







**Food and Nutrition 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
<b>1</b> Lay the foundations for effective feedback  	<b>2</b> Deliver appropriately timed feedback that focuses on moving learning forward  	<b>3</b> Plan for how pupils will receive and use feedback  	<b>4</b> Carefully consider how to use purposeful, and time-efficient, written feedback  	<b>5</b> Carefully consider how to use purposeful verbal feedback  	<b>6</b> Design a school feedback policy that prioritises and exemplifies the principles of effective feedback  
<ul style="list-style-type: none"> <li>• Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.</li> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Feedback that focuses on a learner’s personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

### **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.

**Department assessment plan for 2024-2025**

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	Food safety audit – peer assessment  <b>Home learning Assessment – Food and Health-</b> Relate to The Eatwell Guide and principles for healthy eating	Practical Assessment – Plan and make a Seasonal fruit crumble. Teacher assessed	GROUPS ROTATE TO DT – 03/02/2025  Written exam – Nutrition and Food safety Teacher assessed	Food Safety audit Peer assessed  <b>Home learning Assessment – Food and Health-</b> Relate to The Eatwell Guide and principles for healthy eating	<b>Year 7 - Exam Week</b>  <b>Written exam - Nutrition and Food safety</b> 1 hour	Practical Assessment – Plan and make a Seasonal fruit crumble. Teacher assessed
8	<b>Safe Food Preparation and storage</b> – food safety, bacteria and danger zones – peer and teacher assessment for use of temperature probes	<b>Practical assessment</b> – A skills-based assessment using shortcrust pastry and oven safety <b>Home Learning Project</b> Multicultural Foods investigating staple and celebratory foods of different cultures. <b>Peer Assessment</b> on bread making	<b>Exam Week</b>  <b>Written exam - Nutrition (macro and micronutrients. Food safety - Danger Zones and organic and locally sourced foods. (1 hour).</b>	<b>Safe Food Preparation and storage</b> – food safety, bacteria and danger zones – peer and teacher assessment for use of temperature probes	<b>Written exam - Nutrition (macro and micronutrients. Food safety - Danger Zones and organic and locally sourced foods. (1 hour).</b>	<b>. Practical assessment</b> – A skills-based assessment using shortcrust pastry and oven safety <b>Home Learning Project</b> Multicultural Foods investigating staple and celebratory foods of different cultures. <b>Peer Assessment</b> on

		and functions of ingredients				bread making and functions of ingredients
9.	<p>1. End of topic nutrition test Links to Eatwell guide and healthy eating.</p> <p>2. Food safety – peer assessment Identifying risks and how to prevent them</p>	<p>1. Long answer question - organic farming</p> <p>2. Practical assessment – best of British – plan and make a dish that considers sustainability and the environment</p>	<p><b>Exam Week</b></p> <p><b>Written paper – Nutrition, energy balance and Food safety (1 hour)</b></p>	<p>1. End of Topic test relating to alternative dietary needs, food choice, food labelling.</p> <p>2. Mini investigation – raising agents experiment – teacher assessed. Skills based lesson – food science of raising agents</p>	<p>1. Food for festivals mini-NEA – teacher assessed. This links to British and multicultural cuisines.</p> <p>2. Practical assessment savoury main course for a festival that is suitable for the needs of teenagers</p>	<p><b>Exam Week</b></p> <p>Written paper – Food choice, Multicultural cuisines and Food science</p>
10	<p><b>Exam Week</b></p> <p><b>Written paper – Nutrition, protein, food safety.</b></p> <p>Practical assessment – deboning a chicken Self-assessment with teacher feedback</p>	<p>1. End of topic test - Carbohydrates peer assessment</p> <p>2. Practical assessment – high carbohydrate dish for a teenager</p>	<p>1. Mini NEA – Fats end of topic test – peer assessed.</p> <p>2. Mini NEA – Fats investigation practical assessment – teacher assessed. Investigate the best fat used to make shortcrust pastry in baked goods.</p>	<p>1. Long answer question – comparing nutritional value of dishes – teacher assessment and DIT</p> <p>2. End of topic test – vitamins and minerals – self assessment</p>	<p><b>Exam Week</b></p> <p>Practical assessment Two course meal for chosen dietary need</p>	<p>1. Practical assessment – garnishing and decoration of desserts.</p> <p>2. Written Test on food Science – short and long answer questions about the chemical and functional properties of ingredients.</p>
10A	<p>1. long answer question – nutrition.</p> <p>2. NEA 1 – section A submission</p>	<p><b>10A Exam Week</b></p> <p><b>Written paper – 1hr 45</b></p>	<p>1. long answer question – food provenance</p>	<p><b>10A Exam Week</b></p> <p><b>NEA 2 Practical exam</b></p>	<p>1. Practice exam question – skills, processes and faults in making.</p>	<p><b>Revision and Exams</b></p>

			2.NEA 2 – section A and B marking	<b>Make three dishes in 3 hours</b>	2. NEA 2 – section E	
11	1.long answer question – nutrition.  2. NEA 1 – section A submission	<b>Exam Week</b>  <b>Written paper – 1hr 45</b>	1. long answer question – food provenance.  2.NEA 2 – section A and B marking	<b>Exam Week</b>  <b>NEA 2 Practical exam Make three dishes in 3 hours.</b>	1.Practice exam question – skills, processes and faults in making. 2. NEA 2 – section E	<b>Revision and Exams</b>
12	<b>Exam Week</b>  Unit 1 – Nutrition and food safety 50 mins  Topics: Classification of nutrients  Structure of nutrients  Micro-organisms and food safety	Unit 1 – end of unit test  Food safety and Nutrition  Topics: Food production – impact on nutrients  Function of nutrients in human body  Diet related illnesses – nutritional needs of specific groups	Unit 1 – Mock practical brief – planning and making a meal for a chosen brief	Unit 1 – Internal assessment marking of task 1 – written report	Unit 1 – Internal assessment – practical exam Plan and make a 3 course meal – marking of practical skills test and interview.	<b>Exam Week</b>  <i>Unit 1 – Written exam. 1 hour 45 mins Food safety Nutrition Plan for nutritional requirements with a case study</i>

**Frequency:**

**Key Stage 3:** at least once a term with opportunities for the development of self/peer assessment/feedback

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

**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. Do Now activities, low stakes tests, use of mini whiteboards, exit tickets etc