



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.	1.	1.	1.	Exam Week	1.
8	1.	1.	Exam Week	1.	1.	1.
9	<u>End of Unit MCQ tests and in class assessments</u> 1.1.1 Dynamic Nature of Business 2. Educake 1.1.2 Risk and reward	<u>End of Unit MCQ tests and in class assessments</u> 1.1 Enterprise and entrepreneurs hip MCQ 1.2 Spotting business Enterprise	<u>End of Unit MCQ tests and in class assessments</u> 1.1- 1.2.2	<u>End of Unit MCQ tests and in class assessments</u> 1. 1.2.3 Market Research 2. 1.2.4 The competitive Market	<u>Exam week</u> Part Theme 1 paper	<u>End of Unit MCQ tests and in class assessments</u> 1.3.1-1.3.4 Finance 2. Teacher review and DIT: extended writing on 1.3.1-1.3.4 Finance
9A	<u>End of Unit MCQ tests and in class assessments</u> 1. 1.1 Enterprise and entrepreneurship	<u>End of Unit MCQ tests and in class assessments</u> 1. 1.2 Spotting business Enterprise 2. 1.3 Revenue, costs, profits and cash flow	<u>End of Unit MCQ tests and in class assessments</u> 1.4 Options for start up	<u>End of Unit MCQ tests and in class assessments</u> 1.5.2 Technology 1.5.3 Legislation	<u>Exam week</u> Part Theme 1 paper (including 12 mark Q)	<u>End of Unit MCQ tests and in class assessments</u> 2.1.1 Growth 1.5.4 The economy assessment

10	Exams Week	<u>End of Unit MCQ tests and in class assessments</u> 1. 1.5.4 Economy 2.1.1 Business growth	<u>End of Unit MCQ tests and in class assessments</u> 1. 2.1.3 Recruitment 2. Ethics and environment	<u>End of Unit MCQ tests and in class assessments</u> 2.5.4 Motivation Marketing	<u>End of Unit MCQ tests and in class assessments</u> 1. 2.1.1 Business Growth 2. 2.1.2 Business Aims 2.1.3 Globalisation	Exams week
10A	<u>End of Unit MCQ tests and in class assessments</u> 2.4.1 and 2.4.2 Finance and graphs 2.12 marker question	Exams week	<u>End of Unit MCQ tests and in class assessments</u> 2.4 and 2.5	Exams week Theme 2 paper	Revision assessments for Paper 1 and Paper 2	1. 2. Revision and Exams for Year 2
11	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	<u>End of Unit MCQ tests and in class assessments</u> Assessment: Price, promotion, place 2.5.4 Motivation past paper Q	Exams Week 3 Theme 2 Paper	<u>End of Unit MCQ tests and in class assessments</u> Prep for exams through exam questions	Educake tests 2.5.1 Key terms test 2.5.2 Recruitment 6 mark 2.1.4 Ethics 12 mark Q
12	Key terms test and 10 mark: T1 and T2	Key terms test and 12m: T1 and T2	Mid-year test: Theme 1 and Theme 2	Key terms test and T1/T2 10/12 mark Qs	20 mark timed question: T1 and T2	Exam Week
13	10 mark Q: External influences 10 mark globalisation	Exams Week	12 mark Q: Corporate culture 20 mark Q: Global marketing	Exam Week	Revision and Paper 3 questions	Revision and Exams

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

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.
The department's main method of communicating feedback is through verbal feedback for all students in all lessons. Therefore this is a non-negotiable within the department.

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. Students will complete a multiple choice quiz at the end of each unit.

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

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