



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 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
- Ensure that yellow paper is used for feedback opportunities such as assessment DIT
- 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 self/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

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	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketchbooks) 2. Peer feedback activity, focussing on techniques	Exams Week 6 Observational drawing task: Shells	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketch books) 2. Peer feedback activity with Literacy focus (green pen)	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketch books) 2. Peer feedback activity focusing on a main outcome.	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketch books) 2. Self-assessment (project evaluation)	Exams Week 3 Observational drawing task: Geometric Forms
8	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketch books) 2. Peer feedback activity with Literacy focus (green pen)	Exams Week 6 Observational drawing task: Shoes	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketch books) 2. Peer feedback activity focussing on techniques.	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketch books) 2. Peer feedback activity; focussing on a main outcome.	Exams Week 2 Perspective drawing	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketch books) 2. Self-assessment (project evaluation)
9	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketch books) 2. Peer feedback activity	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketch books) 2. Self-assessment activity (evaluation).	Exams week 5 Observational drawing task: Through a Microscope	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketch books) 2. Peer feedback activity.	Exams week 4 Observational drawing task: Skulls	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketch books) 2. Peer feedback activity, focussing on A.O.4

10	Exams Week 6 Observational drawing task: Cylindrical object	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketchbooks) 2. Peer feedback activity	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketchbooks) 2. Self-assessment activity (evaluation).	Exams Week 5 Observational drawing task: man-made objects	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketchbooks) 2. Peer feedback activity	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketchbooks) 2. Peer feedback activity
11	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketchbooks) 2. Self-assessment activity (Project evaluation)	Exams Weeks 3+4 Observational drawing task: still-life arrangement	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketchbooks) 2. Peer feedback activity	Exams Weeks 2+3 *N/A - STUDENTS WILL BE PREPPING THEIR EXTERNAL EXAM IN THIS TERM	1. On-going Teacher assessment; 2. Peer feedback activity <i>focussing on A.O.s 1,2 and 3.</i> * May - Externally set assignment 10 hour timed test	1. Teacher final assessment; formal assessment and external moderation.
12	Exams Week 5 Observational drawing task: Self-portrait study	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketchbooks) 2. Peer presentation and group crit.	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketchbooks) 2. Peer feedback activity	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketchbooks) 2. Peer feedback activity	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketchbooks) 2. Self-assessment activity (Project evaluation)	Exams Week 4 Observational drawing task: landscape study
13	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketchbooks)	Exams week 3 +4 Observational drawing task: still-life arrangement Personal Possessions	1. Teacher assessment; individual work marked and written targets on Tracker sheets (in sketch books)	Exams week 2+3 *N/A - STUDENTS WILL BE PREPPING THEIR EXTERNAL EXAM IN THIS TERM	1. On-going Teacher assessment; 2. Peer feedback activity <i>focussing on A.O.s 1,2 and 3.</i>	1. Teacher final assessment; formal assessment and external moderation.

	2. Peer feedback activity – group presentation		2. Self-assessment activity (evaluation)		* May - Externally set assignment 15hour timed test	
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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

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

At KS3, students are not assessed by grade. Their exams are marked as percentages

Assessment routines use Tracker sheets for teacher feedback and target setting.

All projects have peer feedback activities

At KS4&5 marking routines use tracker sheets and individual project task lists to inform students of the grade they are working at and how to improve.

All projects incorporate peer feedback sessions (focusing on A.O.4)