

ASSESSMENT AND FEEDBACK POLICY PER SUBJECT AREA

<p>ART</p>	<p><i>Assessment and feedback within the Art, Craft and Design department is achieved as a holistic approach. The whole sketchbook is taken into consideration to enable the whole creative process to be assessed. Verbal feedback will form an integral role in this. Due to the nature of the subject pupils outcomes can be seen instantly. Therefore, verbal feedback can be given instantly for pupils to be able to refine and develop their outcomes instantly. The Art, Craft and Design department do not see the value in ticking or stamping a pupils book to document verbal feedback has been given. Instead, the progression of a pupils sketchbook paired with the explanations of the individual pupils will be able to inform how they are developing and refining their skills within the subject.</i></p> <p>KS3:</p> <p>1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • Silent Do Nows focus on subject specific key terminology to build deeper understanding on how to speak, read and write like an artist. No hands up to target pupils and gauge understanding. Self marked. • Questioning using no hands up, discuss with your neighbour, discuss as a table, discuss as a class to increase participation • Circulating and giving individual verbal feedback. <p>2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • Creative reviews - pupils able to walk around the class and see everyone's else's outcomes. This gives opportunities for pupils to give verbal self and peer feedback as well as inspiring future outcomes. Also encourages pupils to speak like an artist. • Using the visualiser to display examples of work • Home learning feedback - individual verbal feedback in class <p>3) Summative assessment: Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • After each topic - highlighted skill descriptors to indicate a working at level
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- Whole class creative review feedback sheet indicating common strengths and improvements. Including space for pupil self reflection.

KS4:

1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:

- Silent Do Nows focus on subject specific key terminology to build deeper understanding on how to speak, read and write like an artist. No hands up to target pupils and gauge understanding.
- Questioning using no hands up, discuss with your neighbour, discuss as a table, discuss as a class to increase participation
- Circulating and giving individual verbal feedback. Due to the nature of the subject pupils outcomes can be seen instantly therefore, verbal feedback can be given instantly for pupils to be able to develop and refine outcomes.

2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:

- Creative reviews - pupils able to walk around the class and see everyone's else's outcomes. This gives opportunities for pupils to give self and peer feedback as well as inspiring future outcomes. Also encourages pupils to speak, read and write like an artist.
- Using the visualiser to display examples of work
- Home learning feedback via individual verbal feedback in class
- One to ones either in person or via Google Classroom. Feedback documented on their digital portfolio on GC either by the teacher or pupil (Y10 & 11)

3) Summative assessment:

- At the end of each component (1 and 2) this will be marked using GCSE AQA assessment objectives. Pupils are given a number out of 24 per AO and 96 in total (Y10 & 11)
- Whole class feedback shared, common strengths and areas for improvement
- Pupils use the assessment sheet to write down strengths, improvements and reflection
- Data used to identify pupils for targeted intervention and misconceptions that need to be retaught

**COMPUTER
SCIENCE**

KS3:

1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:

- no hands up questioning
- having other pupils expand on answers
- true or false (with questioning)
- extension corner/window
- circling of class during tasks
- Silent do now do now (recalling previous lesson)

2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:

- no hands up questioning
- having other kids expand on answers
- whiteboard assessment
- true or false (with questioning)
- expand cards/challenge cards
- extension corner
- circling of class during tasks

3) Summative assessment:

- yacapaca assessments
- OCR exam question tailored for KS3
- Seneca
- Google forms (quiz)
- Kahoot assessment
- challenge questions

KS4:

1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:

- OCR exam questions (Tailored to every topic and subtopic)
- Extended Silent do nows (exam discrepancy)

	<ul style="list-style-type: none"> • challenge questions • no hands up questioning • having other kids expand on answers • true or false (with questioning) • extension corner/window • circling of class during tasks <p>2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • no hands up questioning • having other kids expand on answers • whiteboard assessment • true or false (with questioning) • expand cards/challenge cards • extension corner • circling of class during tasks <p>3) Summative assessment:</p> <ul style="list-style-type: none"> • yacapaca assessments • OCR exam question tailored for KS3 • Seneca • Google forms (quiz) • Kahoot assessment
DRAMA	<p>KS3: Students are formally assessed on the application of performance skills in English within their Speaking and Listening assessment. However throughout the year students will be informally assessed on their knowledge and understanding during the silent do now, verbal feedback is continually given throughout all KS3 lessons and is reactive to what students are producing (practically) in lessons. The scaffolding and peer-assessment of practical tasks also encourages students to reflect and make changes within the lesson</p>

1) Formative assessment in every lesson/on a regular basis: Verbal feedback is given for knowledge and understanding of key concepts and key words, verbal feedback given during the creation/rehearsal phase of the practical lesson of the application of skills and creative ideas. Verbal feedback is often given for the execution of performance skills when showing what they have created

2) Formative assessment on a regular basis: Verbal feedback is given for knowledge and understanding of key concepts and key words, verbal feedback given during the creation/rehearsal phase of the practical lesson of the application of skills and creative ideas. Verbal feedback is often given for the execution of performance skills when showing what they have created

3) Summative assessment: This will take place during the English Speaking and Listening assessment within their English KS3 lessons

KS4:

The setting of homework changes throughout the academic year according to the component students are studying. Students complete research tasks, Portfolios for Component 1: Devising, a Concept Pro Forma for the Component 2: Performing Scripted Plays, rehearsals for Practical Exams (of which students are expected to attend regularly). Students use exercise books throughout Years 9, 10 and 11 to record, consolidate and prepare for future learning. Exam questions based on the set text and live theatre analysis are given out throughout the year to ensure that students continue practising and preparing for the final written paper in Year 11. Silent do nows can be used to test knowledge of key words and concepts.

1) Formative assessment in every lesson. Verbal feedback is given for knowledge and understanding of key concepts and key words, verbal feedback given during the creation/rehearsal phase of the practical lesson of the application of skills and creative ideas. Verbal feedback is often given for the execution of performance skills when showing what they have created.

2) Formative assessment on a regular basis. Verbal feedback is given for knowledge and understanding of key concepts and key words, verbal feedback given during the creation/rehearsal phase of the practical lesson of

	<p>the application of skills and creative ideas. Verbal feedback is often given for the execution of performance skills when showing what they have created.</p> <p>3) Summative assessment: In yr9 students will complete mock components to prepare for the skills and knowledge required for the GCSE course in years 10 and 11. They will perform a scripted play as part of the National Theatre Connections project. In Year 10 students during Component 1 students' written HL is marked weekly and practical devised performance is examined by the teacher. Students will also sit past papers to prepare for final GCSE exams exploring two different texts. I use QLA to inform planning of the silent do nows and lessons</p>
<p>DT AND FOOD</p>	<p><i>Assessment and feedback within the DT and Food subject area aims to focus on the particular qualities of a pupil's work to increase effort and aspiration, with advice on that they can do to improve, avoiding comparisons with other pupils.</i></p> <p>KS3: Pupils have a project booklet in both DT & Food. This contains the information they need for each lesson, plus evaluation tasks and a practical skills tracker. Booklets also contain opportunities for teacher assessment, peer assessment and self assessment.</p> <p>1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • The scaffolding and peer-assessment of practical tasks also encourages students to reflect and make changes within the lesson • Cold calling questioning to include all pupils in order to check for understanding • Teacher circulating to give individual feedback • Home learning is checked and stamped each week to check completion. • Pupils are given the opportunity to improve their work for the following week <p>2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • Peer assessment on practical tasks in booklets following the modelling by the teacher or the success criteria communicate beforehand • Teacher assessment on practical tasks and written tasks in booklets

- Self assessment on practical tasks and written tasks in booklets, assessment of practical skills using their tracker which is kept in their books

3) Summative assessment:

DT:

- Yr 7 - Online quiz half- way through the term, set as Home learning.
- Yr 8 - Tests done using Google forms to celebrate achievement

KS4:

1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:

- Silent Do Nows focus on subject specific key terminology to build deeper understanding (Retrieval & Self-marked)
- Verbal and written feedback with suggestions for improvement on Iterative Design. Sharing of exemplary work (WAGOLL) and examples that need improvement; names are not shared without the pupils consent.
- Circulating giving individual feedback and questioning to encourage pupil progress

2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:

- Practical, preparatory work and paper-based home learning are marked during the lesson, with pupils given feedback, the opportunity to improve the work and be re-marked.
- Class experts providing peer feedback
- Written responses to verbal feedback
- Work uploaded on Google Classroom with written feedback attached.
- Trackers used by pupils to identify areas of weakness and referred to before each test

3) Summative assessment:

- After each termly assessment papers are marked with specific feedback using exam board marking criteria.
- Exam papers are worked through in class making corrections and providing model answers

	<ul style="list-style-type: none"> • QLA data is used to target areas of poor understanding and guide intervention strategies
<p>ENGLISH</p>	<p>KS3:</p> <p>1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • Silent Do Now - to establish what pupils already know about the topic or remember from previous learning. Cold calling used to target pupils to gauge the level of understanding in the class. • Self and peer assessment points - pupils assess their work/their peers work against the success criteria or answers on the board. Sometimes, pupil accessible skills descriptors are used. • Questioning using cold call and discussion to increase participation. • Whiteboards (used sometimes) - so teachers gauge the level of understanding of every pupil. • Circulating and giving individual verbal feedback. <p>2) Formative assessment in the middle of KS3 units.</p> <p>Skills Stops:</p> <ul style="list-style-type: none"> • Peer-assessed: take place in the middle of KS3 units. • Teachers implement a well timed feedback lesson, going through common misconceptions. • Pupils respond to peer marking in green pen. The response can be whole class if appropriate. <p>Mini assessments:</p> <ul style="list-style-type: none"> • Teacher marked: at least one takes place in the middle of longer KS3 units. • Marked using pupil friendly skills descriptors: feedback lesson is well timed to go through common misconceptions. • Pupils respond to area of improvement in green pen. <ul style="list-style-type: none"> • Home learning - checked each week by the teacher. <p>3) Summative assessment:</p> <ul style="list-style-type: none"> • Completed after each topic (roughly every three weeks for shorter units). • These comprise of either a reading or an extended writing assessment. Reading - Pupils at KS3 complete one extended essay based reading assessment in Year 7 and one in Year 8. Otherwise, reading assessments ask pupils to write in individual PEE paragraphs.

- Teachers use pupil friendly skills descriptors to mark KS3 assessments, highlighting pupils' areas of strength and one area of improvement.
- **Literacy** - Teachers also highlight pupils' most crucial literacy errors on their work.
- Pupils respond to their area of improvement in green pen during a feedback lesson.

KS4:

1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:

- Silent Do Now - to establish what pupils already know about the topic or remember from previous learning. Cold calling used to target pupils to gauge the level of understanding in the class.
- Self and peer assessment points - pupils assess their work/their peers work against the success criteria or answers on the board.
- Questioning using cold call and discussion to increase participation.
- Whiteboards (used sometimes) - so teachers gauge the level of understanding of every pupil.
- Circulating and giving individual verbal feedback.

2) Formative assessment within all KS4 unit. Mini assessment points:

- Teacher marked using pupil friendly skills descriptors: feedback lesson is well timed to go through common misconceptions.
- Pupils respond to area of improvement in green pen.

- **Home learning** - checked each week by the teacher.

3) Summative assessment:

- After each topic (roughly half termly) pupils take a summative assessment. These follow the same exam format and grading as GCSE exams.
- If the assessment is sat in class, teachers provide individual pupil feedback using pupil friendly skills descriptors (areas of strength and area of improvement). If the assessment is a mock using GCSE past papers, teachers provide whole class feedback.
- Question level analysis also completed which shapes intervention and feedback strategy.
- Pupils respond to their area/s of improvement in green pen during a well-timed feedback lesson.

GEOGRAPHY

KS3:

1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:

- Silent Do Now - retrieval and recall questions, which are then self marked. Cold calling used to target pupils to gauge the level of understanding in the class
- Questioning using cold call and turn/talk to gauge pupil understanding
- Hinge questioning - 'knowledge check' - during the lesson using multiple choice questions to check whole class understanding
- Individual verbal feedback is given whilst teachers circulate

2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:

- Using mini whiteboards, thumbs up/down, fingers - to gather whole class feedback
- Using the visualiser to display individual examples of work for feedback
- Home learning feedback is given automatically via Seneca. Questionnaire marked, and if a wrong answer is given the question is repeated in a different format. The instant feedback from Seneca is given to both pupils and teachers.

3) Summative assessment:

- Pupils will complete two types of summative assessments in their class book. During a topic pupils will complete a knowledge recall test, and at the end of a topic pupils will complete longer questions which involve writing in complete sentences, often a paragraph or more.
- Building towards these being more cumulative and including questions from previous topics
- Whole class feedback sheet are provided and on the powerpoints which pupils use to respond to feedback
- Skill and knowledge descriptor sheet highlighted
- Pupils reflect on strength and area for improve which they will action in their next assessment or lesson
- Pupils complete response task - from a list on the WCF slide
- Teachers use a centralised sheet for assessment outcomes. This is used as a whole class to address any areas of weakness.

KS4:

	<p>1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • Silent Do Now - retrieval and recall questions, which are then self marked. Cold calling used to target pupils to gauge the level of understanding in the class • Questioning using cold call and turn/talk to increase participation • Hinge questioning - 'knowledge check' - during the lesson using multiple choice questions to check whole class understanding • Circulating and giving individual verbal feedback <p>2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • Using mini whiteboards, thumbs up/down, fingers - to gather whole class feedback • Using the visualiser to display individual examples of work for feedback • Home learning feedback is given automatically via Seneca. Questionnaire marked, and if a wrong answer is given the question is repeated in a different format. The instant feedback from Seneca is given to both pupils and teachers. <p>3) Summative assessment:</p> <ul style="list-style-type: none"> • At the end of each unit (approx 4-6 weeks) they will take an assessment based on past GCSE paper questions. This will be marked and pupils given a percentage. • Whole class feedback sheet are provided and on the powerpoints which pupils use to respond to feedback • Mark scheme gone through in detail and pupils add in green pen to their answers • Longer answer questions are broken down and modelled • Question level analysis is completed to inform teachers lesson planning and to target individuals for intervention. • Reflection sheet after larger assessment are used to identify areas of weakness in both preparation and in the assessment • Data used to identify pupils for targeted intervention and misconceptions that need to be retaught
<p>HISTORY</p>	<p>KS3:</p> <p>1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:</p>

- Silent Do Now - retrieval and recall questions focussing on acquisition of substantive concepts (linked to home learning), recall from previous lessons and topics and writing focus, which are then self marked. Cold calling used to target pupils to gauge the level of understanding in the class and reteach if needed.
- Questioning using cold call and turn and talk to increase ratio
- Hands up taken for 'thinking harder' and when gauging prior knowledge (particularly at the beginning of a new enquiry)
- Hinge questioning - 'knowledge check' - during the lesson using multiple choice questions/true or false/mini-whiteboards to check whole class understanding - teachers ensure an 80% success rate before moving on
- Circulating and giving individual verbal feedback

2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:

- Using mini whiteboards to gather whole class feedback
- Using the visualiser to display individual examples of work for feedback
- Home learning feedback
- Using 'knowledge checkers' to gauge understanding at the end of a bridge enquiry
- Coded individual and whole class feedback, using a success criteria based on aspects of the knowledge and skills descriptors, given on short independent writing episodes, particularly when answering a bridge enquiry question
- Adaptations to subsequent enquiries made based on formative assessment to 'plug gaps' in substantive and disciplinary knowledge

3) Summative assessment:

- Following core enquiries (roughly termly) pupils will take a summative assessment. These will include a range of substantive knowledge, multiple choice, source and long answer questions - focussing on one/two aspects of disciplinary knowledge and marked using the knowledge and skills descriptors
- Over time, these summative assessments become cumulative, including questions from previous topics
- Coded individual and whole class feedback given on summative assessments, using a success criteria based on aspects of the knowledge and skills descriptors
- Pupils reflect on strength and area for improvement

- Pupils complete a 'next step' task - from a list on the WCF slide

KS4:

1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:

- Silent Do Now - retrieval and recall questions - recall from previous lessons, interleaved previous topics, plugging gaps from Carousel quizzing home learning and integrating writing practice, which are then self marked. Cold calling used to target pupils to gauge the level of understanding in the class and reteach if needed.
- Questioning using cold call and turn and talk to increase ratio
- Hinge questioning - 'knowledge check' - during the lesson using multiple choice questions/true or false/mini-whiteboards to check whole class understanding
- Circulating and giving individual verbal feedback

2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:

- Using mini whiteboards to gather whole class feedback
- Regular modelling of exam questions using the visualiser to display and narrate model responses, as well as individual examples of work during independent practice for feedback
- Pupils complete Carousel quizzing home learning weekly - knowledge that pupils struggled to recall is then added to the subsequent Do Now to address the gap or misconception
- Home learning feedback - weekly whole class feedback given in 'Do Now' for a past paper exam question that was completed at home - Do Now expects pupils to act on feedback by making one pivotal improvement to their response
- Coded individual and whole class feedback given on short independent writing episodes
- Adaptations to subsequent lessons made based on formative assessment to 'plug gaps' in substantive and disciplinary knowledge

3) Summative assessment:

	<ul style="list-style-type: none"> • At the end of each part of a topic (approx 8 weeks) pupils will take an assessment based on past GCSE paper questions. This will be marked and pupils given a percentage. MCQ knowledge questions will also be included to check base knowledge but this will not contribute to their overall grade. • Whole class feedback shared • Common misconceptions addressed and retaught where necessary - pupils add in green pen to their responses or complete a 'next steps' task • Question level analysis is completed and misconceptions/gaps planned into subsequent topic for reteaching • At the end of each full unit (1.5 - 2 terms) a cumulative assessment is taken using past paper questions • Data used to identify pupils for targeted intervention and misconceptions that need to be retaught
<p>LANGUAGES</p>	<p>S3:</p> <p>1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • Vocabulary → Silent Do Now - vocabulary tests on the first lesson of every week. Retrieval and recall questions in the second and third lesson of the week. All of these are then self marked. Cold calling used to target pupils to gauge the level of understanding in the class. • Questioning using cold call and turn/talk to increase participation • Hinge questioning - 'knowledge check' - during the lesson using multiple choice questions to check whole class understanding • Circulating and giving individual verbal feedback <p>2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • Grammar (+ Vocabulary) = SIR Marking tasks: Home learning written feedback • Phonics - Verbal feedback / Challenge reading, Bingo / Speaking exams - Whole Class Feedback / Authentic texts - songs, literary texts and films used in the classroom. • SIR marking therapy in which pupils prepare a response reflecting on their mistakes takes place always in the classroom as a Silent Do Now activity. • Games applied to vocabulary and grammar. Using mini whiteboards, thumbs up/down, fingers - to gather whole class feedback • Home learning feedback via Quizlet and Satchel One

3) Summative assessment:

- After each topic (roughly half termly) pupils will take a summative assessment. A summative assessment could be either an end of unit test or a paper that follows the same exam format and grading as GCSE exams but adapted to the content we are covering. The end of unit tests include questions to test the long term retention of the vocabulary studied so far and a translation task, that is marked against the GCSE criteria. The adapted GCSE paper, instead, includes a range of multiple choice, short/long answer questions, photo descriptions and oral assessments.
- These assessments are always cumulative and always include questions from previous topics
- Whole class feedback sheet
- Marking code
- Pupils reflect on strength and area for improve
- Pupils have a different assessment book to separate learning from assessment tasks.

KS4:

1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:

- **Vocabulary** - Silent Do Now - vocabulary tests on the first lesson of every week. Retrieval and recall questions in the second and third lesson of the week. All of these are then self marked. Cold calling used to target pupils to gauge the level of understanding in the class.
- Questioning using cold call and turn/talk to increase participation
- Hinge questioning - 'knowledge check' - during the lesson using multiple choice questions to check whole class understanding
- Circulating and giving individual verbal feedback

2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:

	<ul style="list-style-type: none"> • Grammar (+ Vocabulary) = SIR Marking tasks: Home learning written feedback • Phonics - Verbal feedback / Challenge reading, Bingo / Speaking exams - Whole Class Feedback / Authentic texts - songs, literary texts and films used in the classroom. • SIR marking therapy in which pupils prepare a response reflecting on their mistakes takes plays always in the classroom as a Silent Do Now activity. • Games applied to vocabulary and grammar. Using mini whiteboards, thumbs up/down, fingers - to gather whole class feedback • Home learning feedback via Quizlet and Satchel One <p>3) Summative assessment:</p> <ul style="list-style-type: none"> • After each topic (roughly half termly) pupils will take a summative assessment. These follow the same exam format and grading as GCSE exams but adapted to the content we are covering. These include a range of multiple choice, short/long answer questions, photo descriptions and oral assessments. • Revision Guides • These assessments are always cumulative and always include questions from previous topics • Whole class feedback sheet • Marking code • Pupils reflect on strength and area for improve • Pupils have a different assessment book to separate learning from assessment tasks. • Mark scheme gone through in detail and pupils add in green pen to their answers
MATHS	<p>KS3:</p> <p>1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • Silent Do Now - retrieval and recall questions, which are then self marked. Cold calling used to target pupils to gauge the level of understanding in the class • Questioning using cold call and turn/talk for assessment for learning • Diagnostic questioning - 'knowledge check' - during the lesson using multiple choice questions to check whole class understanding • Verbal feedback is given individually when circulating

2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:

- Using mini whiteboards, thumbs up/down, fingers - to gather whole class understanding and assessment
- Using the visualiser to display individual examples of work for feedback
- Weekly home learning reviewed by teacher

3) Summative assessment:

- Approximately two weeks after each topic pupils will take a summative assessment. These are 20 mark knowledge checkers.
- Whole class feedback
- Individual skills descriptor sheet RAG for pupils to identify strengths and areas for improvement
- Once per half term, 1-2 lessons will be dedicated to specific, cumulative feedback from units covered with focused revision tasks
- Mark scheme gone through in detail and pupils add or correct in green pen to their answers

KS4:

1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:

- Silent Do Now - retrieval and recall questions, which are then self marked. Cold calling used to target pupils to gauge the level of understanding in the class
- Questioning using cold call and turn/talk to increase participation
- Diagnostic questioning - 'knowledge check' - during the lesson using multiple choice questions to check whole class understanding
- Verbal feedback is given individually when circulating

2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:

- Using mini whiteboards, thumbs up/down, fingers - to gather whole class feedback
- Using the visualiser to display individual examples of work for feedback
- Home learning written feedback
- Exam style questions for practise

	<p>3) Summative assessment:</p> <ul style="list-style-type: none"> • Approximately two weeks after each topic pupils will take a summative assessment. These are 20 mark knowledge checkers. • Whole class feedback • Individual skills descriptor sheet RAG for pupils to identify strengths and areas for improvement • Once per half term, 1-2 lessons will be dedicated to specific, cumulative feedback from units covered with focused revision tasks • Mark scheme gone through in detail and pupils add in green pen to their answers • Longer answer questions broken down and modelled • In Year 9, the End of Year exam is based on a GCSE past paper • In Year 10, at least two exams will be mock GCSE exams based on a GCSE past paper • In Year 11, at least one exam will be a full mock GCSE exam based on a GCSE past paper • Question Level Analysis will be completed on all exams stated above • Data from QLA will guide classroom teaching and targeted intervention sessions in year 10 and 11
MUSIC	
PHSCE	<p>KS3:</p> <p>1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • Silent Do Now - retrieval and recall questions, which are then self marked. Cold calling used to target pupils to gauge the level of understanding in the class • Questioning using cold call and turn/talk to increase participation • Hinge questioning - 'knowledge check' - during the lesson using multiple choice questions to check whole class understanding • Circulating and giving individual verbal feedback and points to bring the discussion on by challenging myths and misconceptions in case of scenarios <p>2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • Mind maps before a unit and after to consolidate the progress and learning completed

	<ul style="list-style-type: none"> • Google form quiz at midpoint and endpoint of academic year to inform gaps and to inform the following year spiralled learning <p>3) Summative assessment:</p> <ul style="list-style-type: none"> • After 3 units (roughly Feb half term) pupils will take a summative assessment. These will include a range of multiple choice, short/long answer questions. • Building towards these being more cumulative and including questions from previous topics <p>KS4:</p> <p>1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • Silent Do Now - retrieval and recall questions, which are then self marked. Cold calling used to target pupils to gauge the level of understanding in the class • Questioning using cold call and turn/talk to increase participation • Hinge questioning - 'knowledge check' - during the lesson using multiple choice questions to check whole class understanding • Circulating and giving individual verbal feedback • Large Mind maps to gauge level of knowledge and understanding <p>2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to: Google form assessment on three units of work (roughly half term Feb)</p> <p>3) Summative assessment:</p> <ul style="list-style-type: none"> • At the end of three units (mid point and end of 6 units (endpoint) the pupils will have a sessions where they complete the Google forms online • Topic understanding analysis • Data used to identify misconceptions that need to be retaught
P.E.	<p>KS3 (Practical Physical Education):</p> <p>1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:</p>

- Pupils are assessed in all sports & activities they cover.
- Pupils are assessed on their knowledge & application of skills via performance assessment and questioning.
- Cold calling used to target pupils to gauge the level of understanding in the class
- No opt out questioning used to encourage verbal feedback
- Hinge questioning during mini plenaries - 'knowledge check' - during the lesson
- The scaffolding & peer-assessment of practical tasks also encourages pupils to reflect & make changes within the lesson
- Verbal feedback is given for individual skills & application of these & tactics into games
- Displayed Skills and knowledge descriptors are displayed and shared with pupils

2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:

- Google Form Knowledge & Understanding 10 question quiz
- Peer-Assessment (verbal)
- Performance (teacher) assessments
- Self assessment
- Collaborative team assessments.

3) Summative assessment:

- Summative assessment is awarded at the end of every practical unit through the use of skills and knowledge descriptors
- Standardisation is completed by the whole department

S4 Core (Practical Physical Education):

1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:

- Pupils are assessed in all sports & activities they cover.
- Pupils are assessed on their application of skills & knowledge & understanding in a game via performance assessment and questioning.
- Cold calling used to target pupils to gauge the level of understanding in the class
- No opt out questioning used to encourage verbal feedback
- Hinge questioning during mini plenaries - 'knowledge check' - during the lesson

- Pupils are assessed along with how they apply skills & tactics into a game or competitive situation.
- The scaffolding & peer-assessment of competitive practical tasks, leadership & refereeing encourages pupils to reflect & make changes.
- Verbal feedback is given for individual skills & tactics applied into games.

2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:

- Google Form Knowledge & Understanding 10 question quiz
- Peer-Assessment (verbal)
- Performance (teacher) assessments
- Self assessment
- Collaborative team assessments.

KS4 Tech Award in Sport Physical Activity & Fitness:

Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:

- Silent Do Now - retrieval & recall questions, which are then self marked.
- Cold calling used to target pupils to gauge the level of understanding in the class
- No opt out questioning used to encourage verbal feedback
- Hinge questioning during mini plenaries - 'knowledge check' - during the lesson
- Circulating & giving individual verbal feedback during coursework tasks or use of impero to feedback while working on chrome books.

2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:

- Using mini whiteboards, thumbs up/down, fingers - to gather whole class feedback
- Home learning is referenced on the lesson due and peer or staff feedback given.
- Success criteria shared with pupils

3) Summative assessment:

- At the end of each unit of guided teaching hours (approx 4-6 weeks) pupils will complete a coursework task or take an assessment based on a Tech Award in Sport Physical Activity and Fitness past paper questions. This will be marked & pupils given a btec grade.

For exam questions

- Whole class feedback shared
- Mark scheme scrutinised & pupils add in green pen to their answers
- Longer answer questions broken down & modelled
- Past Tech Award in Sport Physical Activity and Fitness papers will have analysis of Question Level Analysis (QLA)
- Data used to identify pupils for targeted intervention & misconceptions that need to be retaught

For coursework

- feedback sheet is produced with areas completed from the assessment (success) criteria
- 14 day resubmission period given with the original assessment (success) criteria

KS4 Cambridge National Sports Studies

Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:

- Silent Do Now - retrieval & recall questions, which are then self marked.
- Cold calling used to target pupils to gauge the level of understanding in the class
- No opt out questioning used to encourage verbal feedback
- Hinge questioning during mini plenaries - 'knowledge check' - during the lesson
- Circulating & giving individual verbal feedback during coursework tasks or use of impero to feedback while working on chrome books.

2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:

- Using mini whiteboards, thumbs up/down, fingers - to gather whole class feedback
- Home learning is referenced on the lesson due and peer or staff feedback given.
- Success criteria shared with pupils

3) Summative assessment:

- At the end of each unit of guided teaching hours (approx 4-6 weeks) pupils will complete a coursework task or take an assessment based on past Cambridge National Sports Studies paper questions. This will be marked & pupils given a btec grade.

For exam questions

- Whole class feedback shared

- Mark scheme scrutinised & pupils add in green pen to their answers
- Longer answer questions broken down & modelled
- Past Cambridge National Sports Studies papers will have analysis of Question Level Analysis (QLA)
- Data used to identify pupils for targeted intervention & misconceptions that need to be retaught

For coursework

- feedback sheet is produced with areas completed from the assessment (success) criteria
- A resubmission may be given with the original assessment (success) criteria if required

KS4 GCSE Physical Education:

Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:

- Silent Do Now - retrieval & recall questions, which are then self marked.
- Cold calling used to target pupils to gauge the level of understanding in the class
- No opt out questioning used to encourage verbal feedback
- Hinge questioning during mini plenaries - 'knowledge check' - during the lesson
- Circulating & giving individual verbal feedback during coursework tasks or use of impero to feedback while working on chrome books.

2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:

- Using mini whiteboards, thumbs up/down, fingers - to gather whole class feedback
- Home learning is referenced on the lesson due and peer or staff feedback given.
- Success criteria shared with pupils

3) Summative assessment:

- At the end of each topic area (roughly half termly) pupils will complete an assessment based task using GCSE past paper questions. This will be marked & pupils given a GCSE grade.

For exam questions

- Whole class feedback shared
- Mark scheme scrutinised & pupils add in green pen to their answers
- Longer answer questions broken down & modelled
- Past GCSE papers will have analysis of Question Level Analysis (QLA)
- Data used to identify pupils for targeted intervention & misconceptions that need to be retaught

PRE

KS3:

1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:

- Silent Do Now - retrieval and recall questions focussing on acquisition of substantive concepts (linked to home learning), recall from previous lessons and topics and writing focus, which are then self-marked. Cold calling used to target pupils to gauge the level of understanding in the class and reteach if needed.
- Questioning using cold call and thinking time or 'short discussion periods'
- Hands up taken for 'thinking harder' and when gauging prior knowledge
- Teachers checking written work by looking round classroom - ensure an 80% success rate before moving on
- Circulating and giving individual verbal feedback
- Socratic questioning
- Dialogic methods

2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:

- Using 'quick questions' to gather whole class feedback
- Reading individual examples of work for feedback
- Using 'knowledge checkers'
- Students checking each other's knowledge – 'class experts' 'peer support' etc.
- Adaptations to subsequent enquiries made based on formative assessment to 'plug gaps' in substantive and disciplinary knowledge

3) Summative assessment:

- We will review students' learning at the end of each unit
- The key issue for assessment is whether or not students can demonstrate their understanding gained over the unit/term/year in a different context. We must ensure that assessment is not a mere test of memory rather than of understanding.

- The students grade will reflect the students' understanding of Big Ideas, which depends on the extent to which they can apply those ideas in new contexts.
- All knowledge required at KS4 will be the focus of any simple knowledge tests.
- Pupils reflect on strength and area for improvement

KS4:

1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:

- Silent Do Now - retrieval and recall questions - recall from previous lessons, interleaved previous topics, plugging gaps from Carousel quizzing home learning and integrating writing practice, which are then self-marked.
- Cold calling used to target pupils to gauge the level of understanding in the class and reteach if needed.
- Questioning using cold call and turn and talk to increase ratio
- Hinge questioning - 'knowledge check' - during the lesson using multiple choice questions/true or false/mini-whiteboards to check whole class understanding
- Circulating and giving individual verbal feedback

Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:

- Regular modelling of exam questions to display and narrate model responses, as well as individual examples of work during independent practice for feedback
- KS4 knowledge tests each week.
- Home learning feedback – written or verbal
- Coded individual and whole class feedback given on short independent writing episodes
- Peer assessment and use of mark schemes to self-assess class questions
- Adaptations to subsequent lessons made based on formative assessment to 'plug gaps' in substantive and disciplinary knowledge

2) Summative assessment:

	<ul style="list-style-type: none"> • At the end of each topic pupils will take an assessment based on past GCSE paper questions this will give the pupils a grade. • Whole class feedback shared to highlight areas of common misconceptions • Common misconceptions addressed and retaught where necessary • Question level analysis is completed and misconceptions/gaps planned into subsequent topic for reteaching • Data used to identify pupils for targeted intervention and misconceptions that need to be retaught • GCSE past papers used to test all knowledge – increasing difficulty • Use of 'on your marks' sheets for 12 mark questions
<p>SCIENCE</p>	<p>KS3: In KS3 pupils will have a book per teacher</p> <p>1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • Verbal feedback on live tasks provided, which pupils will act upon immediately • Low stakes quizzing / recall using mini-whiteboards, or in back of books • Self / Peer assessed comprehension tasks using model feedback from teacher • Key words / Definitions / Vocabulary tasks which will be self / peer assessed • Silent DO NOW for retrieval and recall • Teachers will check books to ensure that they meet the presentation policy, SPAG codes will be used for key spellings. This check will help to establish understanding, gaps, opportunities for stretching <p>2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • Pupils will complete an assessment task at the end of every topic, or at a mid-point if it is a longer topic. The centralised topic tests will consist of core questions from the current topic and previous topics to ensure retrieval, interleaving and spacing is included, with relevant exam questions to develop exam technique / recognition of key words, which will be self / peer assessed. The teacher will then look at these sheets to determine some appropriate whole class feedback tasks, which will be prepared and completed in their books. Teachers will give whole class feedback based on these results. The assessment

task and feedback task will be printed on different coloured paper to ensure that they are easily identifiable in their books.

- There will be a skills and knowledge descriptor per topic which pupils will RAG according to the results of their formative feedback.
- **3) Summative assessment:** 3 times a year / once a term, pupils will complete a 50-minute exam paper on content covered which will be marked by the teacher with question level analysis taking place to inform individual feedback for pupils. Pupils will receive a feedback sheet with coded feedback with relevant tasks on how to move their learning forward, as common mistakes / misconceptions will have been identified and addressed. Whole class feedback will be given to rectify common mistakes and misconceptions.

KS4: In KS4 pupils will have a book per teacher

1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:

- Verbal feedback on tasks provided, which pupils will act upon
- Low stakes quizzing / recall using mini-whiteboards, or in back of books
- Self / Peer assessed comprehension tasks using model feedback from teacher
- Key words / Definitions / Vocabulary tasks which will be self / peer assessed
- Silent DO NOW for retrieval and recall
- Teachers will check books to ensure that they meet the presentation policy, SPAG codes will be used for key spellings. This check will help to establish understanding, gaps, opportunities for stretching.

2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:

- Pupils will complete an assessment task at the end of every topic, or at a mid-point if it is a longer topic (this equates to approximately 2-3 per half term). The topic tests will consist of tasks on core questions from the current topic and previous topics to ensure retrieval, interleaving and spacing is included, with relevant exam questions (all pupils will have the same sheet) to develop exam technique / recognition of key words, which will be self / peer assessed. The teacher will then look at these sheets to determine some appropriate whole class feedback tasks, which will be prepared and completed in their books. The

	<p>assessment task and feedback task will be printed on different coloured paper to ensure that they are easily identifiable in their books.</p> <ul style="list-style-type: none"> • There will also be assessment materials when appropriate (dependent on topic) on: • Equation Practice • Extended Response Practice • Required Practical questions • There will be a skills and knowledge descriptor per topic which pupils will RAG according to the results of their formative feedback. Pupils will be given time to address these identified areas for improvement. <p>3) Summative assessment: 3 times a year / once a term, pupils will complete a 50-minute exam paper based on previous GCSE exam questions on content covered which will be marked by the teacher with question level analysis taking place to inform individual feedback for pupils. Pupils will receive a feedback sheet with coded feedback with relevant tasks on how to move their learning forward, as common mistakes / misconceptions will have been identified and addressed. Whole class feedback will be given to rectify common mistakes and misconceptions.</p>
<p>SEND</p>	<p>KS3:</p> <p>1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • Silent Do Now using key info to support retrieval and recall questions • Questioning using cold call and turn/talk to increase participation • Hinge questioning - 'knowledge check' - during the lesson using questions to check whole class understanding • Circulating and giving individual verbal feedback <p>2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • Inference - Skills based assessments – written and verbal feedback • Phonics - Verbal and individual feedback / Challenge reading, Whole Class Feedback

	<ul style="list-style-type: none"> • Games applied to key words and skills. Using mini whiteboards, thumbs up/down, fingers - to gather whole class feedback • Home learning feedback via Quizlet and Satchel One <p>3) Summative assessment:</p> <ul style="list-style-type: none"> • After each 6 weeks (roughly half termly) pupils will take a summative assessment. These follow the same exam format as the skills taught • These include a range of short/long answer questions, written and oral assessments. • These assessments are always cumulative and always include questions from previous topics • Marking code use the school policy • Pupils reflect on strength and area for improve
<p>SOCIAL SCIENCES</p>	<p>KS4:</p> <p>1) Formative assessment in every lesson. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • Silent Do Now - retrieval and recall questions, which are then self-marked. Cold calling used to target pupils to gauge the level of understanding in the class • Questioning using cold call and turn/talk to increase participation • 'Knowledge check' - during the lesson using matching tasks and multiple choice to check whole class understanding • Circulating and giving individual verbal feedback <p>2) Formative assessment on a regular basis. Typical assessment tasks include, but are not limited to:</p> <ul style="list-style-type: none"> • Home learning feedback via Seneca • Home learning written feedback on google classroom • I do, we do, you do exam practice

3) Summative assessment:

- After each topic (roughly half-termly) pupils will take a summative assessment. These will include a range of multiple choice, short/long answer questions.
- Building towards these being more cumulative and including questions from previous topics
- Pupils reflect on strength and area for improvement