



Department 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 two 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 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 2026-2027

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	Baseline numeracy in transition week	Teacher Assessment	Teacher Assessment	Teacher Assessment	WB 12/4 Y7 Sparx Assessment "Term 2"	Sparx Assessment "End of Year 7"
8	Teacher Assessment	Y8 Exams 23/11 Sparx Assessment "Term 1"	Teacher Assessment	Teacher Assessment	Teacher Assessment	Sparx Assessment "End of Year 8"
9	WB 5/10 Term 1 Standardised Assessment (NC)	Teacher Assessment	WB 4/1 Sparx Term 1 Assessment	Teacher Assessment	WB 12/4 Y9 Exams Sparx Spring (C)	WB 14/6 Sparx Assessment "End of Year 9"
10	Teacher Assessment	WB 16/11 Sparx Term 1 Assessment	WB 11/1 Year 10 Exam	WB 22/4 Sparx Term 2 Assessment	WB 12/4 Sparx Assessment "End of Year 10"	Teacher assessment
11	Teacher assessment	Mocks	Third mock paper	Mocks	Teacher assessment/ exams	Exams
12	Week 3: Sparx Baseline test (GCSE content and self marked) Week 5: Standardised T1 assessment (new A Level content)	Week 6: Standardised T2 assessment	Week 3: Standardised T3 assessment	Week 4: Standardised T4 assessment (Pure)	Week 4: Standardised T5 assessment (Applied)	Week 4: 21/6 AS Exams and Year 2 Paper
13	Week 3: In-class Assessment 1 Week 7-8: WB 10/11 Mock Exams (2 weeks) P1 Pure & Mech; P2 Pure & Stat	Week 6: In-class Assessment 2	Week 5-6: WB 23/2 Mock Exams (2 weeks) P1 & P2 Pure	Week 5: Statistics Mock in Class	Week 4: Mechanics Mock in Class	

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.

Maths Department Feedback

- 1) **Knowledge is assessed.** This could be one of the assessments above, a mini quiz, exit ticket, Sparx task. Teacher assessments at KS4 and 5 should include at least 15 marks of exam-style questions. The test can be printed on white paper.
- 2) **The task is either self, peer or teacher assessed.** Teacher assessed work will be recorded on the departmental tracking sheet. Feedback will be given with either a QLA or group marking sheet and marking will be in a different coloured pen to green. This evidence will be printed on yellow paper (if the document is not already coloured) and glued into exercise books. The assessments will be stored in folders. Self or peer marking will be in green pen. The feedback that students receive will be personalised and students will have an idea of their strengths and areas to improve on in the future.
- 3) **The feedback is acted upon.** Students will be provided with DIT tasks that either close the gaps in their knowledge or extend their knowledge further. These tasks could be on Sparx. Misconceptions are addressed. This work is also marked. If the DIT is printed, it will be printed on yellow paper.

Example of Maths QLA following assessments

Questions	Topic	Score	Sparx Code
1	Converting between fractions, decimals and percentages	1 / 1	U888
2	Special sequences	1 / 1	U680
3	Converting units of length, mass and capacity	1 / 1	U388
4	Finding the lowest common multiple (LCM)	1 / 1	U751
5	Adding and subtracting integers	1 / 1	U417
6	Multiplying and dividing with place value, Adding and subtracting integers	2 / 3	U735, U417
7a	Estimating and measuring	1 / 1	U102
7b	Understanding, measuring and drawing angles	1 / 1	U447
7c	Understanding, measuring and drawing angles	1 / 1	U447
8a	Reading and plotting coordinates	1 / 1	U789
8b	Reading and plotting coordinates	1 / 1	U789
8c	Calculating midpoints	1 / 1	U933
9a	Drawing bar charts	3 / 3	U363
9b	Interpreting bar charts	2 / 2	U557
9c	Converting between ratios, fractions and percentages	1 / 1	U176
9d	Writing and simplifying ratios	1 / 1	U687
10a	Reflection	2 / 2	U799
10b	Plotting horizontal, vertical and diagonal lines	1 / 1	M797
11a	Interpreting frequency tables and two-way tables	3 / 3	U981
11b	Interpreting frequency tables and two-way tables	2 / 2	U981
12	Using the correct order of operations	1 / 1	U976
13a	Function machines with numbers	2 / 2	M175
13b	Function machines with numbers	0 / 2	M175
14a	Finding the volume of cubes and cuboids	2 / 2	U786
14b	Finding the surface area of cubes and cuboids	0 / 3	U929
15a	Factorising into one bracket	0 / 1	U365
15b	Solving equations with two or more steps	0 / 3	U325
16	Constructing and solving linear simultaneous equations	5 / 5	U137
17	Sharing amounts in a given ratio	0 / 3	U577
18*	Using a written method to divide with decimals	0 / 3	U868
19a*	Mutually exclusive events, Expected results from repeated experiments	1 / 3	U683, U166
19b*	Expected results from repeated experiments	1 / 1	U166
20a*	Adding and subtracting mixed numbers	1 / 2	U793
20b*	Dividing with mixed numbers	0 / 3	U538
21*	Angles on parallel lines, Angles in triangles	0 / 3	U826, U628
22a*	Estimating calculations, Calculating with speed	0 / 3	U225, U151
22b*	Estimating calculations	0 / 1	U225
23*	Angles in polygons, Constructing and solving quadratic equations	3 / 4	U427, U150
24*	Using and finding equations of linear real-life graphs	0 / 1	U862
25	Changing the subjects of formulae with two or more steps	2 / 2	U181
26	Factorising to solve quadratic equations of the form $x^2+bx+c=0$	0 / 3	U228
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Question	Topic	Mark	Code
1	Rounding decimals using significant figures	0 /1	U965
2a	Simplifying expressions using index laws	1 /1	U662
2b	Factorising into one bracket	0 /1	U365
3	Sharing amounts in a given ratio	2 /2	U577
4	Combining angle facts	1 /2	U655
5	Percentage change with a calculator	0 /2	U671
6	Solving inverse proportion word problems	0 /2	U357
7	Solving equations with the unknown on both sides	2 /2	U870
8	Position-to-term rules for arithmetic sequences	2 /2	U498
9	Finding error intervals	0 /2	U657
10a	Venn diagrams	2 /2	U476
10b	Venn diagrams	1 /1	U476
11	Combining ratios	0 /3	U921
12	Solving simultaneous equations using elimination	0 /3	U760
13	Finding unknown angles in right-angled triangles	0 /3	U545
14	Constructing loci	0 /3	U820
15	Indices of the form $\frac{a}{b}$	0 /1	U772
16a	Graphs of cubic functions	1 /1	U980
16b	Graphs of cubic functions	2 /2	U980
17a	Using and finding equations of linear real-life graphs	0 /1	U862
17b	Using and finding equations of linear real-life graphs	0 /1	U862
18	Calculating with density	0 /3	U910
19	Growth and decay	0 /3	U988
20	Finding unknown sides in right-angled triangles	0 /4	U283
21	Enlargement by a positive or negative scale factor	3 /3	U134
22	Constructing direct proportion equations	3 /3	U407
23	Equations of parallel and perpendicular lines	0 /3	U898
24	Changing the subject when the subject appears more than once	0 /2	U191
25	Plotting velocity-time graphs	0 /3	U937
26	Finding the surface area of composite shapes	2 /4	U561
27a	Tree diagrams for independent events	1 /2	U558
27b	Tree diagrams for independent events	0 /2	U558
28	Finding bounds for calculations	3 /3	U587
29	Position-to-term rules for quadratic sequences	0 /3	U206
30	Finding the volume of composite shapes	0 /4	U543
Total		26 /80	