



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	Changing Places Teacher Topic Assessment (0-10) Performing, Composing Appraising	Intro to Rock Music Teacher Topic Assessment (0-10) Performing, Composing Appraising	World Music Teacher Topic Assessment (0-10) Performing, Composing Appraising	Vocalisations Teacher Topic Assessment (0-10) Performing, Composing Appraising	Chords Exam Week Listening Exam	Stomp Teacher Topic Assessment (0-10) Performing, Composing Appraising
8	The Blues Teacher Topic Assessment (0-10) Performing, Composing Appraising	Remixing Teacher Topic Assessment (0-10) Performing, Composing Appraising	Film & TV Teacher practical Assessment Exam Week Listening Exam	Rock Music Teacher Topic Assessment (0-10) Performing, Composing Appraising	Club Dance Teacher Topic Assessment (Research and presentations)	Club Dance Teacher Topic Assessment (0-10) Performing, Composing Appraising
9A GCSE	1. Teacher – composing a ground bass 2. Peer assessment of solo performances	1. Teacher – Listening tests (Queen and Purcell) 2. Peer assessment of composing briefs	Exam Week	1. Teacher – first draft of free composition 2. Peer – evaluation of revision notes on sharepoint	Exam Week	1. Teacher – Final draft of free composition (before score) 2. Peer – Solo and Ensemble performances
9D BTEC	1. Teacher - Composing Chords 2. Self – Skills Audits	1. Teacher - Composing Melodies 2. Peer assessment - Evidence and evaluations	Exam Week <u>Skills</u> mock NEA assessment Task over whole term	1. <u>Exploring Styles</u> Self Assessment and Target Setting 2. <u>Musical Skills</u> Performing or Composing teacher formal assessment	<u>Exploring Styles</u> NEA Assessment (12 hours) Teacher Assessment Exam week Unit Mock	1. Teacher assessment of planning for Skills (Unit 2) December 2026 2. Peer assessment of production task - remix

10D GCSE	Exam Week Section A Q1-5	1. Teacher – Listening Test for Fusions 2. Peer – Solo performance recordings (from term 1)	1. Teacher assessment of free composition (first draft) 2. Peer – Ensemble Performances (this term)	1. Teacher – Section B question 2. Peer – Composing progress to date	1. Teacher assessment of free composition (final draft before scores) 2. Peer assessment of Solo performances (this term)	Exam Week Unseen Listening, Dictation and Section B
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10A BTEC	BTEC Unit 1 Styles and Products Assessment First Draft Teacher Assessment	BTEC Unit 1 Styles and Products Assessment Final deadline and moderation 15 December	1. Evaluation and Critical Writing Practice 2. Peer assessment – styles and production practice task	BTEC Unit 3 External Assessment	BTEC Unit 3 External Assessment	Course Complete
11D GCSE	1. Teacher – Listening Tests based on independent study tasks 2. Peer assessment of composing ideas	Exam Week Complete Listening Paper (June 2025)	1. Formal NEA: Solo Performing Ensemble Performing 2. Composing peer and teacher targets	Exam Week Complete Listening Paper (year tbc)	1. Teacher assessment of compositions 2. Teacher assessment of performances 3. Teacher assessment of listening tests	Revision and Exams
12	1. Induction Exam Recording (Practical) and listening test 2. Teacher assessment of independent study research	1. Composing mini project formal teacher assessment 2. Teacher assessment of independent study research	1. Compare the production techniques peer assessment 2. Teacher assessment of independent study research	Mixing mini project formal teacher assessment Sampling Listening Question teacher assessment	Self Assessment of exam practise tasks. FX Listening Question teacher assessment	Mock Exams 8MT03 8MT04 Week 4 Recording task teacher targets
13	1. Teacher assessment of composing ideas 2. Teacher assessment of recording (raw material before mix)	Exam Week Listening Exam Production Exam	Teacher assessment of section B tasks -Compare the production techniques -Evaluate the impact -Evaluate the equipment settings	Exam Week Listening Exam Production Exam	Teacher written feedback NEA Deadline 15 May Paper 1 (recording) Paper 2 (Composition)	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)

1. 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