









Department Assessment and 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.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>

Principles			Methods		Implementation
1 Lay the foundations for effective feedback	2 Deliver appropriately timed feedback that focuses on moving learning forward	3 Plan for how pupils will receive and use feedback	4 Carefully consider how to use purposeful, and time-efficient, written feedback	5 Carefully consider how to use purposeful verbal feedback	6 Design a school feedback policy that prioritises and exemplifies the principles of effective feedback
 <ul style="list-style-type: none"> • Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. • High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address). 	 <ul style="list-style-type: none"> • There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. • Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. • Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective. 	 <ul style="list-style-type: none"> • Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. • Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress. 	 <ul style="list-style-type: none"> • Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary. • The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1-3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils. • Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders. 	 <ul style="list-style-type: none"> • Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. • However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1-3) are followed. 	 <ul style="list-style-type: none"> • Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development. • Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1-3). Policies should not over-specify features such as the frequency or method of feedback.

Principles of effective feedback:

- Feedback is about the task, or learning process (metacognition)
- It should be specific, accurate, clear and manageable
- It needs to be provided to students at appropriate times within the curriculum
- It can be in a variety of forms; whole class, individual, verbal, written, peer, self...
- Students should act on feedback through a response and to be seen in future work where required and should do so within an effective timescale on receiving the feedback
- Teachers should act on feedback through adapting future lessons to support learning

Feedback styles:

Effective marking may include feedback codes along with traditional written feedback.

Strategies:

- All student responses are in green pen
- Peer and self-assessment is undertaken with specific criteria/scaffolding and is evident within exercise books/One Note pages
- Whole class feedback provides modelling and scaffolding to support learning – potential of using visualisers etc
- Verbal feedback requires evidence of student/teacher acknowledgement of support provided
- Feedback in the form of AI via digital platforms such as SPARX, Bedrock and Seneca

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. “

Year 7 and Year 8 will have 1 calendared exam during the academic year with Year 8 having a second calendared assessment for Maths, English and Science. Year 9 - 13 will have 2 calendared exams during the academic year. These will be blended in nature, moderated by staff and 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 Dedicated Improvement Task (DIT), which will facilitate them regarding how they could have improved their response.

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.

Key responsibilities:

SLT will:

- Quality assure the year group exams and effectiveness of feedback in lessons via line management with HOD's and learning walks

Heads of Department will:

- Ensure that departmental assessment and feedback maps the expectations within feedback policy
- Ensure that teachers give feedback in line with the departmental feedback policy
- Use evidence from learning walks and work scrutiny

Teachers will:

- Give feedback in line with the key principles of the SHS Feedback policy and enable students to undertake self and peer feedback

Students will:

- Be receptive and respond in a positive manner to feedback and undertake peer assessment and feedback where appropriate

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 colleague's professional practice. This will contribute to the evaluation of the policy at the end of the academic year.

Monitoring will take place by:

1. Line management meetings between SLT and Heads of Department
2. Learning walks carried out by SLT and Heads of Department during the academic year
3. Work scrutiny during learning walks, subject reviews and a termly work scrutiny programme
4. Department meetings in which time will be devoted to preparing effective assessment and carrying out moderation after year group exams.

GCSE and A Level Business

Year Group	Term 1 Feedback	Term 2 Feedback	Term 3 Feedback	Term 4 Feedback	Term 5 Feedback	Term 6 Feedback
7						
8						
9	1 Educake 1.1.1 Dynamic Nature of Business 2.Educake 1.1.2 Risk and reward	1.1 Enterprise and entrepreneurs hip MCQ Educake 1.2 Spotting business Enterprise	Exams week 5 1.1- 1.2.2	1. Educake 1.2.3 Market Research 2. Educake 1.2.4 The competitive Market	1. Educake: 1.3.1-1.3.4 Finance 2. Teacher review and DIT: extended writing on 1.3.1-1.3.4 Finance	Exams week 4 Part theme 1 paper
9 Two Year	Baseline Finance test 1.1 Enterprise and entrepreneurship Educake	1. Educake 1.2 Spotting business Enterprise 2. Educake 1.3 Revenue, costs, profits and cash flow	Exams week 5	1. Educake 1.5.2 Technology 1.5.3 Legislation	Educake 1.5.4 The Economy 6 mark Q: The economy	Exams week 4
10	Exams Week 7	1. Educake 1.5.4 Economy Educake 2.1.1 Business growth	1. Educake 2.1.3 Recruitment 2. Educake Ethics and environment	2.5.4 Motivation educake Marketing Educake	Exams Week 2	1. Educake 2.1.1 Business Growth 2. Educake 2.1.2 Business Aims 2.1.3 Globalisation

10 Two Year	1. Finance knowledge test 2.12 marker question	Exams weeks 3 or 4	Educake Assessment: Operations	Exams week 3: Theme 2 paper	12 mark Q practice x 2	
11	Educake tests 2.5.1 Key terms test 2.5.2 Recruitment 6 mark 2.1.4 Ethics 12 mark Q	Exams Weeks 3+4 Theme 1 Paper	Educake: Price, promotion, place 2.5.4 Motivation past paper Q	Exams Week 3 Theme 2 Paper	Exams w/c 5 th and 16 th May	
12	Exams week 5	Market research 10 mark Q Break Even test Profit test	1.1.5 S+D test 2.3.3 Business failure test	1.4.2 Recruitment Q 2.4.4 Quality Q	1.4.3 Motivation presentation 20 mark Q	Exams week 5
13	10 mark Q: External influences 10 mark globalisation	Exams Week 3/4	12 mark Q: Corporate culture 20 mark Q: Global marketing	Exam Week 3	Revision and Paper 3 questions	

GCSE and A Level Economics

Year Group	Term 1 Feedback	Term 2 Feedback	Term 3 Feedback	Term 4 Feedback	Term 5 Feedback	Term 6 Feedback
7						
8						
9	Peer and Self assessment/DIT from teacher feedback: Factors of production MS Form Quiz Opportunity Cost MCQs and SAQ	Peer and Self assessment/DIT from teacher feedback, and Microsoft Form feedback: Role of markets Specialisation Role of money	Exams week 5	Peer and Self assessment/DIT from teacher feedback: Price MCQs, SAQ	Peer and Self assessment/DIT from teacher feedback: Market forces analysis question, including MCQs	Exams week 4
10	Exams Week 7 Component 1 Part Paper	Peer and Self assessment/DIT from teacher feedback: Labour Market: Determination of wages MCQs	Peer and Self assessment/DIT from teacher feedback: Money and financial Sector: Calculation questions and analyse importance 6m Q	Peer and Self assessment/DIT from teacher feedback: Economic Growth MCQ/6 mark Q	Exams Week 2 Component 1 Part Paper	Peer and Self assessment/DIT from teacher feedback: Inflation and Fiscal Policy MCQs
11	Peer and Self assessment/DIT from teacher feedback: Monetary Policy 6 mark Qs Supply Side Policy 2 and 6 mark Qs Market limitations MCQs	Exams Weeks 3+4 Paper 2 part paper	Peer and Self assessment/DIT from teacher feedback: International Trade MCQs and PPQ Balance of Payments MCQ	Exams Week 3 Paper 2 full paper	Peer and Self assessment/DIT from teacher feedback: Exchange Rates and Globalisation 6 mark Qs and MCQs	

12	Exams week 5	S+D: MCQs and 9 mark Q AD/AS: MCQs and 9 mark Q	Market failure: 15 mark Q Economic growth: 15 mark Q	Government intervention: 15 mark Q Inflation 15 mark Q	Government intervention: 25 mark Q Fiscal policy: 25 mark Q	Exams week 5
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Frequency:

*The overriding principle of feedback in Business and Economics is that students will receive verbal feedback in **every** lesson. To demonstrate that feedback is taking place, students are expected to annotate ALL responses where verbal feedback is given in **green font**, along with ticks and crosses. The list below identifies opportunities for more significant feedback e.g. exam skills.*

Key Stage 3: This is not applicable to business and economics.

Key Stage 4: twice a term but one should be peer / self-assessment or a group feedback Sheet. This includes automated Microsoft Forms responses. Students may receive verbal or written feedback from their teacher. Assessment may be via another online platform e.g. Educake

Key Stage 5: ongoing regular in class assessments throughout the year. These will take the form of past paper questions which will be a mixture of teacher, self and peer assessment (at least once a term but usually more often). Students may receive verbal or written feedback from their teacher. Assessment may be via another online platform e.g. Educake

How is formative assessment carried out in lessons to monitor student understanding of the curriculum and check for misconceptions?

Peer Assessment consists of a past paper question or part question where students complete the work and then assess a peer according to exam criteria which will have been modelled and explained by the teacher.

Self-Assessment consists of a past paper question or part question where students complete the work and then assess themselves according to exam criteria which will have been modelled and explained by the teacher.

Group feedback consists of low stakes tests such as a Microsoft Forms quiz, or a research and presentation activity, on which the teacher will fill out a department group feedback form which is shared on OneNote and explained to the whole group by the teacher

Microsoft Forms feedback consists of automated individual feedback to students showing correct/incorrect areas. This can be analysed by the teacher to show progress in topics and identify misconceptions

Verbal feedback consists of the class teacher walking around the class and looking at individual work giving feedback verbally to individual students. If a common mistake is identified, then the teacher will stop the class and address the misconception to all. This may take the form of just verbal feedback, or may involve using the whiteboard/resources/student work to demonstrate. This may also happen when the teacher runs through likely responses to questions given to students to complete.

ALL students are expected to annotate their responses based on this verbal feedback in lessons

Teacher Assessment consists of a marked extended question with written feedback including literacy codes