



Assessment and Feedback policy

Seafood 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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	<i>The Bone Sparrow</i> Student DIT: Drama / Tension / Atmosphere Teacher DIT : Subbhi Drama / Tension / Atmosphere Assessment: Chapter 29 – Jimmi is sick extract	<i>Poetry Anthology</i> Student DIT: Still I Rise Teacher DIT: The Right Word Assessment: Island Man	<i>Creative Writing - Myths</i> Teacher DIT: Creative Paragraph - Opening Student DIT: Creative paragraph – Ending Assessment: Creative Writing	<i>Intro to Shakespeare</i> Student DIT: L13 Twelfth Night Teacher DIT: L6 Hamlet Assessment: Oracy	<i>The Environment</i> Student DIT: TBC Teacher DIT: TBC EXAM: Week 7 1. Hamlet Extract 2. Transactional Writing	<i>Play: TBC</i> Student DIT: TBC Teacher DIT: TBC Assessment: TBC
8	<i>Of Mice and Men</i> Student DIT: L10 Women and Femininity. Teacher DIT: L6 Curley's Wife Assessment: Analysis of Curley's Wife	<i>Poetry Anthology</i> Teacher DIT: L10 Blessing Student DIT: 14 Undone. Oracy Assessment Poetry	<i>Creative Writing – Crime</i> Student/Teacher DIT Poetry paragraph <u>Exam</u> Week 6 Exam: 1. Blessing 2. Descriptive Writing	<i>Shakespeare: AMND</i> Student DIT: Extract on Puck Teacher DIT: Egeus's Speech Assessment: Shakespeare Extract	<i>Travel</i> Student DIT: Written Speech (PERSUADERS) Teacher DIT: Letter to Newspaper Assessment: Letter to Newspaper	<i>Oliver Twist</i> Student DIT: L11 Tension Teacher DIT: L4 Artful Dodger Assessment: L7 Beastly Bill – Language Analysis
9	<i>Animal Farm</i> Student DIT: Old Major's Speech Teacher DIT: Squealer's Language Assessment: Power in Animal Farm	<i>Poetry Anthology</i> Student DIT: Faceless Poem Teacher DIT: Havisham Assessment: Out of the Blue	<i>Global Issues Non Fiction</i> Student DIT: Assessment Oracy	<i>Romeo and Juliet</i> Student DIT: Conflict in Opening Teacher DIT: Conflict in A3 S1 Assessment: Extract Q on 3.5	<i>Dystopia</i> <u>Exam</u> Romeo and Juliet Dystopia Extract	<i>New Text - TBC</i> TBC – new novel introduced in 2026

10	<i>An Inspector Calls</i> Student DIT: AIC Sheila Teacher DIT: Mrs Birling Exam: Mr Birling	<i>A Christmas Carol</i> Student DIT: Ignorance and Want Teacher DIT: ACC Regret Assessment: Scrooge	<i>GCSE Poetry Anthology</i> Love, Loss, Power, Place Student DIT: A Wife in London Teacher DIT: Poetry Manhunt Assessment: A Wife in London	<i>Macbeth</i> Student DIT: Macbeth extract Teacher DIT: Macbeth extract Assessment: Macbeth extract	<i>Language and Poetry</i> Student DIT: Creative Writing Teacher DIT: 10 Mark Language Q Assessment: Creative Writing	<i>English Language Speaking and Listening</i> Exam English Language P1 Assessment: S&L GCSE
11	<i>Literature</i> Teacher Assessment: 1. An Inspector Calls 2. Macbeth extract and essay 3. Poetry Anthology 4. A Christmas Carol	<i>Literature</i> Exams Weeks 3+4 1. Unseen Poetry	<i>Language</i> Teacher Assessment: 1. Language Paper 1 Reading 2. Creative Writing 3. Language Paper 2 Reading 4. Transactional	<i>Language</i> Exams –Week 2+3 Language Paper 1 - Reading - Creative Writing Literature Paper 2 - Reading - Transactional Writing	<i>GCSE</i> Marking as necessary e.g. Unseen Poetry, Macbeth extract, etc	<i>GCSE</i> GCSE Examinations
Lan TA 12	Teacher DIT: Travel Writing Week 5 Lexis Terminology Exam	Teacher DIT: Sociolect Assessment: Idiolect/Sociolect Discourse	Teacher DIT: Teenspeak articles Assessment: Meanings and Reps P2	Teacher DIT: CLA Extract Assessment: CLAS Extract	Teacher DIT: CLA Reading and Writing (extracts) Assessment: CLA Reading and Writing Written (extracts)	Exams Week 4 2021 Paper 1
Lan TB 12	Teacher DIT: Spoken language consolidation test Assessment: Analyse a transcript assessment	Teacher DIT: Single text teacher M+Rs Paper 1 DIT Assessment: M+R Q1 and 3	Teacher DIT: Theory based question teacher DIT End of term: Meanings and Reps Q1,2+3.	Teacher DIT: P/C opinion article Assessment: NEA Creative Writing draft	Teacher DIT: Draft of NEA Assessment: Draft of commentary.	Exams Week 4 2021 Paper 2

Lan TA 13	Assessment: NEA	Teacher DIT: Sociolect Exams Exams week 3 +4 2022 Paper 1	Teacher DIT: Online Article on Slang Assessment: CLA	Exams Week 2+3 2023 Paper 1	Teacher DIT: M+R Assessment: CLA	A Level Examinations Date: TBC
Lan TB 13	Teacher DIT: Evaluation History of English Language Assessment: Evaluation History of English Language	Exams Week 3+4 2022 Paper 2	Teacher DIT: Evaluation of Global English Assessment: Evaluation of Global English	Exams Week 2+3 2023 Paper 2	Teacher DIT: M+R Paper 2 Assessment: Opinion Article	A Level Examinations Date: TBC
Lit TA 12	Exams Week 5 Unseen Poetry Assessment: Opening of Othello	Teacher DIT: Themes in Othello Assessment: Othello	Teacher DIT: To His Coy Mistress Assessment: Power and Influence of Love	Teacher DIT: Jane Eyre – character	Teacher DIT: Jane Eyre – theme Assessment: Jane Eyre Theme	Exams Week 4 Paper 1 - 2021
Lit TB 12	Exams Week 5 Unseen Extract Assessment: The Help.	Teacher DIT: The Help - Minnie Assessment: The Help – Character	Teacher DIT: The Help Character Assessment: The Help - Theme	Teacher DIT: Skirrid Hill – TBC	Teacher DIT Skirrid Hill – Theme Assessment: Skirrid Hill - TBC	Exams Week 4 Paper 2 - 2021
Lit TA 13	Teacher DIT: Essay on love in Wuthering Heights Assessment: Choice of 2 statements – compare Wuthering Heights with 2 pre-1990 poems e.g lost love or pain of love	Exams Week 3+4 Paper 1 (Open Book) 1. Othello 2. Unseen Poetry Comparison 3. Compare Wuthering Heights with two pre-1990 poems	Teacher DIT: Love in Gatsby Assessment: Choice of two statements – compare Gatsby with two pre- 1900 poems e.g love and separation or love as unachievable due to societal expectations.	Exams Week 2+3 Paper 1 (Closed Book) 1. Othello 2. Unseen Poetry Comparison 3. Compare Gatsby with two pre- 1900 poems	Assessment: Write about one of the new poems from the anthology Othello Unseen Poetry Compare Gatsby or Wuthering Heights with two pre-1900 poems.	A Level Examinations: Date: TBC

Lit TB 13	NEA: The Novel	Exams Week 3+4	Comparative Question	Exams Week 2+3	Revision of Skirrid Hill, NEA and Unseen Extracts	A Level Examinations Date: TBC
L/La TA 12	Exams Week 5 Gatsby Recast Recast	The Great Gatsby Recast	Teacher DIT: Paris Anthology HWK Assessment: Paris Anthology Terminology	Assessment: Paris Anthology	Assessment: The Handmaid's Tale	Exams Week 4
L/La TB 12	Exams Week 5 – Terminology Exam Commentary	Great Gatsby Commentary	A Streetcar Named Desire	Assessment: A Streetcar Named Desire	Poetic Voice Anthology Duffy	Exams Week 4
L/La TA13	The Handmaid's Tale	Exams Streetcar Duffy Handmaids Tale	Poetic Voices	Exams Streetcar Duffy Handmaids Tale	Poetic Voices / The Handmaids Tale	A Level Examinations Date: TBC
L/La TB13	Teacher DIT: NEA Assessment: NEA	Exams Paris Anthology Gatsby Recast Gatsby Commentary	Teacher DIT: Gatsby Recast Assessment: Gatsby Commentary	Exams Paris Anthology Gatsby Recast Gatsby Commentary	NEA	A Level Examinations Date: TBC

Frequency:

Key Stage 3: *One piece of teacher marked DIT, one piece of self/peer assessment and one extended piece of writing marked formatively a term.*

Key Stage 4: *Y9 and Y10 same as KS3. Y11 one piece of teacher marked assessment every two weeks apart from terms when they have mocks.*

Key Stage 5: *Ongoing regular in class assessments throughout the year (at least once a term)*

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

- a. *Teachers use a range of strategies in lesson to ensure that their students are understanding the curriculum including but not limited to the following: questioning, hinge questions, low stake quizzes, exit tickets, self-assessment, peer assessment, teacher marking, verbal feedback.*