



MARLING
SCHOOL

Department Assessment Policies

ART

Rationale:

Art assessment is used as a positive guidance for improvement, promotes and improves learning and encourages creativity within a supportive environment.

Assessment at KS3:

Assessment is given in the form of oral and written feedback. Peer assessment is encouraged and students are given very strict criteria to mark each other's work including giving suggestions for individual improvement. After the marking process, the students set their own targets for improvement and should be very clear about how they can improve their own work and how to progress to the next level. Students are formally assessed at the end of each topic. Two or three topics are covered per academic year.

- Written feedback can be found in the back of their sketchbooks as key pieces are completed to allow for reflection and improvement before continuing with the topic.
- Formal assessment is completed on sheets and stapled in the back of their books at the end of each topic.

Assessment at KS4:

GCSE students produce a portfolio of work throughout the two years of the course. This work is seen as a problem solving exercise to demonstrate a range of ideas or themes. In addition to the portfolio of work, a controlled test takes the form of an externally set paper, which gives students the opportunity to work independently within a ten-hour period. Students are expected to demonstrate a response to all of the assessment objectives in each component. All work is continually assessed against the following four assessment objectives and is in the form of oral and written feedback.

- **AO1** Developing their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding
- **AO2** Refining their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes
- **AO3** Recording ideas, observations and insights relevant to their intentions in visual and/or other forms
- **AO4** Presenting a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements

Written feedback can be found in the back of their sketchbooks or as part of slide reviews if they choose to do a PowerPoint. Written feedback supports the four assessment objects and identifies any weaknesses in their portfolio and controlled test submission.

Feedback includes: Informal tutorials, weekly formal tutorials with written notes and formal feedback against the 4 assessment objectives at the end of a discreet piece of work.

Assessment at KS5:

A Level students produce a personal investigation throughout the two years of the course. This work is seen as a problem solving exercise to demonstrate a range of ideas or themes. In addition to this work, a controlled test takes the form of an externally set paper, which gives candidates the opportunity to work independently within a fifteen-hour period. Students are expected to demonstrate a response to all of the assessment objectives in each component. All work is continually assessed against the following four assessment objectives and is in the form of oral and written feedback.

- **AO1** Developing their ideas through sustained and focussed investigations informed by contextual and other sources demonstrating analytical and cultural understanding
- **AO2** Exploring and selecting appropriate resources, media and materials, techniques and processes, reviewing and refining ideas as work develops
- **AO3** Recording ideas, observations and insights relevant to their intentions, reflecting critically on work as it progresses
- **AO4** Presenting a personal, and meaningful response, realising intentions and where appropriate, making connections between visual and other elements

Written feedback can be found in the back of their sketchbooks or as part of slide reviews if they choose to do a PowerPoint. Written feedback supports the four assessment objects and identifies any weaknesses in their personal investigation and controlled test submission.

Feedback includes: Informal tutorials, weekly formal tutorials with written notes and formal feedback against the 4 assessment objectives at the end of a discreet piece of work.

BIOLOGY

Assessment at KS4 (includes Y9):

- At the end of each topic in GCSE Biology students will sit a written end of topic assessment utilising previous exam questions; larger topics may also have mid-topic assessments. Students receive a grade for their assessments based on the GCSE number grades and should compare this to their target grade and complete WWW and HTIs to reflect on areas they need to work on.
- During a topic student progress is monitored through the use of learning platforms such as Educake, Carousel learning, Blooket and Quizical, which have been shown to motivate students and increase progress.
- Students sit written end of year examinations in year 9 (this covers the Cell Biology unit only) and 10 (this covers the four units included in paper 1), and 2 mock examinations in year 11 (a paper 1 and a paper 2) which are teacher marked.
- All written assessments are stored in a 'student progress folder' so that it is easy to review and reflect on understanding of previous topics.
- In order to improve long term retention, all assessments include questions from previous topics. Homeworks for Y10 and Y11 via Educake include questions from previous topics also.
- As assessment is carried out through online learning platforms and end of topic and year assessments, there is no expectation for teachers to be marking student exercise books, as these are meant to be revision notes only. Any work in exercise books is either peer or self-assessed or marked by a teacher during lessons ('live-marking'). Therefore, teacher marking is unlikely to be seen in student exercise books.

Assessment at KS5:

- At the end of each topic in A Level Biology students sit a written end of topic assessment based on previous examination questions. Students receive a grade on these assessments based on the A Level grades (A*-E) and students are encouraged to reflect on areas they need to improve.
- Homeworks in Y12 and Y13 are in the form of 'homework booklets' based on previous exam questions. These are self or peer marked in class and students are expected to identify areas for improvement. The booklets also include the learning objectives from the specification in order that students can clearly monitor their own progress.
- Students sit an exam at the end of year 12 (one or two papers) and a series of mock examinations in year 13.
- At A Level there is a particular emphasis on developing independent learning skills, and for students to be able to identify areas they need to work on themselves. Students have access to online learning platforms such as Seneca, Study Mind, Carousel Learning, Maths made Easy and Quizlet in order to assess their current understanding of any given topic. Students are expected to do carry out independent learning both prior to and after lessons. Students are encouraged to take ownership of their progress, with time given to respond to feedback and sharing of assessment criteria to self-assess. There are many resources on the A level Biology Google drive to support students in this.
- In year 12 and 13, there is regular low stakes testing of previous content to improve long term retention
- All written assessments are kept by students and this should be in an organised manner so that they can refer to them for revision at a later stage.

CHEMISTRY

Rationale:

We utilise the **use of Intelligent learning platforms** to motivate students, remove barriers to access and increase progress; encourage **ownership** of their progress, with time given to respond to feedback and sharing of assessment criteria; **live feedback** allows intervention at the point of misconception within lessons and regular embedded **retrieval practice** to manage progress.

Assessment at KS4 (including Year 9):

- At the end of each topic in GCSE Chemistry, students complete an end of topic test using previous exam questions. Students will receive a grade which can be compared to their target grade. They will be asked to reflect on these tests using mark schemes and completing WWW and HTIs. These student assessments should be stored in their books so that they can review and reflect on previous topics. Students sit written end of year examinations in year 9 and 10, and two mock examinations in year 11, all of which are teacher marked.
- Within topics, student progress is monitored using intelligent learning platforms (such as Educake and Seneca). Weekly homework set on either of these platforms or Exam question workbooks.
- Practical skills are assessed using Practical Skills lab books with focus on different aspects of working scientifically for each practical.
- Students will be expected to use their exercise books for note taking and revision notes. Any work in the exercise books will therefore be peer or self-assessed, or marked during lessons ('live-marking'). Teacher marking outside of this is unlikely to be seen in student exercise books

Assessment at KS5:

- At the end of each topic in A Level Chemistry, students will sit a written end of topic assessment based on previous exam questions. Students will receive grades based on A Level grades, and are asked to reflect on these grades using mark schemes and completing WWW and HTIs. Students are asked to keep these as a record of their progress. Students sit exam papers at the end of year 12 and a series of mock examinations in Year 13.
- Students are being provided booklets to use as an ongoing interaction with the content, providing notes, questions and exam questions as a basis of revision for the end of topic tests. These booklets will be self or peer marked, and students are expected to use these to identify areas of weakness.
- Each week, classes will be given an assignment by each of their chemistry teachers and marked using mark schemes. The expectation is that the assignment is completed to a high standard and submitted by the weekly deadline. It is also expected that students will address this arising during the next timetabled study period. There is an emphasis at A Level for students to be developing their independent learning skills. They have access to online learning platforms to assess understanding and will be expected to carry out a minimum of 1 hour of independent learning per lesson. There are many resources on the A Level Chemistry Google Drive and Google Classroom to support students.
- Practical skills will be assessed using Practical Skills lab books.

COMPUTING

Rationale:

A range of formative and summative assessment methods, which include self-assessment, assessment by (and of) other students work and technology-aided assessments, are used throughout all key stages.

Peer and self-assessment strategies are part of the day to day assessment of work to ensure students develop their own learning through the assessment of their own and others work, develop familiarity with the assessment criteria and to reinforce student independence and awareness of the standard at which they are working.

Assessment at KS3:

- Lessons start with open ended sweller questions, prompting students to think about previous learning to predict/synthesise outcomes of different scenarios. These are explored throughout the lessons content.
- Work is recorded in an online worksheets and documents that both student and teacher can access to at all times. Teachers will look through these worksheets on a regular basis during lessons to ensure that students are keeping up with the work. Comments will be given verbally to the students during lessons to give them the opportunity to discuss it with the teacher. There will be no marking or comments present in the worksheets. Most worksheets are marked as a class to provide feedback and prompt discussion about misconceptions.
- Students' progress is gauged in 2 parts. Each topic contains an assessment rubric, which is an assessment tool that clearly indicates achievement criteria across all the components of any kind of student work, from written to oral to visual. They are used for marking assignments, class participation, and go towards a student's overall grade. In addition, end of topic tests are used to determine retention rate of information. These act as a summative assessment of their knowledge and understanding. These quizzes are marked and go towards their overall progress report.

Assessment at KS4:

- Synoptic assessments are used throughout a topic of learning. Synoptic assessment encourages students to combine elements of their learning from different parts of previous topics and to show their accumulated knowledge and understanding of a topic or subject area. A synoptic assessment enables students to show their ability to integrate and apply their skills, knowledge and understanding with breadth and depth in computer science. It will test a student's capability of applying the knowledge and understanding gained in one part of a subject to increase their understanding in other parts of the subject, or across the subject as a whole.
- Students' progress is gauged in 2 parts. Each topic contains an assessment rubric, which is an assessment tool that clearly indicates achievement criteria across all the components of any kind of student work, from written to oral to visual. They are used for marking assignments, class participation, and go towards a student's overall grade. In addition, at the end of each topic, students undertake an end of topic test. Some of the marks available on the end of topic tests cover previous topics of work, requiring that students consistently revise previous knowledge throughout the course of the two years. These tests are peer assessed and cross-checked by a teacher, although no marking will be present on the test paper. Students will be provided with an annotated mark scheme indicating the common mistakes or misconceptions of the student in the class. The grades achieved on their end of topic tests go towards their reports and importantly their predicted grade.

Assessment at KS5:

- In order to maximise the learning opportunities within lesson time we use a Project Based Learning. Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.
- Students' progress is measured using multiple assessment methods. Projects are predominantly assessed using a combination of holistic and analytical assessment rubrics. Assessment rubrics are an assessment tool that clearly indicates achievement criteria across all the components of any kind of student work, from written to oral to visual. They are used for marking project assignments, class participation, and go towards a student's overall measure of progress within the current topic. Synoptic assessments are used throughout each project. Synoptic assessment encourages students to combine elements of their learning from different parts of a topic and to show their accumulated knowledge and understanding of a topic or subject area.
- A synoptic assessment enables students to show their ability to integrate and apply their skills, knowledge and understanding with breadth and depth in computer science. It will test a student's capability of applying the knowledge and understanding gained in one part of a subject to increase their understanding in other parts of the subject, or across the subject as a whole.
- At the end of each project element, students undertake past paper questions relating to the specification. Some of the marks available on the end of topic tests cover previous topics of work, requiring that students consistently revise previous knowledge throughout the course of the two years. These tests are peer assessed and cross-checked by a teacher, although no marking will be present on the test paper. Students will be provided with an annotated mark scheme indicating the common mistakes or misconceptions of the student in the class.

DRAMA

Rationale:

- Each student is expected to take responsibility for improving their own work. This means that much work, including homework, is self-checked using checklists or sample material in lessons, which the student then uses to improve and develop their own work throughout the lesson. Students also identify errors using whole-class feedback and respond individually. Students are also expected to respond to verbal feedback in order to improve their work. Students are expected to take initiative in the improving of their own work as lessons progress, not await specific instructions to do so.
- Feedback provided by teachers will be a mixture of HTI (how to improve) comments, either written or verbally, and task-based activities. In devised performances this feedback is expected to be acted upon to improve performance as an ongoing process.
- Formal assessments are marked in a variety of ways, depending on the task. This can range from whole class discussion, individual written feedback, whole class feedback, and verbal feedback. Please see the list of assessments per Key Stage for further information.
- Booklets are predominantly used in Drama at KS3 and KS4 to provide a framework to work through the relevant topics. Booklets will be checked periodically. Feedback may be provided in written or in verbal form. Therefore, booklets will not necessarily have any 'red pen' in them.
- The purpose of the homework set in Drama is to either consolidate understanding or in preparation for further development. Homework is checked in lessons, through the checking of books, and through the questioning of students, both individually and during whole-class discussion. Homework is not formally marked, unless it is an assessed piece.

Assessment at KS3:

Throughout each year of KS3, students study a range of topics. These topics cover the skills, tasks, and type of Drama texts that students will encounter in KS4 for GCSE. Each of the assessments outlined below will be marked in line with the Drama department mark scheme which encompasses devising work, performance, and evaluation. Each assessment will be given a grade of NM/M/E/S.

- Fairy Tales
- Commedia dell'arte
- Refugees
- Greek theatre
- Melodrama
- Power & conflict
- The Curious Incident of the Dog in the Night-Time

Assessment at KS4:

Throughout each year of KS4, students study several topics. These topics cover the skills, tasks, and texts students are required to study for GCSE Drama. The exam board that the department follows for both of these qualifications is WJEC Eduqas.

Students require the following texts for their GCSE English Literature studies:

- DNA by Dennis Kelly (recommended edition: School Edition (Oberon Modern Plays))

Throughout KS4 students will undertake periodic assessments of the different written and practical tasks required for the GCSE qualification.

Assessment at KS5:

Throughout each year of KS5, students study several texts and topics. These cover the skills and texts required for the course. The exam board that the department follows for both of these qualifications is OCR.

DRAMA

Students require the following texts for their A level English Literature studies:

- *A Day in the Death of Joe Egg by Peter Nichols*
- *Live Like Pigs by John Arden*
- *Earthquakes in London by Mike Bartlett*
- *The Laramie Project by Moises Kaufman*

DT

Rationale:

The Design and Technology department assessment policy is designed to promote student progress by ensuring the student knows their strengths in each topic area along with areas they could improve. It has been created to ensure students receive clear feedback at appropriate times which will enable them to make progress within the subject.

Why do we assess in D&T?

- To inform students, parents and other teachers on strengths and areas for improvement in each topic area
- To provide quality feedback on a student's next steps
- To determine the level of support required by the student
- To promote student engagement and independent learning ready for transition to higher level education – When a student is clear on their strengths and improvement areas, they are able to take a more independent approach to their own learning
- To provide evidence of student's given level within the topic area
- To provide information measuring attainment throughout the school

What is assessed?

In D&T, there are two aspects to marking. These take the form of:

- Practical skills and outcomes
- Theoretical knowledge and application

At KS3, these aspects are marked individually through formative feedback and then will be looked at side by side in order to form a final summative grade. In the case of KS4 and KS5, students received regular formative assessment to inform their practical skills and outcomes, which are combined with coursework to provide a final summative grade. The exam at the end of the course will provide a summative mark for theory. These are then weighted (often 50% each) and combined to form the final grade.

How are students assessed?

In D&T, students will mainly be assessed through formative methods. These include self and peer assessment, verbal feedback, questioning, observation and written feedback in books. This form of assessment ensure students get 'real-time' information on how they are doing and what they need to work on to improve.

Students will then receive a summative grade which is concluded by the teacher through use of the formative methods detailed above. Both practical and theoretical aspects of the students' work will be taken into account for summative grades. Students will receive a summative grade at the end of a rotation, for their tracking and for their coursework and exams.

At KS3, students receive a summative grade through use of the school's grading system of which levels students at either: Meeting, Exceeding or Surpassing.

At KS4 and KS5, students receive a summative grade using the GCSE level descriptors and receiving a level from 1 through to 9. Formative assessment will also relate back to these levels to ensure students understand what level they are working at in terms of exam performance.

Assessment at KS3:

Students at KS3 will be on a rotation system. Assessment in each topic area will be covered slightly differently depending on the length of the rotation and the topic area. However, all students can expect the following:

- Students will receive a front sheet when they start their rotation. This details the title of the project, the key assessment areas and information on how they will be marked. Students will need to self-assess their starting point and then revisit this at the end of the rotation, detailing areas they have developed and areas which they need to work on. Teacher support will be given for this.
- Students will receive regular verbal feedback on both their practical and paper work
- Students will receive at least 1 piece of written feedback (either online or in books) per rotation of which they must respond to
- Students will be expected to take part in regular opportunities for both self and peer assessments within lessons
- Students will receive a summative grade at the end of the rotation which will be detailed on the front sheet of their rotation, along with a comment from the teacher
- Students will receive an effort grade and a summative grade for tracking

Assessment at KS4:

Students at KS4 will be working on their skills and knowledge in order to prepare for and execute their GCSE. Students will be expected to take more responsibility for accessing assessment, feedback and support when needed, however, all students can expect the following:

- Students will receive regular verbal feedback on their work (where allowed through coursework stipulations)
- Students will have regular opportunities to self-assess and peer-assess work and will be expected to formally record this
- Students will be given opportunities to informally practice practical skills, with formative feedback given to help improve these. Practical skills will then be assessed through both observation and presentation of the evidence of these skills (outcomes and coursework)
- Students will receive regular assessment of their theory knowledge through informal testing
- Students will receive regular updates on their expected level
- Students will sit a mock exam which will be formally marked
- Students will hand-in a final coursework portfolio which will evidence their practical skills and outcomes, this will be worth 50% of their GCSE
- Students will sit 1 final exam which assesses their theory knowledge, this will be worth 50% of their GCSE

Assessment at KS5:

Students at KS5 will be working on their skills and knowledge in order to prepare for and execute their A-Level. Students will be expected to take more responsibility for accessing assessment, feedback and support when needed, however, all students can expect the following:

- Students will receive regular verbal feedback on their work (where allowed through coursework stipulations)
- Students will have regular opportunities to self-assess and peer-assess work and will be expected to formally record this
- Students will be given opportunities to informally practice practical skills, with formative feedback given to help improve these. Practical skills will then be assessed through both observation and presentation of the evidence of these skills (outcomes and coursework)
- Students will receive regular assessment of their theory knowledge through informal testing
- Students will be expected to complete regular exam questions and mocks and mark these themselves to help inform their own self-assessment
- Students will receive regular updates on their expected level
- Students will sit a mock exam which will be formally marked
- Students will hand-in a final coursework portfolio which will evidence their practical skills and outcomes, this will be worth 50% of their A Level
- Students will sit 2 final exams which assess their theory knowledge, these will be worth 50% of their A Level

ENGLISH

Assessment at KS3:

- Throughout each year of KS3, students study four topics. These topics cover the skills, tasks, and type of Language and Literature texts that students will encounter in KS4 for GCSE.
- Each topic will be summatively assessed, with a M/E/S grade given.
- Feedback provided will range from individual written feedback, whole-class feedback, and verbal feedback. Following all assessments, students will be required to reflect upon the feedback received and make improvements to their work.
- All planning, writing, and improving of assessed work will be completed in an 'Assessment Exercise Book'.
- There will be ongoing formative assessment during lessons through individual feedback, whole-class feedback and discussion, and reviewing of class work and written work.
- Homework will not be formally marked, unless it is a piece of assessed work, but will form part of preparation for lessons.
- Students will also complete a fortnightly spelling test. The pass mark is 15/20. Students who repeatedly fail to achieve the pass mark will be required to attend spelling support.
- For more detail, please see the English Department Marking & Assessment Policy.

Assessment at KS4:

- Throughout each year of KS4, students study several topics. These topics cover the skills, tasks, and texts students are required to study for both GCSE English Language and GCSE English Literature. The examination board that the department follows for both of these qualifications is WJEC Eduqas. Although separate GCSEs, English Language and English Literature are taught alongside each other, not separately, due to the transferable skills acquired from both. It is highlighted to students, throughout the study of each topic, how different tasks and assessments link to either GCSE English Language or GCSE English Literature.
- Students complete several summatively assessed pieces throughout each year of KS4, in addition to mock examinations. These will be graded using the examination board mark scheme, and given a grade of 9 – 1.
- **Mock examinations will take place at four points during KS4 English:**
Year 10: June (English Language: Component 1, Section A; English Literature: Component 2, Section B)
Year 11: November (English Language: Component 1, Section B; English Literature Component 2, Section A)
Year 11: January (English Language: Component 2, Section A; English Literature Component 1, Section B)
Year 11: March (English Language: Component 2, Section B; English Literature Component 1, Section A)
- Feedback provided will be either individual written feedback or whole-class feedback. Following all assessments, students will be required to reflect upon the feedback received and make improvements to their work.
- All planning, writing, and improving of assessed work will be completed in an 'Assessment Exercise Book'.
- There will be ongoing formative assessment during lessons through individual feedback, whole-class feedback and discussion, and reviewing of class work and written work.
- Homework will not be formally marked, unless it is a piece of assessed work, but will form part of preparation for lessons.
- As part of the English Language GCSE, students are also required to complete a Spoken Language examination. This will take place in Year 11, usually in December.
- For more detail, please see the English Department Marking & Assessment Policy.

Assessment at KS5:

- Throughout each year of KS5, students study several texts or topics. These cover the skills and texts required for A level English Literature. The exam board that the department follows is Edexcel.
- Students complete several summatively assessed pieces throughout each year of KS5, in addition to mock examinations. These will be graded using the examination board mark scheme, and given a grade of A* - U.
- **Mock examinations will take place at three points during KS5 English:**
Year 12: June (Paper 2: Prose; Paper 3: Poetry [Section A only])
Year 13: November (Paper 1: Drama [Section B only]; Paper 3: Poetry [Section B only])
Year 13: February (Paper 1: Drama; Paper 2: Prose; Paper 3: Poetry [all papers will cover all sections])
- Feedback provided will be either individual written feedback or whole-class feedback. Following all assessments, students will be required to reflect upon the feedback received and make improvements to their work.
- All planning, writing, and improving of assessed work will be completed in an 'Assessment Exercise Book'.
- There will be ongoing formative assessment during lessons through individual feedback, whole-class feedback and discussion, and reviewing of class work and written work.
- Homework will not be formally marked, unless it is a piece of assessed work, but will form part of preparation for lessons.
- As part of the English Literature A Level, students are also required to complete a piece of coursework (Paper 4). This is approximately 3,000 words and comprises 20% of the A Level. This will be completed September – February of Year 13.
- For more detail, please see the English Department Marking & Assessment Policy.

GEOGRAPHY

Rationale:

- **The student takes more responsibility for improvement of his/her own work.** This means that much work is self-checked using checklists or sample material in lessons, improved, and developed throughout the lesson as a matter of course. Students also identify errors using Whole Class feedback & respond to them individually. Much use is made of verbal feedback in lesson, both to individual students and as whole class. Students are expected to record & improve work as the lesson progresses, not await for specific instruction.
- All formal work is marked using a **Whole Class feedback** method. It may be using codes, using a whole class feedback sheet, using the board to set a choice of tasks, improvement task focused on individual questions on a test to rectify misconceptions etc.
- Books are checked regularly and **misconceptions** / etc are responded to. This may happen during the lessons as whole class guidance or individual conversations, or by taking books in to glance over. Lessons will be adapted to fill in gaps and address misconceptions or areas of weakness. **No 'red pen' need be used.**

Homework is checked through simple checking for completion, feeding into later lessons (flipped learning style), starter quizzes, actions/task for improvement in lessons, or if it is a more formal piece through assessment and Whole Class Feedback. Homework does not need to be MARKED.

Assessment at KS3:

- Geography **Age Related Expectation** grids summarise the learning and progress we want Geography students to make over the three years of KS3. They encompass the **big concepts and fundamental constructs** that run through Geography; that make a “**good geographer**”. The structure of assessment is designed to ensure that all aspects are covered evenly and that there is a significant possibility of and support from progression over the year and entire key stage. Revisiting these key skills and concepts as well as building in key learning of knowledge, encourage **long term retention and progression**.
- **There are 6 Major assessments through the year**, designed to allow access to all aspects of the ARE grids and especially to encourage progression in the key skills: **using key words, descriptions, explanations, links, places, values and attitudes, geographical applications, evaluation and knowledge**.
- All topics are supported by a knowledge organiser which summarises the key learning on each topic.

There will also be an end of year exam which focuses on knowledge and understanding of the year's topics.

Assessment at KS4:

- **Every lesson starts with a retrieval test:** either a 10 question knowledge retrieval test. Students will have copies of completed knowledge organisers of topics to use for these. Or a short exam practice question. This could be 4 x MC questions, a 4 or 6 marker, an occasionally a 9 marker. These will be marked with a focus on different aspects of the mark scheme (Development, use of evidence, SPaG etc) to target specific exam skills. This will usually be self or peer assessed instantly in class, and any 'mark' remains private.
- These low stakes high frequency testing activities are private to the student. They self-correct, make improvements and are directed at regular intervals to reflect on them and then update their **stop>think>reflect>take action** sheets.
- **Progress Assessment:** At the end of topics, we use past questions to track progress. 50% of the test will be questions from every part of the course covered so far and the other 50% on the current topic. These tests will be formally sat, and teacher assessed against the GCSE mark schemes. There will also be formal examination in year 10 and mock examinations in y11 which examine everything covered so far.
- All progress tests, and mock papers will have **dedicated exam feedback time**. Mark schemes, whole class feedback support, sample answers are used to structure improvement work and to feed forward into **stop>think>reflect>take action** sheets or to dedicated **improvement priority work**.

KS4 Student Books

1. Classwork and content book – this is the day-to-day student exercise book. It is organised in topics, as they are studied. It includes theory notes, information handouts, class activities, practice questions on that topic,

and homework. This book is designed to be the **record of learning** and used as the main source of revision. As such there will be lots of independent notes, self-improvement work, and a little traditional teacher marking.

Revision and Retrieval book - this will be kept in school most of the time. Students can take the book home to help prepare for major assessments. This book is where the low stakes quizzing and exam practise is done. All progress tests and exams will be kept in here as well as the **directed improvement work** and the **stop>think>reflect>take action** sheets. Generic skills work and fieldwork investigations will also be kept here.

Assessment at KS5:

- All units will be assessment summatively using past exam questions, to cover the range of Assessment Objectives and question types. These will be marked according to exam board mark schemes and will have **dedicated exam feedback time**. Mark schemes, whole class feedback support, sample answers are used to structure improvement work and to feed forward into dedicated **improvement priority work** and **individual action plans**
- Frequent knowledge quizzes will be used in class to test AO1 (knowledge and understanding)
- Longer questions will be assessed using Whole Class feedback or individual verbal feedback. These will be spread across the course, and weak areas in particular skills, AOs or content will be targeted as necessary.
- 20 mark essays will usually be graded using the exam board Assessment Objective grid
- Folder checks will be held regularly to ensure students are keeping their own folders in order and up to date.

HISTORY

Rationale:

The History Department is aiming to create independent thinking, reasoning and knowledgeable students who are willing to participate in lessons and engage in the subject matter at all levels of age and ability. To create this;

- **The student needs to take responsibility for their own learning.** This means that the student's organisation of their work in their book in terms of note taking and homework is up to them, within the guidelines given by the teachers to help them prepare for assessments.
- **Students are to become critical thinkers.** They are given the opportunity to do this with feedback sheets by reflecting on their own work with guidance from their peers and teachers. They are also encouraged to question during the planning of tasks and assessment and also through discussions and debates as part of their planning, using previous assessment comments to help inform them.
- **All formal marking uses feedback sheets and mark schemes.** These can either be provided for each task or be referring to previously given mark schemes.
- **Homework** is checked for completion and how this is relevantly followed up, either into an assessment or for background knowledge of understanding a topic area. Homework does not need to be marked.
- **Feedback** comes mainly through common tasks, EOTT's and students are given the opportunity to understand their feedback through reflection, as well as asking the teacher for any extra support. Group feedback is often given to help inform students of common areas of development.
- **Content** is to cover a broad range of British, European and world events, across a chronological basis throughout KS3, and builds upon this background knowledge by not repeating major events across all key stages.
- **Skills** are developed to create historians, building from the skills of A-level being brought down through the key stages to create resilient and critical thinkers.

Assessment at KS3:

Major assessments are designed to test the major skills of: **Argumentative Essays, Source and Interpretation Evaluation, and Factual Recall.** These are done across each year within each set topic area to assess progression and reflection of students, and are tracked at the front of the exercise books for students to see. Mark sheets are also issued for each assessment for more detailed feedback from self, peer and teacher comments.

The assessments at KS3 are there to challenge the above skills and allow progression throughout the year. They build on the previous question type to show advancement throughout the year.

Y7

The Silk Roads – **Source Assessment using Factual Recall to put source into context.**

The Normans – **Argumentative essay using factual recall to help develop argument.**

Medieval Society - **Source Assessment using Factual Recall to put source into context.**

Global Kingdoms – **Argumentative essay using factual recall to help develop argument.**

The Renaissance – **Source Assessment using Factual Recall to put source into context.**

Factual Recall Glossary Test for end of Year

Y8

18th Century Revolutions - **Source Assessment using Factual Recall to put source into context.**

The Civil War - **Argumentative essay using factual recall to help develop argument.**

Industrialisation - **Source Assessment using Factual Recall to put source into context.**

Political Change - **Argumentative essay using factual recall to help develop argument.**

Transatlantic Slavery & Civil Rights- **Source Assessment using Factual Recall to put source into context.**

Factual Recall Glossary Test for end of Year.

Y9

Causes of WW1 - **Argumentative essay using factual recall to help develop argument.**

The Inter War Years - **Source Assessment using Factual Recall to put source into context.**

Turning Point of WW2 - **Argumentative essay using factual recall to help develop argument.**

Holocaust and other genocides - **Source Assessment using Factual Recall to put source into context.**

Divided Communities - **Argumentative essay using factual recall to help develop argument.**

Factual Recall Glossary Test for end of Year

Assessment at KS4:

Assessment at KS4 is designed to help students progress in their **Argumentative Essays, Source Evaluation, and Factual Recall**. These skills are built upon the KS3 assessment structures whilst also adding new types of skill for the final GCSE assessments. Syllabuses are also used to help students understand the depth of knowledge required as a potential "tick list" for their learning. The overall content is broken down into overview skills sheets and topics needed for each unit of study, and an approximate timeframe is given for completion.

- The major assessments used are End of Topic Tests on the subject matter of the topic. It also tests the skills relevant to that particular topic area and can be graded. Reflection sheets are also used to help tackle specific skills issues in assessment, or also help in timing issues to complete all the tasks in the required time.
- The main assessment feedback is completed through the classroom with front sheets in exercise books to check the tasks that are being tackled. It also shows what elements needed to be target for the second attempt at each skills. These are the responsibility of the students to complete for their own independent learning. These tasks might be completed as homework, or within class time and should have a teacher's comment and also a peer assessment comment to help inform.
- Time is always given for students to reflect on their learning and are encouraged to ask questions about assessment. The regular assessments within the classroom environment build up their understanding of requirements during the course to help prepare for EOTT's.
- Mock Examinations are used for full formal feedback and time is given for reflection and re-writing of certain questions for students to complete to show they are responding to the issues that arise. Examples are also given of work that would achieved a high grade, google classroom is currently providing this for Y11.

Assessment at KS5:

Assessment at KS5 is designed to help students progress in their **Argumentative Essays, Source Evaluation, and Thematic Essays**. These skills are built upon the KS3 & KS4 assessment structures whilst also adding new types of skill for the final A-Level assessments. Syllabuses are also used to help students understand the depth of knowledge required as a potential "tick list" for their learning. The overall content is broken down into overview skills sheets and topics needed for each unit of study, and an approximate timeframe is given for completion.

- Each Unit of Study is assessed at the end of each unit of study within the topics, helping to build understanding through allowing some use of home preparation and also building towards timed and non-preparation tests towards the end of the units.
- The main feedback of assessments is through a combination of peer assessment, self-reflection and conversations with members of staff, focusing on the progression in the next assessment rather than the grade achieved.
- Mock Examinations are used for full formal feedback and time is given for reflection and re-writing of certain questions for students to complete to show they are responding to the issues that arise. Examples are also given of work that would achieved a high grade, google classroom is currently providing this for Y12 & Y13.

MATHS

Rationale:

We believe in maximising student progress by creating confident, self-aware learners who take responsibility for their own learning. Low-stakes testing on prior learning allows learners to build on their knowledge. In class quizzes, which are graded by learners allows them to take ownership of their progress and their improvement. Termly summative assessments give teachers a good overview of individual and cohort progress in order to adapt or amend future learning. Regular Homework tasks of prior learning build confidence amongst all learners, whilst allowing them to develop their independence.

Assessment at KS3:

- 1 Formal Assessment per term, marked by the teacher with a % and feedback
- Low-stakes testing will take place at the start of every lesson, reviewing what has been taught in previous terms.
- Homework is set once a week via homework booklets in addition of online Sparx homework (Year 7 & 8) with instant feedback.
- Approximately every 2 weeks in-class quizzes take place. These are marked by the teacher but the N,M,E,S grade are self-assessed. Learners need to act on feedback given
- Teachers take samples of books in to look at throughout the year but this is to inform their planning and there may be no annotation in the books

Assessment at KS4:

- 1 Formal Assessment per term including a mock in Year 10 at the end of the year and in Year 11 in November and February, marked by the teacher with a %, feedback and a GCSE grade.
- Low-stakes exam question practice takes place at the start of every lesson, practising the application of content already taught.
- Homework is set once a week via homework booklets, marked in class.
- End of topic quizzes are sat in class, marked by the teacher with a %, feedback and a GCSE grade. Learners need to act on the feedback given.
- Teachers take samples of books in to look at throughout the year, but this is to inform their planning and there may be no annotation in the books.

Assessment at KS5:

- Homework Assessments are set, marked and graded at the end of every unit.
- Low-stakes exam question practice takes place at the start of every lesson, practising the application of content already taught.
- 6 Formal Tests per year, marked and graded.
- End of Year Exam in Year 12
- Mock Exam in Year 13

MFL

Rationale:

This policy has been trialled and updated over the last few years. We have put more onus upon the students reacting to and improving the work and have streamlined the marking for teachers. Important assessments are SMART: the mark scheme is shared with students before the assessment itself and for GCSE and A Level, the mark scheme is either that of the exam board or adapted as necessary. We have also trialled Whole Class Feedback Sheets and have worked on embedding student improvement and correction of their language so that each assessment is meaningful. Homework is checked through simple checking for completion, vocab and grammar test results, feeding into later lessons (flipped learning style), starter quizzes, actions/task for improvement in lessons, or if it is a more formal piece through assessment and whole class feedback. Homework does not need to be MARKED.

Long term – we are looking at further assessments such as more live marking, yellow box marking, use of self-marking assessments (Teacher Made) etc.

Per term:

- 1 piece of detailed assessed work per term – writing/ speaking/ translation/ comprehension/ project using NMES assessment of GCSE/ A Level criteria.
- At least 2 vocab/ grammar tests per term (self/ peer assessed)
- Self-assessed listening, reading and translation activities with WWW. HTI
- All marks recorded on department mark sheets and in students' books – considered changing this but has always had excellent feedback in obs, students/parents/teachers can see how students are doing. Could be set as a task for homework if no lesson time but would only be 3 times a term potentially anyway.

General:

- Target written on inside front cover of books and 'how to achieve this' – discussion will be needed on what to write for this. Not just 'learn vocab' but, 'extend my writing using opinions and reasons' etc.
- Assessment criteria to be shared with students before set assessments.
- Work to be assessed in line with the school and department's marking policy. Highlight in green or tick correct/good forms of the language. Highlight in yellow/orange/pink or circle and label the errors Unless marked online – work responded to as homework.
- Students respond to assessment and correct – 'purple pens/ different colour pen'. Visible improvement needed for assessed work. Plus self/ peer marking in class. Students show they are engaged with learning and improvement of work.
- Live marking – giving students direct feedback which as been proven to be one of the most meaningful forms of feedback.

MARLING SCHOOL LANGUAGES ACCURACY CHECK - THE CODES EXPLAINED

CODE	EXPLANATION	CURE
V	Wrong choice of word or type of word	Use a dictionary to check meaning
VT	Verb in wrong tense	Think about what tense you need and check formation in dictionary or wordreference.com
Sp	Word spelled incorrectly	Use a dictionary
CL	Capital letter required	Check for proper names and starts of sentences. All nouns need CL in German
AA	Adjective Agreement	What noun is being described? Is it singular or plural, masculine, feminine or neuter?
S/Pl	Singular plural mix up – sometimes between verb and subject	Plural nouns need plural verbs. Check everything fits together
WO	Wrong word order	Check word order rules (German especially)
VP	Verb formed incorrectly	Check in verb tables or wordreference.com
A	Accent missing or wrong	Use a dictionary
P	Punctuation error	Check rules
G	Wrong gender – most likely of nouns	Use a dictionary
LM	Language mix up	Check for words from wrong language
NMS	Not making sense	Look up new vocab carefully. Use a dictionary and ask your teacher for advice.
WM	Word missing	Use a dictionary and check your notes

Assessment at KS3:

When are the different summative assessment points, what are they and how are they assessed?

- Regular vocab and grammar testing – regular low stakes quizzing and then at least 2 marked tests per term set as homework revision. Please see Behaviour Policy in the case of failed tests.
- Also a NMES Assessment at the end of each term aiming to assess a different skill each time. Eg, listening, reading, writing, speaking or translation.
- KS3 exam will be in the form of an exam during KS3 assessment week. The percentage of which will be combined with all NMES assessments throughout the year to get an overall NMES mark for the year.

What types of formative assessment are most often used by the department?

- Questioning, low stakes quizzing, mini whiteboards, self and peer assessment, whole class feedback sheets, improving your work following marking by the teacher, random name picker, no hands up questioning, live marking in lessons, google classroom quizzes and assignments, Seneca Learning assignments, textbooks tasks set via active teach, speaking/writing/translation submitted via google classroom etc. Work may be marked online with spoken feedback such as Loom and Mote or direct live marking and feedback in class.

Where will the assessment be and what will it look like in the folders / books etc?

- Assessments may be written into neat books or stuck in alongside a NMES feedback sheet. Some assessments may have been submitted online and students will record these marks and HTI under 'Tracking My Marks' in their exercise books.
- Vocab tests at the back of neat books.
- Marks recorded with an WWW.HTI in neat book.

NMES Assessments

An exemplar answer to be shared with students and NMES to be discussed. Then students are to have access to the NMES assessment criteria (Edulink) whilst doing the work.

Que fais-tu normalement le weekend ?

Pendant le weekend je joue au foot dans le jardin avec mon frère. C'est fantastique car j'adore le sport. Mais le weekend dernier je suis allé à Paris avec mes Parents. C'était fantastique. Nous sommes restés dans un hôtel et c'était incroyable ! J'ai visité Notre Dame et le Centre Pompidou et c'était très intéressant. Mais J'ai aussi visité le Musée d'Orsay et j'ai trouvé ça un peu ennuyeux car je n'aime pas l'art. Le weekend prochain je vais aller au cinéma avec mes amis. Nous allons regarder 'Sing' et ce sera fantastique ! Après, nous allons aller au Macdo pour manger un hamburger. Ce sera délicieux. Normalement chaque weekend je fais mes devoirs aussi. C'est vraiment ennuyeux mais c'est nécessaire. Ce weekend je vais faire mes devoirs dans ma chambre. Ce sera nul car je déteste faire mes devoirs!

(140)

	Not Met	Met	Exceeding	Surpassing
Content	Under 100 words. Little inclusion of classwork. Few opinions included.	100 words+ Mentioned at 6 different activities. Some opinions. Not using classwork to full effect	100-150 words 8+ different activities mentioned and discussed. Using reasons with opinions. Occasional use of time phrases, connectives etc.	150-200 words 10+ activities with reasons, opinions and time phrases, connectives etc. Recycling of previous topic work where appropriate. Looking up new vocab carefully.
Knowledge and Accuracy	So many errors, impedes understanding. Obvious use of online translator. Not including all 3 tenses or none of the tenses conjugated properly Classwork has not been used. Rushed and careless.	Mistakes with spelling, accents, adjectival agreement. Appears careless. Some language mix ups. Clearly hasn't used notes. At least 2 examples of perfect, present and near future used correctly.	Adjectival agreement (m, f, pl) mostly correct. Using 'C'est/ ils/elles sont' properly. Very correct spelling and accents. Confident use of the 3 tenses with only occasional errors. Few errors, except in more complex sentences. Including some negatives	Very accurate. Classwork clearly used well and thoroughly checked through. An excellent, near perfect piece of work. Near perfect use of the 3 tenses. Negatives and using the conditional – je voudrais faire ...

- **0-49% = Not Met (red)**
- **50-69% = Met (orange)**
- **70-84% = Exceeding (green)**
- **85%+ = Surpassing (purple)**

Mark sheet given to students and highlighted according to marks and annotated with WWW.HTI

Assessment at KS4:

When are the different summative assessment points, what are they and how are they assessed?

- Regular vocab and grammar testing – regular low stakes quizzing and then at least 2 marked tests per term set as homework revision. Please see Behaviour Policy in the case of failed tests.
- Also an assessment at the end of each unit aiming to use a different skill each time as per the GCSE. Eg speaking, listening, reading, writing or translation. At least one teacher marked assessment per term.
- Mock exams will take place in Y10 and Y11.

What types of formative assessment are most often used by the department?

- Questioning, low stakes quizzing, mini whiteboards, self and peer assessment, whole class feedback sheets, improving your work following marking by the teacher, random name picker, no hands up questioning, Live marking in lessons, google classroom quizzes and assignments, Seneca Learning assignments, textbooks tasks set via active teach, speaking/writing/translation submitted via google classroom etc. Work may be marked online with spoken feedback such as Loom and Mote or direct live marking and feedback in class.

Where will the assessment be and what will it look like in the folders / books etc?

- Assessments written into neat books or stuck in alongside a GCSE feedback sheet. Some assessments may have been submitted online and students will record these marks and HTI under 'Tracking My Marks' in their exercise books.
- Vocab tests at the back of neat books.
- Marks recorded with an WWW.HTI in neat book.

Assessment at KS5:

When are the different summative assessment points, what are they and how are they assessed?

- Regular vocab and grammar testing as appropriate but usually about once a fortnight. Please see Behaviour Policy in the case of failed tests.
- Regular exam condition testing of key skills throughout the course to develop exam skills – at least one teacher marked assessment per term.
- Mock exams take place in Y12 and Y13.

What types of formative assessment are most often used by the department?

- Questioning, low stakes quizzing, mini whiteboards, self and peer assessment, whole class feedback sheets, improving your work following marking by the teacher, random name picker, no hands up questioning, Live marking in lessons etc, google classroom quizzes and assignments, Seneca Learning assignments, textbooks tasks set via active teach, speaking/writing/translation submitted via google classroom etc Work may be marked online with spoken feedback such as Loom and Mote or direct live marking and feedback in class.

Where will the assessment be and what will it look like in the folders / books etc?

- Assessments should be kept in the subject folder along with the mark sheet. Some assessments may have been submitted online and students will record these marks and HTI on their 'Tracking My Marks' card.
- Vocab tests should be kept in the subject folder with a WWW.HTI.

Tracking My Marks

- Remember to convert marks to percentages where you can and colour code them:
0-49% = NM, 50 – 69% = Met, 70-84% = Exceeding, 85-100% = Surpassing
- For NMES assessed work, colour code as above.

Date	Type of task	Mark as % or NMES and coloured	Targets for next time
Eg.29/9/14	Vocab test - clothes	16/20 = 80%	Learn articles more thoroughly – masc and fem.
Eg.30/10/14	Writing – levelled. What I wear.	MET	Try to include more reasons and opinions and check tenses.

In summary:

In KS3 and KS4, parents and students can expect to see the following:

Jotters – not marked. Students' independent note book.

Neat books – One end of unit assessment marked by the teacher per term plus the potential for some smaller pieces of marked work and whole class feedback sheets. Regular self and peer marked assessment.

At KS5, students are responsible for the organisation of their own folders. There will be one end of unit assessment marked by the teacher per term plus the potential for some smaller pieces of marked work and whole class feedback sheets. Regular self and peer marked assessment.

MUSIC

Assessment at KS3:

In KS3 Music lessons, students are assessed on performing, listening, and composing, which are the three components of music study at GCSE and A Level. There are six topics covered per academic year and students are formally assessed at the end of each topic.

Students receive both verbal and written feedback in lessons, which is recorded on an assessment sheet at the front of their music booklets. Students are encouraged to write down two accounts of verbal feedback that they receive throughout a topic, which typically takes the form of a What Went Well comment, a target, and a follow up. This encourages students to reflect on their progress and respond to verbal feedback, in preparation for an end of topic assessment. There is an additional box on the assessment sheet for final feedback, which is a written teacher comment at the end of the topic.

Students are encouraged to perform their work in music lessons, either individually, in small groups, or as a whole class. These performances are peer assessed verbally using clear success criteria, which should help students have a better understanding of how to improve their own work. It also establishes a supportive classroom environment that appreciates musical performance.

Assessment at KS4:

GCSE students follow the Edexcel GCSE Music specification to develop skills in performing, composing, and appraising. The assessment builds on the knowledge, understanding and skills established during the KS3 Music. All work is assessed against the following assessment objectives:

- **AO1:** Performing with technical control, expression, and interpretation
- **AO2:** Composing and developing musical ideas with technical control and coherence
- **AO3:** Demonstrating and applying musical knowledge
- **AO4:** Using appraising skills to make evaluative and critical judgements about music

For GCSE Music coursework, students are required to produce a solo and ensemble performance, and two compositions, which amounts to a total of 60% of the GCSE Music course. Students receive verbal and written feedback on their coursework, and they are regularly encouraged to respond to this feedback in homework and during lesson time.

The listening and appraising exam is worth 40% of the course, and students will sit this exam at the end of year 11. It assesses student knowledge of the set works, as well as unfamiliar listening. Low-stake exam question practice in lessons will help prepare students for the final listening exam, as well as two mock listening exams in year 11, which are formally assessed.

Assessment at KS5:

A Level students follow the WJEC Eduqas A Level Music specification, and all work is assessed against the following assessment objectives:

- **AO1:** Interpreting musical ideas through performing, with technical and expressive control and an understanding of style and context
- **AO2:** Creating and developing musical ideas with technical and expressive control and coherence
- **AO3:** Demonstrating and applying musical knowledge
- **AO4:** Using analytical and appraising skills to make evaluative and critical judgements about music

A Level students develop skills in performing, composing, and appraising, whilst having flexibility to specialise in either performing or composing. The assessment builds on the knowledge, understanding and skills established during the study of GCSE Music.

For A Level Music coursework, students are assessed on a live performance on their chosen instrument, as well as two compositions, which amounts to a total of 60% of the A Level Music course. Students receive verbal and written feedback on their coursework, and they are regularly encouraged to respond to this feedback in homework and during lesson time.

The listening and appraising exam is worth 40% of the course, and students will sit this exam at the end of year 13. It assesses student knowledge of the set works, as well as unfamiliar listening. Low-stake exam question practice in lessons will help prepare students for the final listening exam, as well as two mock listening exams in year 13, which are formally assessed.

PE

Rationale:

The different forms of assessment in physical education are used to engage, support and motivate students to become competent, confident, creative and reflective learners. It supports and encourages students to work together in order to excel in mentally, emotionally and physically demanding competitive activities and situations.

Assessment at KS3:

- Every lesson the students will be assessed by one means or another. We tend to use self, peer, group & teacher – led assessment within lessons.
- Takes the form of questions which enables all stakeholders to see where we are, where we are going, and more importantly, what we need to do to get there.
- This assessment evidence is then used to inform tracking and reporting.

Assessment at KS4:

- During lessons and for homework we use tasks and assessment to allow students to demonstrate their ability to:
 - draw together their skills, knowledge and understanding from across the full course of study
 - demonstrate their understanding of the relationships between theory and practice
 - provide extended responses.
- We use random spot tests and starters using exam style questions
- Topic tests at the end of topics and modules of work
- Exam style questions to develop and understanding of what the examiners require for each of the **Assessment Objectives (AOs)**
- These assessments are then stuck into their work books and students then complete a “Students Action” saying what they will do differently and why.
- A central record of marks is kept by the classroom teacher and used for tracking and reporting purposes.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- **AO1:** Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- **AO2:** Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- **AO3:** Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- **AO4:** Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

Assessment at KS5:

- During lessons and for homework we use tasks and assessment to allow students to demonstrate their ability to:
 - draw together their skills, knowledge and understanding from across the full course of study
 - demonstrate their understanding of the relationships between theory and practice
 - provide extended responses.
- We use random spot tests and starters using exam style questions
- Topic tests at the end of topics and modules of work
- Exam style questions to develop and understanding of what the examiners require for each of the **Assessment Objectives (AOs)**
- These assessments are then placed in their files and students then complete a “Students Action” saying what they will do differently and why.
- A central record of marks is kept by the classroom teacher and used for tracking and reporting purposes.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- **AO1:** Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- **AO2:** Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- **AO3:** Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- **AO4:** Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

PHYSICS

Assessment at KS4:

- After each topic in GCSE Physics students will sit a written end of topic assessment utilising previous exam questions, larger topics may also have mid-topic assessments. There will be a total of 3 topic assessments in year 9, 6 in year 10 and 4 in year 11. Students will receive a grade for their assessments based on the GCSE number grades and will compare this to their target grade. Following assessments students will complete WWW and HTIs to reflect on areas they need to work on. Students will also sit written end of year examinations in years 9 and 10 and 2 mock examinations in year 11 which will be teacher marked and based on everything studied in GCSE Physics to date.
- During topics students' progress will be monitored through the use of online learning platforms such as Educake and Seneca which provide low stakes testing and instant feedback for students on their current attainment level in that topic. These have been shown to motivate students and increase progress.
- End of topic and end of year assessments will all be stored in a "progress folder" for students to be easily able to review their understanding on previous topics. As assessment is all carried out through online learning platforms and end of topic assessments. There is no expectation for teachers to be marking student's books as these are meant to be students own revision notes. Any work in these will either be self-assessed or marked by a teacher during lessons ("live-marking"), therefore teacher marking is unlikely to be seen in student books.

Assessment at KS5:

- After each topic studied in A Level Physics students will sit an end of topic assessment which utilises previous examination questions. Students will receive a grade on these assessments based on the A Level grades (A*-E). Following assessments students are encouraged to reflect on areas they need to improve. Students will also sit end of year exams at the end of year 12 and a series of mock examinations towards the end of year 13.
- At A Level there is a particular emphasis on developing independent learning skills, and for students to be able to identify areas they need to work on themselves. Over the course students will be given a range of tasks to develop problem solving and research skills, they will also have access to online learning platforms such as Seneca and Isaac Physics for them to assess their attainment in the current topic they are studying and address any areas they need to improve prior to the end of topic and end of year assessments. Students will be given tasks to complete by teachers in their own time, including past examination questions, but are also expected to do carry out independent learning both prior to and after lessons. Students are encouraged to take ownership of their progress, with time given to respond to feedback and sharing of assessment criteria to self-assess. There are many resources on the A level Physics Google Classroom to support students in this.
- End of topic assessments will be kept by students and they are expected to keep these organised to be able to refer to them for revision at a later stage.

PSYCHOLOGY & SOCIOLOGY

Rationale:

- **The student takes more responsibility for improvement of his/her own work.** This means that much work is self-checked using verbal feedback and exemplars in lessons, improved, and developed throughout the lesson as a matter of course. Much use is made of live assessment in lesson, both to individual students and as whole class. Students are expected to record and improve work as the lesson progresses, not wait for specific instructions.
- Formal work is marked with a **focus on the skills** that need to be improved going forward. Teachers will often make use of codes which are shared with the classes to make the identification of common errors easier. Students will complete reflection about their preparation for the assessment and will also complete reactive tasks based on how they did.
- **Misconceptions** / etc are identified through class discussion and assessment work and responded to. This may happen during the lessons as whole class guidance or individual conversations. Lessons will be adapted to fill in gaps and address misconceptions or areas of weakness.
- **Homework** is checked through simple checking for completion, feeding into later lessons (flipped learning style), starter quizzes, actions/tasks for improvement in lessons, or if it is a more formal piece through assessment.
- Any **quizzing / knowledge testing** will be **low stakes** and **private to the student**, i.e. it will not be shared with the class or used as a “measure”

Assessment at KS4 Psychology:

Day to day assessment and feedback is carried out as stated in the overall “Principles and Rationale” section of this document.

Students will be regularly tested on their retrieval of old content

Yr10 – Once exam skills have been introduced, students will be set revision HWK and tested on these.

Y11 – Students are issued with a timetable for a program of short answer, low risk testing. The tests are carried out once a fortnight and are designed to aid students preparing for mock exams and their final GCSEs. Questions are selected to tackle misconceptions and to give the teacher a chance to talk over exam skills and advice. Students are encouraged to revise in preparation for the content, but also to use it diagnostically and re-revise any topics they find difficult.

Students in both year groups sit 1 9marker and an end of topic test per topic covered. These will fit into roughly 1 key assessment per school term and may sometimes be sat as part of a mock paper.

COVID when social distancing is required – in reaction to changes in the classroom due to covid19, teachers will ask students to submit images of work completed in the classroom to google classroom. This is to replace the usually checking that would have occurred as a teacher moved around the room. Some pieces will be marked for the whole group and some will be sample marked, with the teacher feeding back general strengths and weaknesses to the group. A record will be kept of which students have been sample marked each time so that all students benefit from individual feedback over the year.

Mock exams will be used to give students an opportunity to experience a longer exam session. Papers will be a mix of Paper 1 and 2. They will include topics taught that have not previously been assessed in a mock exam, plus topics that students struggled to score highly on in previous mock papers.

Key Assessments points through the course:

	9 mark essay	End of topic test
Memory	Yes	Yes
Perception	Yes	Yes
Development	Yes	Yes
Research methods		Yes
Social Influence	Yes	Yes
Language, Thought and Communication	Yes	Yes
Brain and Neuropsychology	Yes	Yes
Psychological Problems	Yes	Yes

Assessment at KS5 Psychology:

Day to day assessment and feedback is carried out as stated in the overall “Principles and Rationale” section of this document.

- All units will be assessed summatively using entire past paper sections, which cover the range of assessment objectives and question types. These will be marked according to exam board mark schemes and will have **dedicated exam feedback time**. Mark schemes, whole class feedback support, sample answers are used to structure improvement work and to feed forward into dedicated **improvement priority work**.
- Students will review old knowledge through starter activities using exam style questions.
- Longer 16 markers will be assessed using individual written feedback and whole class verbal feedback. These will be spread evenly across the course, and weak areas in particular skills (assessment objectives or content) will be targeted as necessary.
- Yr13 - Students are issued with a timetable for a program of short answer, low risk testing. The tests are carried out once a fortnight and are designed to aid students preparing for mock exams and their final exams. Questions are selected to tackle misconceptions and to give the teacher a chance to talk over exam skills and advice. Students are encouraged to revise in preparation for the content, but also to use it diagnostically and re-revise any topics they find difficult.

COVID when social distancing is required – in reaction to changes in the classroom due to covid19, teachers will ask students to submit images of work completed in the classroom to google classroom. This is to replace the usually checking that would have occurred as a teacher moved around the room. Some piece will be marked for the whole group and some will be sample marked, with the teacher feeding back general strengths and weaknesses to the group. A record will be kept of which students have been sample marked each time so that all students benefit from individual feedback over the year.

Mock exams will be used to give students an opportunity to experience a longer exam session. Papers will be a mix of Paper 1 and 2. They will include topics taught that have not previously been assessed in a mock exam, plus topics that students struggled to score highly on in previous mock papers.

Key Assessments points through the course:

Year 12			Year 13		
Topic	Essay	End of topic test	Topic	Essay	End of topic test
Approaches	Yes	Yes	Issues and Debate	Yes + short answer Qs	
Psychopathology	Yes	Yes	Research methods		Yes
Memory	Yes	Yes	Forensics	Yes	Yes
Attachment	Yes	Yes	Relationships	Yes	Yes
Research methods		Yes	Eating behaviour	Yes	Yes
Biopsychology	Yes	Yes			
Social Influence	Yes	Yes			

Assessment at KS5 Sociology:

Day to day assessment and feedback is carried out as stated in the overall “Principles and Rationale” section of this document.

- Units will be assessed regularly though the year, with an exam style assessment occurring roughly once per unit. These will be marked according to exam board mark schemes and will have **dedicated exam feedback time**. Mark schemes, whole class feedback support, sample answers are used to structure improvement work and to feed forward into dedicated **improvement priority work** and **individual action plans**
- Yr13 – Students will carry out weekly activities to aid retention of knowledge and practice retrieval. They will experience a cycle of low risk knowledge checkers, short exam style questions and quick essay planning tasks. The tasks are designed to aid students preparing for mock exams and their final exams. Tasks are selected to tackle misconceptions and to give the teacher a chance to talk over exam skills and advice.

COVID when social distancing required – in reaction to changes in the classroom due to covid19, teachers will ask students to submit images of work completed in the classroom to google classroom. This is to replace the usually checking that would have occurred as a teacher moved around the room. Some piece will be marked for the whole group and some will be sample marked, with the teacher feeding back general strengths and weaknesses to the group. A record will be kept of which students have been sample marked each time so that all students benefit from individual feedback over the year.

Mock exams will be used to give students an opportunity to experience a longer exam session.

Key Assessments points through the course:

Topic	Short assessment	Mid assessment	End of topic test/Mock
Family	Yes	Yes	Yes
Research methods	Yes	Yes	
Methods in Context	Yes		Yes
Education	Yes	Yes	Yes
Theory and methods	Yes		Yes
Crime and Deviance	Yes	Yes	Yes
Global Development	Yes	Yes	Yes

RE

Rationale:

In RE we mostly use assessment to help students understand how they can improve what is called diagnostic assessment. This might include short tests on vocabulary, quotation, and key concepts. We also use exam style written responses diagnostically so that students can show that they deploy such vocabulary, and concepts related to teachings in the religious contexts of beliefs, and practices, they exist in. Other assessments at the end of the year typically and at key points in the year are summative used to record progress to report back parents.

Assessment at KS3:

- In both Year 7 and 8 there are four summative assessment points as well as the end of year exam. These will usually take place towards the end or sometimes in middle of terms. The end of year paper usually shortly after Easter of that academic year.
- These assessments are either of a written nature of either short response or longer essay response types. The end of year assessments are of a quick response but extended paper variety.
- Most often the type of formative assessment used by the department at key stage three is of key words and concepts test type.
- The assessments may be done either on separate papers and then stuck in their exercise books or written directly into their exercise books.

Assessment at KS4:

- In both Year 9 and 10 there are two summative assessment points each term as well as the end of year exam. These will usually take place towards the end or sometimes in middle of terms. The end of year paper usually shortly after Easter of that academic year.
- These assessments are either of a written nature of either short response or longer essay response types. The end of year assessments are of a quick response but extended paper variety.
- Most often the type of formative assessment used by the department at key stage three is of key words and concepts test type.
- The assessments may be done either on separate papers and then stuck in their exercise books or written directly into their exercise books.

Assessment at KS5:

- There will be regular short formative type response quiz style questions to help secure knowledge or identify areas for review across the topics.
- In addition, for each of the three topics Philosophy, Ethics, and Buddhism students will have to complete exam style essay questions most weeks which include shorter 8 mark 'Explore' questions, 12 Mark 'Assess' questions, Anthology 10 mark 'Clarify' and 20 mark 'Analyse' questions and finally 30 mark 'Evaluate' questions. While these are formative in purpose they also will help us track progress. These will be stored by the students with feedback in their subject folders, but may be submitted via the google classroom.
- In 6th form students will sit a mock exam at the end of Year 12 and after Christmas of Year 13.
- While mostly these will be given to complete independently, increasingly timed condition questions will be used. The principle of 'Slow, Slow, Quick' being used to move from practice of content to practice of examination technique.

SCIENCE

Rationale:

- Meaningful, manageable, motivating.
- High quality and targeted.

Assessment at KS3:

Assessment Rationale

- ✓ Assessment will be Meaningful, Manageable & Motivating

Assessment Overview

- Verbal feedback is an important part of every lesson.
- Skills assessments will provide detailed feedback for improvement. Skills revisited.
- Topic tests provide a checkpoint for understanding and knowledge in a low stakes environment.
- Quiz style activities in lesson resources provide low stakes assessment with immediate feedback.
- End of year exams are skills based and revisit key principles in order to strengthen understanding.

Assessment Detail

- Once per topic, a Skills Assessment will be completed by students and assessed by the teacher. This includes WWW and HTI. The students will reflect on their work and write corrections and improvements. Each skill will be revisited at least once in a formal assessment setting.
- Once per topic a summative test will take place. This encourages students to secure long term memories of the content. It develops exam technique, checks knowledge, understanding and application. It is a relatively low stakes environment being peer or self-marked.
- At the start of each year 7, an assessment will be completed that focuses on assessing the key skills and fundamental principles from KS2. A follow up assessment takes place at the end of year 7 and year 8, specifically designed with a similar set of demands in order for progress to be demonstrated
- During lessons Live Feedback will be frequent in the form of verbal feedback. Students will reflect upon their learning, misconceptions will be addressed and deep ideas developed.
- Low stakes activities will be sprinkled throughout teaching in the form of quick quiz style starters and plenaries. We have avoided a prescriptive/every lesson approach to avoid quiz fatigue.
- No 'marking' will be present in the books. Formal assessments will be fixed in. Purple pen may reflect where students have responded to feedback.
- Students track and reflect upon their progress by filling in a Learning Log in the front of their books.
- All progress will be centrally recorded in a spreadsheet which the class teacher is responsible for keeping up to date.