



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 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 2025-2026

Year Group	Term 1 Feedback	Term 2 Feedback	Term 3 Feedback	Term 4 Feedback	Term 5 Feedback	Term 6 Feedback
7	What do you know– peer assessment Home learning Assessment – Food and Health- 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 – 09/02/2025 Written exam – Nutrition and Food safety Teacher assessed	Food Safety audit Peer assessed Home learning Assessment – Food and Health- Relate to The Eatwell Guide and principles for healthy eating	Year 7 - Exam Week Written exam - Nutrition and Food safety 1 hour	Practical Assessment – Plan and make a Seasonal fruit crumble. Teacher assessed
8	What do you know– peer assessment Home Learning Project Multicultural Foods investigating staple and celebratory foods of different cultures.	Practical assessment – A skills-based assessment using bread to make a creative pizza, oven and food safety. YEAR 8 EXAM WEEK Written exam - Nutrition (macro and micronutrients. Food safety - Danger Zones and organic and locally sourced foods. (1 hour).	GROUPS ROTATE TO DT – 09/02/2025 New group What do you know– peer assessment	Safe Food Preparation and storage– food safety, bacteria and danger zones – peer and teacher assessment for use of temperature probes	Written exam - Nutrition (macro and micronutrients. Food safety - Danger Zones and organic and locally sourced foods. (1 hour).	. Practical assessment – A skills-based assessment using shortcrust pastry and oven safety Home Learning Project Multicultural Foods investigating staple and celebratory foods of different cultures. Peer Assessment on bread making and functions of ingredients.

9.	End of topic nutrition test Links to Eatwell guide and healthy eating. Food safety – peer assessment Identifying risks and how to prevent them	Practical assessment – best of British – plan and make a dish that considers sustainability and the environment	End of Topic test Alternative dietary needs, food choice, food labelling.	Long answer question - organic farming Practical assessment savoury main course for a festival that is suitable for the needs of teenagers	Exam Week Written paper – Nutrition, energy balance and Food safety (1 hour)	End of topic test Food choice, Multicultural cuisines and Food science
10	Exam Week Written paper – Nutrition, protein, food safety. Practical assessment – deboning a chicken Self-assessment with teacher feedback	End of topic test - Carbohydrates peer assessment Practical assessment – high carbohydrate dish for a teenager	End of topic written paper	Long answer question – comparing nutritional value of dishes – teacher assessment and DIT End of topic test – vitamins and minerals – self assessment	Practical assessment Two course meal for chosen dietary need	Exam Week Practical assessment – garnishing and decoration of desserts. Written Test on food Science – short and long answer questions about the chemical and functional properties of ingredients.
10A	Long answer question – nutrition. NEA 1 – section A submission	10A Exam Week Written paper – 1hr 45	Long answer question – food provenance NEA 2 – section A and B marking	10A Exam Week NEA 2 Practical exam Make three dishes in 3 hours	Practice exam question – skills, processes and faults in making NEA 2 – section E and final mark.	Revision and Exams
11	Long answer question – nutrition.	10A Exam Week Written paper – 1hr 45	Long answer question – food provenance	10A Exam Week NEA 2 Practical exam	Practice exam question – skills, processes and faults in making	Revision and Exams

	NEA 1 – section A submission		NEA 2 – section A and B marking	Make three dishes in 3 hours	NEA 2 – section E and final mark	
12	Exam Week 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.	Exam Week <i>Unit 1 – Written exam. 1 hour 45 mins Food safety Nutrition Plan for nutritional requirements with a case study</i>
13	Unit 3 - Task 1 Submission	Exam week Unit 3 – Task 2 submission	Unit 2 – Food safety Short answer questions	Exam week Unit 2 – Mock scenario to complete in 4 hours	Unit 2 – External exam	

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)