviance Questions 4, 5 and 6 paper 3 Globalisation – Q1-3	Exams week 2+3	Revision of question 5 paper two, using info from all 3 papers Q1-3 Globalisation	

Literacy – the questions with the highest marks on each paper will be marked for literacy e.g. Paper 1 section 1 = 16 marks, Paper 1 section 2 = 24 marks, Paper 2 section 1 = 25 marks, Paper 2 section 2 = 40 marks, Paper 3 section 1 = 20 marks, Paper 3 section 2 = 40 marks

Frequency:

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

Quick quizzes at the start of lessons. Revision checklists. Mini whiteboards. Quizzes written by students.