



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

Year Group	Term 1 Feedback	Term 2 Feedback	Term 3 Feedback	Term 4 Feedback	Term 5 Feedback	Term 6 Feedback
7	Guided reflection DIT on Why does William win the Battle of Hastings essay	Guided reflection DIT on Life for a medieval peasant source question	Guided reflection DIT on Armada interpretation	Guided reflection DIT on Write an account of the Gunpowder plot and why it failed	Exams Week 3 Describe causes of Civil War Causes of Reformation essay Armada interpretations	Guided reflection DIT Witches source question
8	Guided reflection Child Labour industrial revolution source question	Guided reflection Reforms during 19th century essay	Exams - week 2 Describe PH reforms Write account - assassination of FF led to war Empire interpretations	Guided reflection What caused WW2 essay?	Guided reflection Interpretations - Suffragettes	Guided reflection Cold War source question
9	<u>Exam questions</u> <u>Germany</u> Describe two problems faced by the Kaiser in ruling Germany before 1914. 4 marks In what ways were German people affected by the events	<u>Exam questions</u> <u>Germany</u> Which of the following was a more important reason why the Nazis became popular:	<u>Exams week 3</u> Topic Germany (50 minutes) ALL questions except 12 mark essay	<u>Exam questions</u> <u>Elizabeth</u> Write an account of the difficulties which faced Elizabeth in her first 10 years (8 marks) Interpretation question on Elizabeth and marriage P153	<u>Exam questions</u> <u>Elizabeth</u> Three 8 markers (interpretation, account, explain) and Germany 12 mark essay	<u>Exams questions</u> <u>Eliz/Germany</u> Write an account of the voyages of discovery (8 mark) Golden Age explain (8 mark)

	during the early years of the Weimar Republic 1919 - 23? 8 marks	The economic depression The appeals of Hitler and the Nazi Party? 12 marks		of book (8 marks)		
10	Exams Week 7 War In Asia 50 minutes Both source questions and Write an Account	Exam questions War in Asia 12 mark How useful Vietcong tactics 8 mark Gulf of Tonkin	Exam questions War in Asia Write an account of how events in Vietnam increased opposition in America to the war. 8 mark Consequences of the War 16 mark essay	Exam questions Health and the People Explain the significance of the Black Death How useful medieval surgery question	Exam questions How useful printing press Compare surgery Medieval and Renaissance	Exams Health and the People SS1 exam (full paper)
11	Exam questions Germany interpretations questions	Exams Weeks 3+4 2 hour Paper 1 (Germany and War in Asia)	Exam questions HH essay	Exams Weeks 3 2 hour Paper 2 (Elizabeth and Health)	Exam questions Factors essay Health and the People 16 mark	
12	Exams Tudor and Russia Week 5	Essays in both parts of the course - guided reflection	Essays in both parts of the course - teacher assessed	Essays in both parts of the course - guided reflection	Essays in both parts of the course - guided reflection	Exams Tudor and Russia Week 4

13	Essays in both parts of the course - guided reflection	Exams week 3 +4	Essays in both parts of the course - guided reflection	Exams week 2+3	Essays in both parts of the course - guided reflection	
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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

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

1. 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

Regular quizzing at start and end of lessons. The results are recorded on tracking sheets and inform teaching.

www.educake.com - all homework at KS3 and KS4 is set via this online quizzing site. Teachers use results to understand gaps in knowledge and inform teaching.

Key skills are embedded throughout lessons. At KS3 we focus on the second order concepts and on extended written skills. At KS4 and KS5 we focus on exam requirements.