

# FEARNHILL SCHOOL

## FACULTY FEEDBACK POLICIES

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2020/2021  
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# FACULTIES

- English
  - MFL
  - Media Studies
  - Drama
- Maths
- Science
  - ADT
- Humanities
- Business & Economics
- Music
- PE

# ENGLISH

## Intent

### Objectives

- To allow students to work in-depth on one skill and to encourage **mastery** of that skill.
- To encourage more **independence from students** towards ownership of their own progress.
- To improve the quality of EBIs through using pre-planned feedback sheets.
- To build in peer and self-assessment to track knowledge learnt and important other skills that are interleaved into the curriculum.
- To make the marking workload more manageable for English teachers and feedback smarter for the students.
- To allow students, teachers and observers a clear path to checking progress in English books.

## Implementation

### Main principles

- 1 Each half term there **is 1 skill practised but 2 assessed tasks**.
- 2 This skills-based task is completed **twice by the student** (*slightly different focus/theme*).
- 3 Teachers **mark the first attempt** with detailed WWW and EBI.
- 4 Further lesson(s) based on common misconceptions, errors or trends (*e.g looking at model answers, zooming-in practice, group work, studying more of the lit text etc.*)
- 5 Students are then **set the same task but a different focus** (*e.g, different essay question, new source material, etc.*) This should be done in lesson time to ensure quality. **Students write their EBIs at the top of the page** to remind them of how to improve.
- 6 Before handing in, students find 'their progress' by **highlighting/underlining where they have addressed their EBI targets in the new task**.
- 7 Teachers use a **summative assessment sheet** (a tick sheet) for the final mark/feedback. These will show where the students have hit the grade descriptors and the next one up would be their next target.

## SPaG

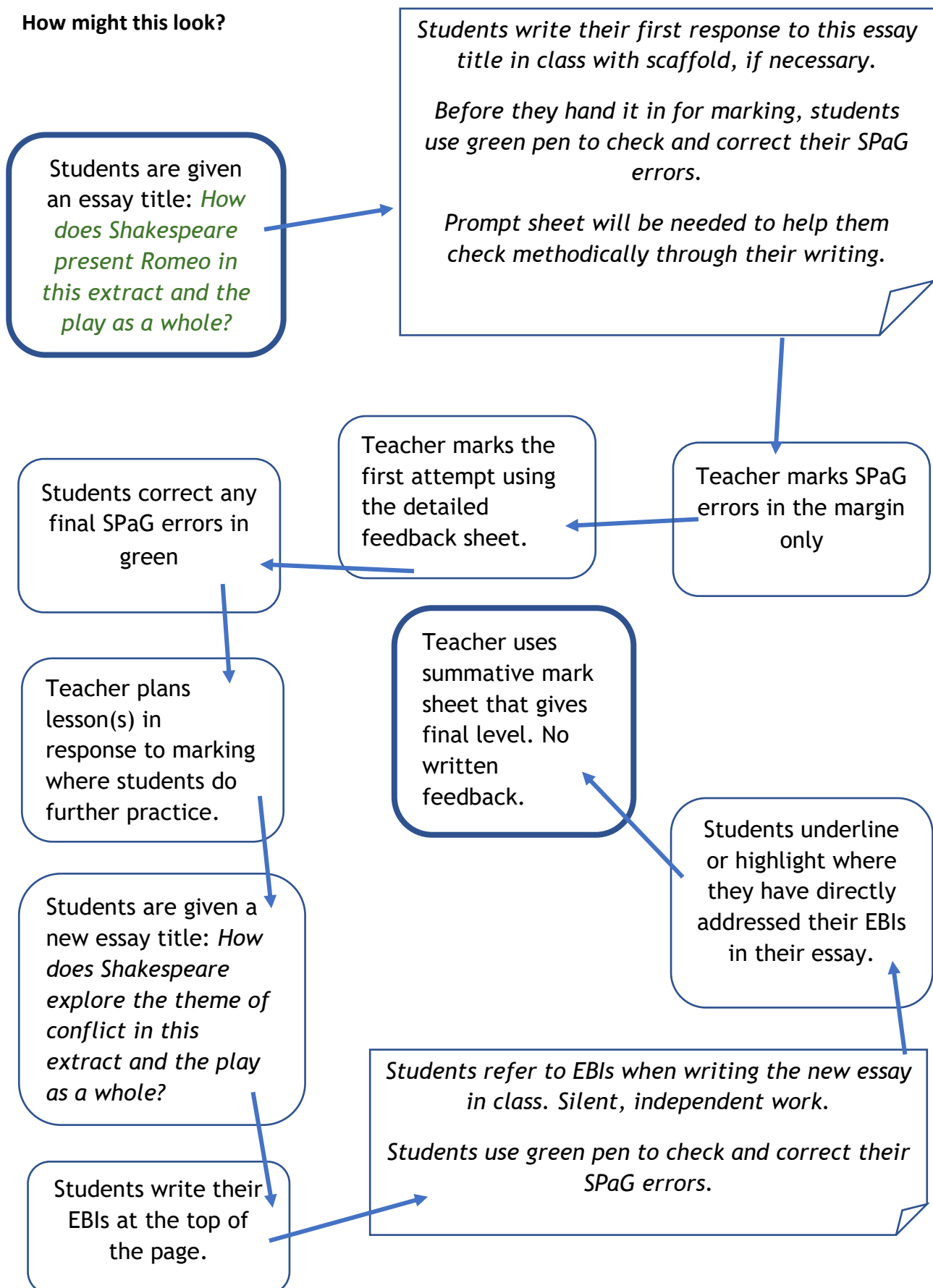
- ✓ Students use green pen and highlighters to **correct their own SPaG** before handing in assessment.
- ✓ When marking first assessed task, teachers use **marking codes in the margin of the error only** and students need to find and correct the error. (*Cap/sp/sent/gr/par/p*)
- ✓ Students correct their own errors or do peer-assessment in the final assessed piece.

## Impact

Clear and focused EBI feedback sheets reduce the time teachers spend re-writing out the same EBI sentences. These EBIs are pre-populated and written in student friendly language to ensure students have a clear understanding of how they can improve; it should be easy for teachers, students and observers to be able to track the progress made by each student.

PP/SEND/LPA students can have an in between 'help' session with ISA or intervention teacher to help them with the final task. Across each key stage, each language and literature skill is covered by the assessed tasks and marked with detailed feedback. **In between, other skills are practised and peer or self-assessed.**

## How might this look?



# English Language and Literature Scheme of Assessment 2020-2021

Term	Assessment	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Autumn 1	Skill	Reading & Writing	Reading and Writing	Literature AO1,2,3	Literature P2	Literature P1 AO1,2,3	
	Formative Assessment	Baseline Assessment Reading: Reading age assessment Writing: Non-Fiction	Baseline assessment: persuasive writing	Essay question: <i>How is Curley's Wife presented in Of Mice and Men?</i>	Essay question: <i>How does Priestley present (character) in An Inspector Calls?</i>	Essay question: <i>How does Shakespeare present the conflict between parents and children?</i>	
Autumn 2	Summative Assessment (marked out of 60)	Writing - SpG focus	Writing - SpG focus	Essay question: <i>How is Crooks presented?</i>	Essay question: <i>How does Priestley explore (theme) in An Inspector Calls?</i>	Essay question: <i>How does Shakespeare present (character) in R&amp;J?</i>	
	Skill	Reading and Writing	Reading and Writing	Writing AO5 & 6	Literature P1	AO1,2	
Autumn 2	Formative Assessment	Class reader: Verbal and whole-class feedback	Class reader: Verbal and whole-class feedback	Recreational writing: write an opening imitating Steinbeck's writing style.	Essay question: <i>How does Dickens present Scrooge in this first description.</i>	<i>How does Dickens present ideas about Christmas in this extract? (Fezziwig) - Analysis of the methods used.</i>	
	Summative Assessment (marked out of 60)	Reading skills: Comprehension Repeat of reading age assessment	Writing: persuasive writing	Write the opening to a gothic horror story.	Essay question: <i>How does Dickens portray the importance of Family in this extract?</i>	Question 4: Compare how the writers have conveyed their different views and experiences of the festival and fair they describe. (Specimen paper 2)	
Spring 1	Skill	Writing - Transactional	Writing - structure and description	Writing - structure and narrative journey	Writing - Language P1	Literature & AO2,4	
	Formative Assessment	Writing: Non Fiction	Writing - picture stimulus of dystopia	Plan and write your own 'Room 8' style story.	Descriptive/narrative writing - focus STRUCTURE	Essay question: <i>Unseen poem and comparative unseen poem</i>	
Spring 2	Summative Assessment (marked out of 60)	Writing: Non-fiction	Writing - opening/ending to a story	Narrative writing: Picture stimulus	Descriptive/narrative writing - focus LANGUAGE DEVICES	1. English Language mock 2. English Literature mock	
	Skill	Literature AO1 & 2	Literature AO1 & 2	Literature AO1,2 & 3	Literature - P&C Poetry	Language & Literature	
Spring 2	Formative Assessment	Drama text - Responding to an extract. What/How/Why?	Shakespeare: Responding to an extract. What/How/Why?	Macbeth - Responding to an extract. What/How/Why?	Essay: <i>How is nature presented in Exposure and one other poem?</i>	Assessment and feedback according to the needs to the students	
	Summative Assessment (marked out of 60)	Drama text - Responding to a different extract. What/How/Why?	Shakespeare: Responding to an extract. What/How/Why?	Macbeth - Responding to an extract. What/How/Why?	Essay: <i>How are the effects of war presented in Remains and one other poem?</i>		
Summer 1	Skill	Literature AO1 & 2	Reading & Literature AO1, 2 & 3	Literature: Poetry AO1,2 & 3	Writing - Language P2		
	Formative Assessment	Recreational poetry: Writing own poem inspired by/in the style of...	Character analysis - Magwitch What/How/Why	Essay: <i>How are the feelings of... explored in the poem?</i>	Article: <i>What annoys you about the C21st?</i>		
Summer 2	Summative Assessment (marked out of 60)	Poetry Writing own poem on own identity.	Character analysis - Havisham or Pip What/How/Why	Essay: <i>How is the theme of... explored in the poem?</i>	'With the rise in injuries, and even death, caused by people trying to get the most dramatic image, it is time for social media to ban these images from their sites.' Task: Write an article or a speech where you argue for or against this statement.		
	Skill	Writing - genre and description	Writing & Literature AO1, 2, 5 & 6	Writing - transactional AO5,6 & GCSE Spoken Language	Language & Literature		
Summer 2	Formative Assessment	Sci-fi writing - describe a character	Poetry: Write own emotive poem and short commentary	Closing speech in the defence of Derek Bentley	1. Literature mock exam 2. Language mock exam 3. Spoken Language assessment		
	Summative Assessment (marked out of 60)	Sci-fi writing - opening of a story incl. character introduction.	Poetry: Write a commentary on an emotional poem	GCSE Spoken Language Endorsement			

# MFL

## Intent

- To ensure that students have regular feedback on the 4 language skills, adapting the challenge as the key stage progresses
- To encourage more independence from students towards ownership of their own progress
- To improve the quality of EBIs through using pre-planned feedback sheets.
- To build in peer and self-assessment to track knowledge learnt
- To make the marking workload more manageable for MFL teachers and feedback smarter for the students.
- To allow students, teachers and observers a clear path to checking progress in MFL books.

## Implementation

### Writing

- For year 7 & 8, students will have formative feedback on one piece of written work for each half term. The frequency of this ensures that the essential building blocks of language are in place before speaking assessment features formally in the curriculum.
- For year 9, writing will be assessed once a term to allow for the introduction of a termly speaking assessment.
- For KS4, writing will be assessed each half term using the formative feedback sheets.

### Reading & Listening

- For KS3 and 4, reading and listening assessment will take place informally every half term with students self-marking and receiving instant scored feedback.
- Students will look at their knowledge gaps and write their own EBI target in their feedback book following each assessment.

### Speaking

- For year 7 & 8, speaking will be practised in class regularly and verbal feedback given, but not formally assessed. This allows students regular 'low-stakes' opportunity to speak whilst learning the essential building blocks of the language through reading, writing and listening.
- In year 9, speaking assessments are introduced each term. A formative feedback sheet is used with EBIs.
- For KS4, speaking is assessed each half term through feedback sheets.

All feedback sheets and written work will be stuck in MFL feedback books.

## Impact

- Students know their progress and what their learning gaps are for all skills and knowledge regularly throughout the key stages
- Students know how to improve
- Teachers can easily see the progress of each student in all skills and knowledge and respond to gaps quickly.

Term	Skill	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	Writing <i>Score out of</i>	Tout sur moi	À table	Accro à la techno	Ma famille et mes amis- La technologie	La technologie – La charité et le bénévolat
	Reading & Listening <i>Score out of</i>	As above	As above	As above	As above	As above
	Speaking <i>Score out of</i>				As above	As above
Autumn 2	Writing <i>Score out of</i>	Mon monde perso	Destination vacances		Mes loisirs – Les fêtes et les festivals	Mock exams
	Reading & Listening <i>Score out of</i>	As above	As above	Être ado, c'est quoi?	As above	Mock exams
	Speaking <i>Score out of</i>			As above	As above	Mock exams
Spring 1	Writing <i>Score out of</i>	Autour de moi	Bouger c'est important	Assessment week	Là où j'habite -	Les problèmes mondiaux - l'environnement et la pauvreté
	Reading & Listening <i>Score out of</i>	As above	As above	Assessment week	As above	As above
	Speaking <i>Score out of</i>				As above	As above
Spring 2	Writing <i>Score out of</i>	À table	Aux quatre coins du monde		Les problèmes sociaux	Mock exams
	Reading & Listening <i>Score out of</i>	As above	As above	Rendez-vous	As above	Mock exams
	Speaking <i>Score out of</i>			As above	As above	Mock exams
Summer 1	Writing <i>Score out of</i>	Mon quartier	Le monde des médias	Autour du monde	Les problèmes mondiaux - l'environnement et la pauvreté	
	Reading & Listening <i>Score out of</i>	As above	As above	As above	As above	
	Speaking <i>Score out of</i>				As above	
Summer 2	Writing <i>Score out of</i>	Ça, c'est mon truc	Assessment week		Mock exams	
	Reading & Listening <i>Score out of</i>	As above	Assessment week	Chez-moi, ça veut dire quoi?	Mock exams	
	Speaking <i>Score out of</i>			As above	Mock exams	

## Media Studies

Term	Assessment	Year 9	Year 10	Year 11	Year 12
Autumn 1	Skill/Knowledge		Literature P2	Literature P1	
	Formative Assessment				
	Summative Assessment (marked out of 60)				
Autumn 2	Skill/Knowledge		Literature P1	Literature & Language	
	FA				
	SA				
Spring 1	Skill/Knowledge		Writing - Language P1		
	FA				
	SA			1.	
Spring 2	Skill		Literature - P&C Poetry		
	FA				
	SA				
Summer 1	Skill		Writing - Language P2		
	FA				
	SA				
Summer 2	Skill		Language & Literature		
	FA				
	SA				



## **Drama**

**What are the faculty/ dept. arrangements for tracking student progress?**

### **KS3**

1. KS3 assessment provides opportunity to assess students Creating, Performing and Evaluating drama.
2. Students complete each assessment and are given individual/group (as appropriate) feedback from the teacher.
3. Students discuss and reflect on the strengths and weaknesses of their own and other's work regularly.
4. Students record their progress in a record booklet containing key vocabulary and set targets for improvement based on current attainment.
5. Booklets are stored in the drama studio.

### **KS4**

1. KS4 assessment builds towards a devised performance piece, a scripted performance piece and practical exploration of a script for a written exam. Current text DNA
2. Students work individually and in groups using costume, lighting and music to enhance voice and movement work.
3. Students record assessments on assessment sheets designed to enable acknowledgement of strengths and weaknesses. Targets are set by the teacher and student after each assessment.
4. Assessments sheets are collated in a folder stored in the drama studio.

### **Documentation**

- KS3 Drama Booklets and assessment criteria/peer assessment sheets.
- KS4 student folders and assessment tracking sheets.
- Film footage of some key assessments in all Key Stages.

### **Moderation opportunities**

North Herts Cluster meetings.

English Faculty meeting time.

## Details of assessment points

Year 7 Autumn	Year 7 Spring	Year 7 Summer
<ol style="list-style-type: none"> <li>1. Narrative mime sequence performance and feedback.</li> <li>2. Haunted House physical theatre and role-play.</li> </ol>	<ol style="list-style-type: none"> <li>1. Myth and Legend story telling.</li> <li>2. WWI still images and role-play.</li> </ol>	<ol style="list-style-type: none"> <li>1. Magical character creation.</li> <li>2. Survivor Improvisation and role-play.</li> </ol>
Year 8 Autumn	Year 8 Spring	Year 8 Summer
<ol style="list-style-type: none"> <li>1. Silent Movie scene creation.</li> <li>2. Murder Mystery role-play.</li> </ol>	<ol style="list-style-type: none"> <li>1. Improvisation character building.</li> <li>2. Runaways – role-play.</li> </ol>	<ol style="list-style-type: none"> <li>1. Fairy tale symbolism.</li> <li>2. Documentary Drama – play making.</li> </ol>
Year 9 Autumn	Year 9 Spring	Year 9 Summer
<ol style="list-style-type: none"> <li>1. Monologue performance.</li> <li>2. Romeo and Juliet performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Too Much Punch for Judy – Car Crash Physical Theatre</li> <li>2. Commedia Dell'arte Character work</li> </ol>	<ol style="list-style-type: none"> <li>1. Group script performance work</li> </ol>
Year 10 Autumn	Year 10 Spring	Year 10 Summer
<ol style="list-style-type: none"> <li>1. Blood Brothers – subtext and the narrator lighting/costume/ staging</li> <li>2. Trestle Mask Unit</li> </ol>	<ol style="list-style-type: none"> <li>1. Brecht Unit – Brechtian style devised performance</li> <li>2. Stanislavski Unit - monologues</li> </ol>	<ol style="list-style-type: none"> <li>1. Exam board stimulus - set devised piece group work</li> <li>2. DNA Y10 exam mock</li> </ol>
Year 11 Autumn	Year 11 Spring	Year 11 Spring
<ol style="list-style-type: none"> <li>1. Exam board stimulus - set devised piece group work</li> <li>2. Exam board stimulus - set devised piece group work and coursework portfolio</li> </ol>	<ol style="list-style-type: none"> <li>1. DNA set text Dec Mock</li> <li>2. Devised practical GCSE coursework portfolio and controlled assessment pieces</li> </ol>	<ol style="list-style-type: none"> <li>1. Scripted practical exam</li> <li>2. DNA March mock</li> </ol>
Year 12 Autumn	Year 12 Spring	Year 12 Summer
Year 13 Autumn	Year 13 Spring	Year 13 Summer

## MATHEMATICS

Marking, feedback and assessment when done effectively should be of benefit to both teachers and students. Our aim is that the policy provides teachers with key information to enable them to adapt/inform future planning. For students, marking, feedback and assessment should be used as a vehicle to move forward in their learning.

There is little research evidence to suggest that post-task distance marking is successful (Elliot et al. 2016) as it does not engage pupils in the feedback process therefore not allowing for misconceptions to be addressed at the most appropriate time. The EEF review suggests that faster feedback is most valuable to students as learners find it easier to improve if their mistakes are corrected quicker. An article published by the NCETM (2017) highlights the importance and advantages of students being involved in the marking process. It suggests that due to maths being a subject in which skills build, students need to have feedback instantly rather than waiting for teachers to mark books at the end of a lesson or series of lessons.

As a department, we aim to give students immediate feedback on their classwork through a range of AfL methods used in lessons. Teachers are encouraged to make use of a variety of techniques when assessing students work on a day to day basis in the classroom. Methods of monitoring/feedback that are commonly used in lessons but not restricted to include the use of mini white boards, instant marking of tasks, peer marking, kahoot, plickers quizzes, verbal feedback, peer support/use of learning leaders, targeted questioning. Every piece of work is marked however mostly by the students themselves or by their peers.

In line with the school homework policy, students are set self-study tasks in maths on a weekly basis. To ensure that students are given feedback on their homework tasks as close as possible to the point in which the work is completed, the maths department set all self-study tasks online. Students receive instant feedback on the tasks they complete and have the opportunity to use the online tutorials to make instant progress/improvements on any areas they found challenging. Teachers monitor the homework results on a weekly basis and students who have under-performed are expected to attend support club where they will receive verbal assistance from a teacher. Attendance of support club is tracked and monitored.

The time teachers spend marking students work comes of value when teachers are marking formal assessments. Students complete a unit assessment once per half term along with an end of year assessment. Following every assessment, students are given a PLC (personal learning checklist, see appendix 1) which helps them to identify the topics they need to work on to make further progress. Teachers use a QLA (Question, level analysis, see appendix 2) to assist with their planning of EBI tasks and also inform them of topics they may need to revise with the students during starters. Following every assessment, students will have a whole lesson designated to feedback where they will be given some ebi tasks to help them improve. Ebi tasks will be tracked/monitored by teachers and recorded in their feedback books. Students will then be set a carefully designed piece of homework addressing the areas which will help them make further progress. Students which have underperformed on unit tests at KS4/KS5 will be expected to re-sit their unit tests following completion of their EBI tasks. All assessments will be written in a separate book to where classwork is completed. These feedback books will be A4 size and will include: unit assessment, PLC, EBI tasks, plus a pit stop activity once per half term which checks students' retention of knowledge from the previous unit objectives.

The main aim is ensure students are continuously receiving instant, personalised feedback which ultimately will improve their understanding and allow teachers to be responsive in their practice, fostering an environment built upon progress.

**Summary of frequency of feedback/monitoring:**

- Every lesson – through AfL strategies
- Weekly – monitoring of homework tasks
- Once per half term – formal checkpoint in feedback book
- Once per half term – formal assessment, PLC, feedback lesson and ebi tasks.

Appendix 1: Personal Learning Checklist (PLC)

1	Function Machines	3	3
2	Simplifying expressions	3	3
3	Solving simple equations	4	4
4	Substitution in to a formula	2	2
5a & b	Expanding single brackets	3	3
5c	Factorising linear expression	1	1
6	Rearranging Formulae	2	0
7	Finding rule and next terms in a sequence	3	3
8a	Solving equations with negative answer	2	1
8b	Solving equations x on both sides	2	0
9a	Expand and simplify two sets of single brackets	2	2
9b	Expand and simplify double brackets	2	1
9c	Factorising fully linear expression	2	2
10	Rearranging formulae (two step)	2	0
11a	Finding the nth term	2	0
11b	Testing if a term is in a sequence	2	0
12	Factorise quadratic	2	2
13	Solve equation brackets and x on both sides	3	1
14	Squaring a bracket	2	2
15	Solve simple simultaneous equations	3	2
16	Form and solve equations with angles	3	1
17	Solve simultaneous equations	3	0
18	Rearranging formula with squares	2	1
<b>TOTAL MARKS</b>			<b>34</b>
<b>Target</b>			<b>5</b>
<b>Grade</b>			
<b>EBI Marks</b>			
<b>EBI Grade</b>			

## Appendix 2: Question Level Analysis (QLA)

Topic	Function Machines	Simplifying expressions	Solving simple equations	Substitution in to a formula	Expanding single brackets	Factorising linear expression	Rearranging Formulae	Finding rule and next terms in a sequence	Solving equations with negative numbers	Solving equations x on both sides	Expand and simplify two sets of brackets	Expand and simplify double brackets	Factorising fully linear expressions	Rearranging formulae (two steps)	Finding the nth term	Testing if a term is in a sequence	Factorise quadratic	Solve equation brackets and x	Squaring a bracket	Solve simple simultaneous equations	Form and solve equations with two variables	Solve simultaneous equations	Rearranging formula with squaring
Question	1	2	3	4	5a & b	5c	6	7	8a	8b	9a	9b	9c	10	11a	11b	12	13	14	15	16	17	18
Marks	3	3	4	2	3	1	2	3	2	2	2	2	2	2	2	2	2	3	2	3	3	3	2
BAKER Cheyenne	3	3	4	2	3	1	2	2	2	1	2	0	2	1	2	0	2	2	2	1	0	2	0
BOVELL Chanelle	3	3	4	2	3	1	0	3	1	2	1	1	2	1	1	0	1	2	2	0	0	0	0
BROOKS Natalie	2	2	1	2	3	1	0	0	0	0	2	1	2	0	2	0	0	1	0	1	0	2	0
BROWN Tyler	3	2	4	2	3	1	2	3	2	2	1	0	2	1	2	1	2	3	0	3	0	0	1
CHRISTY George	3	3	4	2	3	1	0	3	1	0	1	2	1	1	1	0	0	3	0	2	2	3	0
DROSSLER Holly	3	2	2	2	3	1	0	1	1	0	2	2	2	0	2	0	0	0	0	1	0	0	0
ETIENNE Aaron	2	1	3	2	3	1	0	1	0	2	1	1	2	0	0	0	2	1	0	0	0	0	0
GORDON Spencer	3	2	3	1	3	1	0	2	0	1	1	0	0	0	1	0	0	0	0	1	0	0	0
HART Jessica	3	3	4	2	3	1	0	3	1	0	2	2	2	0	2	0	0	1	0	2	0	0	0
JASZEWSKA Aimee	3	2	4	2	3	1	0	3	0	0	1	0	1	0	0	1	0	1	0	1	0	0	0
JOHNSTONE Lily	3	2	4	2	3	1	1	3	1	2	2	1	2	0	2	2	0	3	2	0	0	0	1
LAMPTEY Marli	3	3	4	1	3	1	2	3	0	2	2	2	2	0	2	0	0	1	2	0	0	0	0
LUCAS Poppy	2	3	4	2	3	1	0	3	2	0	2	2	2	0	0	0	0	1	0	0	0	0	0
MAVING Emily	3	3	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MCCLUMPHA Betty	3	3	4	2	3	1	0	3	1	0	2	1	2	0	0	0	2	1	2	2	1	0	1
MORRIS Shaneila	3	3	4	2	3	1	0	1	2	2	2	2	2	0	2	0	2	3	2	2	0	0	0
MPHOKO Kelis	2	3	2	2	3	1	2	3	1	0	2	2	2	2	2	0	2	1	2	2	0	1	2
MULLINGS Kyra	3	3	4	2	3	1	2	1	2	2	2	1	2	1	0	0	2	1	2	2	3	0	2
MURPHY Ryan	3	3	4	0	3	1	2	3	1	0	2	2	2	0	0	1	0	1	0	1	0	0	1
NATH Ryan	3	3	3	2	3	1	0	3	2	0	1	2	2	0	0	0	2	1	1	1	0	1	0
NEALE Blaine	3	1	1	2	3	0	0	3	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
PEARCE Ezera	3	3	3	2	3	1	2	1	2	0	2	0	1	2	0	0	0	1	1	1	0	0	0
RUTLAND Caitlin	3	2	4	2	3	1	1	3	0	0	2	1	2	0	0	0	0	0	2	0	2	0	0
SINGH Abhinoor	3	3	3	2	3	1	0	3	1	0	1	0	2	0	0	0	2	2	0	1	0	0	0
WARREN Finley	3	3	1	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## References

Elliot, V. et al (2016) A marked improvement? A review of the evidence on written marking. Available from: <https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/written-marking/>

NCETM (2016) [Guidance on Marking and Feedback for Secondary Mathematics Teaching](#)

NCETM Less marking, more effective feedback. Available from: <https://www.ncetm.org.uk/resources/50280>

# SCIENCE

## Intent

As a department we have, this year, started the move towards a knowledge rich thematic based curriculum. The curriculum model outlines a student's 5-year journey from year 7 to the completion of GCSE exams at the end of year 11. It focuses on building the bank of knowledge necessary to be successful in the GCSE exams whilst trying to foster a love for both learning and Science.

Given that the new focus of the curriculum is on building, and retaining, knowledge it is necessary to amend the assessment policy to test this new focus. At the same time, it is necessary to ensure that we provide students with the opportunity to improve their investigative skills as these form an integral part of any Science education. As a department we have agreed what we expect students to be able to produce as part of their investigative work through establishing the Fearnhill 'method, 'analysis' and 'evaluation'.

We will, therefore, offer assessment opportunities to students that are both quantitative and qualitative. All assessments will be centrally set to improve reliability and all students within a year group will complete the same assessments. Quantitative assessments will be set using a combination of Educake tests and written extended response questions. Qualitative assessments will be investigation based and will be completed in their progress books. All data from quantitative assessments will be collected centrally and used to inform the BET rankings generated at each reporting point. The qualitative assessments will focus on developing skills and so improving 'the student' rather than focusing on redrafting and improving individual pieces of work.

Feedback is vital for students to progress. In Science feedback will focus on the goal of improving the student rather than any one piece of work. Feedback may be given generally as whole class feedback or more specifically as individual feedback. Student response to feedback will be in green pen, recorded in their progress book.

## Implementation

Assessments in all year groups will, therefore, be of one of two types. Each year group will complete one assessed practical activity per half term totalling 6 across the year. These are based on the quality model of assessment and each focuses on one of the three investigative key skills we have identified.

To complete these assessments staff will first introduce a practical problem using an everyday theme. Students will then either produce an investigative plan to answer the proposed question or complete an analysis or evaluation activity using a given method and results. These initial activities will be assessed by the class teacher using a tally chart method. This chart will then be used to provide whole group feedback. Students are expected to annotate their work in green pen as a result of the feedback. The next lesson students will be presented with a related investigative task and asked to complete a second method, analysis or evaluation. This second activity will be assessed by teaching staff to acknowledge any improvements and continued areas for improvement.

The APAs in the Autumn term will focus on methods. In the spring term it will be analysing, with evaluating the focus for the summer term.

The remaining assessments will be quantitative using Educake and exam questions from Exampro. This is based on the difficulty models of assessment. The Educake platform uses multiple short answer questions to give an accurate assessment of students' knowledge bank following the completion of a topic. In addition students will complete a short written task so they have the opportunity to develop their extended response skills. Once marked these extended response questions will be placed into the progress books.

To ensure consistency an agreed distribution of question difficulties has been set- see appendixes. In year 10 and 11 two versions of each test will be produced. Both will include identical level 1 and 2 questions. The Higher version of the test will also include some additional level 3 and 4 questions. The data collection spreadsheet has been set to take into account which tier students completed so ensure that the year group ranking remains fair and consistent.

In addition Educake will also be used for homework's with a particular focus on concepts covered in previous years. This forms part of the department's recovery curriculum in response to the Covid-19 shutdown.

Following completion of an assessment students will be set the same assessment again for homework. This is to support spaced repetition of the covered content and feedback and help to flatten the forgetting curve. Both scores, plus the extended response score, will be recorded in progress books.

### **Impact**

The totals from the quantitative assessments will be used to produce the BET rankings for reporting points. These rankings will then be used to determine whether a student is maintaining improving, or worsening their position with the year group.

Data collected from Educake will, additionally, be used to inform both out of class and in class interventions as well as quality first teaching. After any episode of intervention a retest will take place to check whether the intervention has had any impact. Data can be analysed over different periods of time. This will include, for year 11, monthly analysis to see if the overall percentage of correct increases as a result of intervention.

To allow a more accurate tracking of pupil performance only tests taken after the previous reporting point will be used to inform the next one.

Tracking of topics over whole year groups will also be used to evaluate the effectiveness of schemes of learning. Any areas of consistent underperformance across whole cohorts will be used as evidence for the need to revisit the SoL and ensure that it is fit for purpose.

It will be possible to see progress in the progress books as students develop their skills in the three assessed areas. This will be both within an academic year and between academic years. You would expect individual scores on Educake assessments to vary as individual topics vary in accessibility and interest. Overall a students will be seen to be making progress should they at least maintain their ranking as this continued level of performance will actually represent a wider and wider bank of knowledge.



## ADT

### Intention

Within ADT (covering Art: Fine Art, Art: 3d, Food Studies, Hospitality and Catering, Child Development) we intend to prove through assessment that students have learnt, the foundation and complex skills they need to be successful in achieving positive progress in the final year assessment that they take, whatever that level (KS3, 4 or 5)

We intend to assess all the core skills linked to each of the subjects we teach equally, therefore ensuring our students have relevant level of understanding in all areas, to take forward to the next level of their learning or further into their lives or careers

The breakdown of those core skills is included in **Appendix A**

Our plan for feedback is to encourage thoughtful, independently driven and most importantly, progressive conversation with our students. This will be through a range of paired tasks, self reflective, low stakes testing and through the combined use of staff and self reflection.

### Implementation

#### KS3

Students will be assessed in Art: Fine Art and Art: 3D (and Food Studies, when it returns) according to the school assessment frequency policy (therefore roughly twice a term) These assessments will be recorded within their work booklets and/or sketch books and will be seen clearly through the use of yellow assessment slips. (YAS)

These assessments will be a mixture of tasks testing core skills of drawing, modelling, presentation, experimentation with materials, development of response to a title and artist research and within Food, there will be practical skills assessments and multiple choice knowledge tests. **Appendix B**

The results of all assessments will generate a numerical response, leading to a ranking for the production of BET codes for reporting. The 1st attempt at any one skill) will be given a summative response as well as a numerical one. This will be either by whole class feedback, peer assessment or self reflection and will be recorded on the YAS. The YAS will be highlighted to show areas to improve (HTI)

#### KS4

##### *Catering and Hospitality/ Child Development*

- Feedback books used inline with school assessment frequency policy between September of Yr10 and January(C/H) and April (C/D) of Yr11
- Paired activities with summative feedback on 1st attempt and numerical feedback on 2nd attempt
- Solely numerical feedback for multiple choice quizzes

Further details in **Appendix C**

##### *Art: Fine Art and Art:3D*

- Feedback sheets/ books used inline with school assessment frequency policy between September of Yr10 and December of Yr11

- 3D - paired tasks in some cases to support core skills, ie - artist studies, drawing skills, initial idea generation
- 3D/ Fine Art - using the GCSE assessment criteria for marking portfolio work used to guide all gradings and all data along the duration of the course
- Green pen responses can be documented by the students in the feedback books and/or on the feedback sheets but will never be directly seen on students work as these are live documents

## KS5

### *Fine Art*

- Feedback sheets will be used as in previous years, inline with the school assessment frequency policy between September of Yr12 and March of Yr13
- Assessment will be completed jointly on both students practical art work and their independent essay study that goes along side
- ICN to given summative feedback and numerical responses inline with the exam boards grade boundaries and marking criteria

### *Food Science and Nutrition*

#### 2 Yr13 students only

- Controlled assessment will receive no feedback due to JQC rules
- Paired activities will be used in students exercise books to see progress of using lesson content to answer exam style questions
- Once half termly multiple choice knowledge test via SMHW (self marking)
- Once half termly mock question x2 - 1 short questions, 1 essay style

Further details in **Appendix D**

## Impact

The core impact of our assessment policy will be students making continued and substantial progress against success criterias and target grades, be those end of year expectations or externally assessed examinations. The result of a successful assessment policy will show in the students ability to fully demonstrate and identify their progress alongside being able to express the areas in which they need to develop their skills or knowledge further. The importance of independence and ownership of their work will be encouraged through personal reflection and simple guidance from YAS and HTIs. This will have a positive impact on pride in presentation and effort in all tasks seen in all aspects of their work moving forward. Students will demonstrate an increased confidence in experimenting with different materials (in Catering/Art x2) and increased pace and depth when responding to controlled assessment tasks and given briefs.

## Appendix A

Art: Fine Art (KS3)	<p>Explore and improve over time their use of a range of techniques and media, including painting and printmaking</p> <p>Analyse and evaluate their own work, and that of others</p> <p>Show knowledge of the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</p>
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Art:3D (KS3)  Preparing for KS4 Art:3D whilst teaching the core elements of KS3 DT national curriculum	<p>Show research to identify and understand user needs, solving design problems</p> <p>Develop specifications to inform the design from variety of approaches</p> <p>Communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools</p> <p>Select from and use specialist materials, components, tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture (where possible)</p> <p>Analyse the work of others to develop broad understanding and investigate new and emerging technologies</p> <p>Test, evaluate and refine their ideas and products</p> <p>Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists</p> <p>Understand how advanced electronic systems can be powered and used, and embed intelligence in products</p>
Art: Fine Art and 3D (KS4/5)	<p>Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
Food Studies (KS3)	<p>Basic nutrition and understanding of a healthy balanced diet, sources and uses of ingredients</p> <p>Basic practical skills in the kitchen environment (domestic)</p> <p>Basic health and safety understanding in the kitchen environment (domestic and commercial)</p>
Hospitality & Catering (KS4)	<p>Understand the environment of the industry, how provisions operate and how they meet health and safety requirements</p> <p>Know how food can cause ill health and suggest provision to meet specific requirements (allergy, health and religion)</p> <p>Show the importance of nutrition when planning menus and show high level practical skills when cooking dishes</p>
Child Development (KS4)	<p>Know the health and well-being needs for child development</p> <p>Understand the equipment and nutritional needs of children from birth to five years</p> <p>Understand the development of a child from birth to five years</p>

## Appendix B

<u>KS3</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7	Drawing Modelling	Drawing Modelling	Drawing Construction	Construction	Construction	Drawing
Yr8	Drawing Modelling	Drawing Modelling	Research Drawing	Experimentation	Drawing Modelling	Construction
Yr9	Drawing Modelling	Drawing Modelling	Research Drawing	Experimentation	Experimentation	Construction

## Appendix C

In Yr10, students will study the Hospitality aspect of the course, leading to the exam element in June of Yr10. The implementation of assessment in Yr10 will be seen in feedback books in a series of multiple choice quizzes, exam style questions and mini scenario tasks. Assessment tasks will be carried out twice half termly with a pair of tasks, targeting the same knowledge and/or skills to demonstrate progress clearly to the student and reader. The 1st of the paired tasks will have HTI summative feedback and the 2nd attempt will be numerative. The data used to generate BET codes and ranking will be a combination of the 2nd attempt result plus the numerical outcome of a topic focused multiple choice test done in class via SMHW.

Term	Topic
Autumn 2	<p>LO1 Understand the environment in which hospitality and catering providers operate  LO2 Understand how hospitality and catering provisions operate  LO5 Be able to propose a hospitality and catering provision to meet specific requirements</p> <p>Paired task  Writing advert of specific job role in the industry  Waiter - easy  Concierge - harder</p> <p>Multiple choice quiz - Set on SMHW - 40 questions on the industry, job roles and provisions in a range of hospitality outlets</p> <p>Exam style question x1 - type of contracts</p>
Spring 1	<p>LO1 Understand the environment in which hospitality and catering providers operate  LO2 Understand how hospitality and catering provisions operate</p> <p>Paired task  Essay style question  How the time of year affects the industry - easy  How new technologies affect the industry - harder</p> <p>Multiple choice quiz - Set on SMHW - 40 questions on job roles, personal qualities, qualifications and the current impacts on the industry</p> <p>Exam style question x1 - back and front of house hierarchy</p>
Spring 2	<p>LO4 Know how food can cause ill health  LO3 Understand how hospitality and catering provision meets health and safety requirements</p> <p>Paired task  Mix and match task with food poisoning bacteria - easy  Cludeo style investigation using food poisoning bacteria knowledge - harder</p> <p>Multiple choice quiz - Set on SMHW - 40 questions on bacteria, safety, injury and allergies</p> <p>Exam style question x1 - role of the EHO</p>
Summer 1	<p>LO1 Understand the environment in which hospitality and catering providers operate</p>

	<p>LO5 Be able to propose a hospitality and catering provision to meet specific requirements</p> <p>Paired task  Scenario based question  Facilities for a conference - easy  Facilities in a new up and coming university town - harder</p> <p>Multiple choice quiz - Set on SMHW - 50 questions on a full range of topics</p> <p>Exam style questions - Full mock</p>
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In Yr11, students will study the Catering aspect of the course, leading to the controlled assessment element of the qualification. Between September and January, students will learn the relevant theory and practical to excel in the controlled assessment task and assessment of the learnt theory will be seen in the feedback books in line with the school assessment feedback policy. Assessment tasks for summative feedback will be 1 paired activity to demonstrate improvement of skills needed for the written element of the controlled assessment (1st attempt - summative with HTI, 2nd attempt - numerical) and 2 further assessment tasks will be included per half term - both numerical - 1 multiple choice fact quiz or through Seneca and 1 assessed practical task.

Autumn 2	<p>Paired task  Compare the needs of 2 individuals  Young vs old - easy  Diabetic vs high blood pressure - harder</p> <p>Seneca test on nutrients and needs of individuals</p> <p>Practical skills test - recipe to be decided</p>
Spring 1	<p>Paired task  Time planning  2 simple dishes adding in times and health and safety - easy  3 dishes adding in times, health and safety and contingencies - harder</p> <p>Seneca test on menu planning and practical skills</p> <p>Practical skills test - result of their practical mock (if possible)</p>

Feedback will stop at the end of January for Yr11 as no feedback is allowed to be given in accordance to JQC rules for controlled assessment whilst formal write up has started

In Child Development, students complete 2 pieces of coursework and 1 exam. The exam is taken at the end of Yr10 and, if needed, can be retaken, the January of Yr11.

For the 2 pieces of coursework the feedback will be summative for 1st attempt at a task and numerical for the 2nd attempt as seen in the feedback books, however the expectation of the students is that all coursework tasks will be improved when verbal and whole class feedback is given.

For the exam element, taught between November of Yr10 and May of Yr10, the feedback book will include a half termly topic test with PLC (numerical), a topic exam question with 2 attempts to respond after summative feedback and a fortnightly mini topic task such as a crossword, space fill or find fault and fix (numerical). The data used to generate BET codes and ranking will be a combination of the 2nd attempt result of exam style question plus the numerical outcome of a topic focused multiple choice test done in class via SMHW.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Yr10	Paired task 1st - research of travel equipment 2nd - research of feeding equipment  Topic test Menstruation/ reproductive systems	Paired task Exam question on factors affecting choice to have a baby  Topic test Contraception/ stages of pregnancy and labour	Full mock for June exam  Topic test Routine tests and screening	Paired task Nutritional understanding for children - analyse a menu  Topic test - LO1/2	Paired task Practical task linked to AO4 R019 - evidence in photos and write up  Topic test - LO3/4/5	No assessment due to students taking the exam
Yr11	Paired task Planning activity 1 vs planning activity 2 (revisit)  Topic test - All LOs for retake	Full mock for retakes  Topic test - types of development (PIES)	Paired task Observations of a child from 2 different stages of development  Topic test Developmental norms	Paired task Recording and evaluating evidence of child at play  Topic test Planning activities for specific age groups	Paired task Drawing conclusions from baby observations  Topic test Types of play	Students have left by now

Green = exam focus

Orange = research coursework

Blue = child study coursework

## Appendix D

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>
Paired activity	Breaking down the extended exam question Breaking down the core elements - easy Adding detail to expand - harder	Breaking down and responding to a controlled assessment brief Example - easy Actual - harder	Writing a time plan 2 simple recipes with health and safety and timings - easy 3 recipes (their actual ones) with all key elements - harder	Calculating different needs and numbers for individuals 2 different people analysed	Impact of production methods on nutrients Canned beans - easy Processed lasagne - harder

Multiple choice quiz topics	Structures of macro nutrients Human need for nutrients	Adapting recipes for certain needs	Role of EHO Health and safety in the kitchen Responsibilities through the food chain	Classification of nutritions and examples	All topics covered
Mock questions x2	1 x q3 (Mia/2017) 1 x chemical structure of macronutrients (2017)	1 x q3 (Santa/ ob facebook) 1 x menu adaptation (2018)	1 x q3 (own written) 1 x danger of a summer bbq (2017)	1 x q3 (Stefan/2018) 1 x school children (2018)	Full mock for May exam (2019 paper)

# **HUMANITIES**

## **KS3**

### **Intent**

- Integrate continuous and systematic assessment into teaching topics to develop and build foundation knowledge in preparation for KS4 topics.
- Promote and encourage AfL to suit individuals' techniques and skills and support students understanding of what they need to learn.
- Assess students as individuals allowing them to understand exactly what they need to do to improve
- Assess the effectiveness of the teaching provided to inform planning, modify provision and/or teaching sequences.
- Interleave topic assessments to develop a student understanding of the synoptic nature of humanities subjects
- To develop students' subject specific skills such as analysis, evaluation and interpretation
- To plan periodic assessment to assess both conceptual understanding, knowledge and skills, and to use synoptic assessment such as problem solving or decision-making exercises.

### **Implementation**

- Use a blend of appropriate activities and tasks including a combination of self, peer and teacher led assessment.
- Pre-assessment and midterm assessment of key words/terminology to allow continued assessment of knowledge throughout topic.
- A combination of immediate whole class feedback and 'yellow sheet' WWW/EBI for students to green pen and demonstrate improvement.
- Students will reread their EBIs and green pen before next occasion when an identified skill is assessed. This will ensure progression.
- Use of formative questioning to challenge and engage students
- In Geography and History periodic assessments will be carried out each half term, making six periodic assessments in total. RE will have four periodic assessments throughout the academic year
- There will be two annual summative formal assessments of geography and history with a RE element included in both papers.
- Feedback will be given and scored on their student tracker sheets in their feedback books.

### **Impact**

- Students develop a deeper knowledge and understanding of humanities subjects
- Students develop both their conceptual grasp and their understanding of the synoptic nature of topics within subjects.
- Students develop their analytical and evaluative skills
- Students know what areas of knowledge to build upon and how to improve key skills
- Students understand wider concepts and can apply them in less familiar contexts.

### **Intent**

- Integrate continuous and systematic assessment into teaching topics to develop and build knowledge of subject specific Assessment Objectives (AOs) in preparation for end of Key Stage examination.
- Develop a greater fluency with subject knowledge by drawing on increasing breadth and depth of content and contexts.



- Encourage the extension from the familiar and concrete to the unfamiliar and abstract.
- Create a greater sense of assessment knowledge by organising and connecting information and Assessment Objectives (AOs).
- Increase the range and accuracy of students' subject specific skills and advancing their ability to select and apply these with increasing confidence to exam questions.
- Develop a greater independence in applying knowledge, key concepts and skills to examination questions.

## **KS4**

### **Intent**

- Integrate continuous and systematic assessment into teaching topics to develop and build knowledge of subject specific Assessment Objectives (AOs) in preparation for end of Key Stage examination.
- Develop a greater fluency with subject knowledge by drawing on increasing breadth and depth of content and contexts.
- Encourage the extension from the familiar and concrete to the unfamiliar and abstract.
- Create a greater sense of assessment knowledge by organising and connecting information and Assessment Objectives (AOs).
- Increase the range and accuracy of students' subject specific skills and advancing their ability to select and apply these with increasing confidence to exam questions.
- Develop a greater independence in applying knowledge, key concepts and skills to examination questions.

### **Implementation**

- Use a blend of appropriate activities and tasks including a combination of self, peer and teacher led assessment.
- In all subjects' periodic assessments will be carried out approximately every half term, making twelve periodic assessments in total. This will include an end of year examination and two mock examinations
- Periodic summative exams will be interleaved with six formative 'longer question' assessments.
- A combination of immediate whole class feedback and 'yellow sheet' WWW/EBI for students to green pen and demonstrate improvement.
- Students will reread their EBIs and green pen before next occasion when an identified skill is assessed. This will ensure progression.
- Use of formative questioning to challenge and engage students
- Feedback will be given and scored on their student tracker sheets in their feedback books.

### **Impact**

- Students develop a deeper knowledge and understanding of examination subjects.
- Students develop both their conceptual grasp and their understanding of the synoptic nature of topics within subjects.
- Students develop detailed knowledge and understanding of subject Assessment Objectives (AOs).
- Students develop the writing structure and abilities to fully articulate their thoughts and ideas.
- Students know what areas of knowledge to build upon and how to improve key skills
- Students understand wider concepts and can apply them in less familiar contexts.

### KS3 Assessment Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End of Year
<b>Year 7</b>							
<b>Geog</b>	Map Skills Assessment	How can we feed 8 billion DME	Weather and Climate Assessment	Letchworth Shopping Enquiry	UK Assessment	Letchworth Crime Enquiry	End of Year Summative Assessment
<b>History</b>	Battle of Hastings Assessment	Medieval Castles Assessment	Black Death Assessment	Life in Medieval England Assessment	King John Assessment	Henry VII Gangster Assessment	End of Year Summative Assessment
<b>RE</b>		Baseline Assessment		Christianity Assessment	Islam Assessment	Sikhism Assessment	
<b>Year 8</b>							
<b>Geog</b>	Development Assessment	Solution to Trade DME	Rivers and Flooding Assessment	Biome Presentation and TRF DME	Athabasca Sands Harkness Circle	Carbon Footprint DME	End of Year Summative Assessment
<b>History</b>	Religion – Mary Rose Assessment	English Civil War Assessment	Industrial Revolution – Factory Assessment	Slavery Abolishment Assessment	The British Empire Assessment	Life in 1900 – Titanic Assessment	End of Year Summative Assessment
<b>RE</b>	Hinduism Assessment	What is a Moral Issue? Assessment		Judaism Assessment	Stewardship – Ecology Assessment		
<b>Year 9</b>							
<b>Geog</b>	Population Assessment	Plate Tectonics Assessment	Pre GCSE Choice Assessment	Coasts DME	Tourism DME	Rocks and Glaciation Assessment	Plate tectonics Assessment. GCSE
<b>History</b>	WW1 Assessment	Inter War Years Appeasement Assessment	Pre GCSE Choice Assessment	Nazi Germany Holocaust Assessment	WWII Assessment	Cold War – Vietnam Assessment	Medicine Part One Assessment GCSE
<b>RE</b>	Buddhism Assessment	Euthanasia Assessment	Buddhism & Life & Death Summative Assessment		Science & Religion Assessment		Paper 1. Q1. Q2. Q3. Q4. Islamic Beliefs.

## KS4 Assessment Overview

	Term 1				Term 2				Term 3	
Year 10										
Geography	Using named countries, evaluate whether the impacts of tectonic hazards on developing countries are greater than those in developed.	Global circulation and Climate Change Assessment	Assess the importance of different methods of tropical storm prediction and warning systems on a named DEVELOPED or DEVLOPING country	Development and India Assessment	Using examples, assess the changes brought by globalisation to one emerging country.	Urbanisation & Mumbai Assessment	For a named megacity, assess the reasons for variations in the quality of life for its people	Component 1: Global Geographical Issues Assessment	Geology & Coasts Assessment	End of Year 10 Assessment – Component 1: Global Geographical Issues: Paper 1
History	Study source.....How useful is source.....to a historian studying Renaissance medicine? Explain your answer using source.....and your contextual knowledge.	Medicine Part One & Two Assessment	Medicine Assessment (Parts 1-4)	Has war been the main factor in the development of medicine during the c.20th? Explain your answer with reference to war and other factors.	Write an account of how other countries reacted to Hitler's foreign policy during the 1930's	Conflict and Tension Assessment (Part 1)	Conflict and Tension Assessment (Part 1 & 2) League of Nations	Study sources A and B. How useful are they to a historian studying the Nazi-Soviet Pact? Explain your answer using sources A and B and your contextual knowledge	Conflict and Tension Assessment (Parts 1-3)	End of Year 10 Assessment Medicine and Conflict and Tension
PRE	Paper 1. Islamic Beliefs & Practices only. Qu 1 - 5		Paper 1. Christian Beliefs Qu 1. - 5		Whole of Paper 1 Beliefs & Practices of Islam & Christianity	Paper 2 Theme A Qu 1 - 5	Qu 5 Paper 1 Islamic Beliefs (times 2)	Paper 2 Theme B Qu 1 - 5	End of Year 10 Assessment – Paper 1 + Paper 2 Theme A & B only	

				Qu 1 - 5		Qu 5 Paper 1 Christian Beliefs (times 2)		
	Term 1			Term 2				Term 3
Year 11								
Geography	Rivers and Flooding Assessment	UK Evolving Human Landscape and London Assessment	Analyse Figure 4 which shows the amount of money spent on river and coastal flood defences in the UK, 2005–2015. Assess the costs and benefits of future increases in spending on flood defences in the UK.	Mock Paper 1 Component 1: Global Geographical Issues and Paper 2 Component 2: UK Geographical Issues	Using Figure 1 and your knowledge, evaluate the choice of coastal management strategies for the long term sustainable management of the stretch of coastline shown.	Geographical Enquiry Assessment	Mock Paper 2 Component 2: UK Geographical Issues and paper 3 Component 3: People and Environment Issues – Making Geographical Decisions	
History	Assessment Part 1 and first bullet point Part 2 (1929)	Which interpretation do you find more convincing about Germany's reaction to the Treaty of Versailles (8 marks)? (taken from Lesson 1 Weimar Problems)	In what ways were the terms of the 25-Point Programme a reaction to the Treaty of Versailles?	Mock 1 Paper 1 Conflict and Tension and Germany	Which of the following was the more important reason why Hitler came to power in 1933? -Economic Crisis -Weak Opposition Explain your answer with reference to both reasons	Elizabeth Part 1 Assessment	Mock 2 Paper 1 Conflict and Tension and Germany and Paper 2 Medicine and Elizabeth	
RE	Paper 2 Theme E	Paper 2 Theme F	Mock Paper Full Paper 2	Q5 for Papers 1 & 2, all sections		Mock Paper 1	Full Paper 1	

	Qu 1 - 5		Qu 1 - 5 for all 4 themes			Qu 1 - 5 for practices and beliefs of both religions	Q5 for both papers, all sections	
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## KS5 Assessment Overview

	Term 1					Term 2					Term 3				
Geography															
Year 12	Assess the factors that contribute to increased impacts from some tectonic hazard events. (12)	Topic 1: Tectonic Processes and Hazards: EQ 1 & 2 Assessment	Topic 1: Tectonic Processes and Hazards Assessment	Assess the reasons why, even within a country, some people are more vulnerable to hazards than others. (12)	Assess the extent to which rates of coastal recession and stability depend on lithology. (12)	Topic 2: Landscape Systems. Processes and Change. Option 2B: Coastal landscape and Change: EQ 1 & 2	Topic 2: Landscape Systems. Processes and Change. Option 2B: Coastal Landscape and Change Assessment	Evaluate the extent to which all coastlines can be protected using sustainable management approaches. (12)	Assess the effectiveness of holistic strategies used to protect a stretch of coast from erosion. (12)	Evaluate the reasons why some places are 'economically successful' while others are not. (12)	Topic 4: Shaping Places. Option 4A: Regenerating Places: EQ 1 & 2 Assessment	Using examples, evaluate the need for regeneration in different places. (12)	Topic 4: Shaping Places. Option 4A: Regenerating Places Assessment	Using examples, assess the reasons why the degree to which people engage with place varies. (12)	End of Year 12 Summative Assessment (Area of study 1 and 2)
Year 13	Topic 3: Globalisation Assessment		Topic 5: The water Cycle and Water Insecurity Assessment	Using examples, assess the effectiveness of hard and soft engineering approaches to water management. (20)	Mock Assessment Paper 1 and Paper 2	Topic 6: The Carbon Cycle and Energy Security Assessment		Discuss the economic and environmental impacts that the rise of emerging superpowers can have on the world. (15)	Topic 7: Superpowers Assessment	Mock Assessment paper 2 and Paper 3 (Synoptic)	Topic 8: Global Development and Connections . Option 8B: Migration, Identity and Sovereignty Assessment	Referring to examples, evaluate the economic, social and political causes of international migration. (20)			
History															
Year 12	Topic : Alexander II, the “Tsar Reformers” and	Topic : Political authority in action and the growth of	Part one: the break from Rome, c1529–1547 Tudors Essay	Summative test Part one: the break from Rome, c1529–1547	Part one: the break from Rome, c1529–1547	Topic : Economic and social developments, 1855-1894	Topic: Nicholas II and the challenge to autocracy	The break from Rome, c1529–1536 (Tudors) Source analysis	The break from Rome, c1529–1536 (Tudors) Essay on	Summative test The break from Rome, c1529–1536 & Change	Topic: Economic/ social development and	Topic: Russia in wartime/ establishment of Bolshevism	Summative Test Change and reaction, 1536–1547 (Tudors)	Change and reaction, 1536–1547 (Tudors)	End of Year 12 Summative Assessment (Russia)

	the Autocra cy of Alexand er II and III	opposition to Tsarist rule			Tudors Essay				section content	and reaction, 1536–1547	opposition up to 1914			Essay on section content	End of Year 12 Summative Assessme nt(Tudors)
<b>Year 13</b>	Topic: The Communist dictator ship/ new leaders and ideologi es	Topic: Leninist and Stalinist economic developm ents and society	A more Protestant Nation, 1547–1553 (Tudors) Essay on section content		Mock Assessme nt	Topic: Communist terror and control/ The USSR by 1941		Topic: Stalinism in wartime/ political authority 1945-1953/ Khrushchev and reaction to Stalinism 1953-1964	The restoration of Papal Authority, 1553–1558 Essay on section content	Mock Assessment	Summative test The restoration of Papal Authority, 1553–1558 & The establishme nt of the Church of England, 1558–c1570	Topic: Economic and Social developme nts/ opposition and the fall of Khrushchev / USSR by 1964			
	<b>Term 1</b>					<b>Term 2</b>							<b>Term 3</b>		
<b>Psychology</b>															
<b>Year 12</b>	Assessm ent 1 Milgram & Bocchiar o Core Studies AO1	Assessme nt 2 Social Area AO1 Assessme nt	Assessment 3 Experiment al methods AO1 & AO3	Assessment 4: L&P and Grant Core Studies AO1 & AO3	Assessme nt 5 : Cognitive Area AO1 & AO3	Assessme nt 6: Freud & Baron- Cohen Core Studies AO1 & AO3	Assessme nt 7: Individual difference s Area AO1 & AO3	Assessment 8: Observation methods AO1 & AO3	Assessment 9: Bandura & Chaney Core Studies AO1 & AO3	Assessment 10: Development al Area AO1 & AO3	Assessment 11: Sperry & Casey Core Studies AO1 & AO2	Assessment 12: Correlation method AO1 & AO3	Assessment 13: Biological Area AO1 & AO2 Assessment	Assessme nt 14: Research Methods AO1, AO2, AO3	Assessme nt 15: End of Year 12 Core Studies and Research Methods AO1, AO2, AO3
<b>Year 13</b>	Assessment 1: Historical context of mental heath AO1 & AO3		Assessment 2: Causes of mental illness AO1 & AO3	Assessment 3 : Treatments for Depression AO1 & AO3	Assessme nt 4: Mental health AO1 & AO3	Assessme nt 5 Criminal Psych AO1 & AO3	Topic 6: Health & Exercise Psych AO1 & AO3	Assessment 7: Data analysis AO2		Assessment 8: Applied Psych paper AO1, AO2, AO3		Assessment 9: Research Methods paper AO1, AO2, AO3	Assessment 10: Core Studies paper AO1, AO2, AO3		

## BUSINESS & ECONOMICS

### Intent

#### Objectives

- Students will learn in a more meaningful way
- Students and teachers will systematically reflect on the impact of teaching and learning
- Marking workload will be more manageable for teachers
- Students, teachers and observers will have a clear path to checking progress in books.
- Students will gain a better understanding of the way lessons and topics are sequenced
- Students will learn more efficiently as they will receive feedback on work covering a wide range of contexts and will regularly make directed improvements

### Implementation

#### Main principles

1. There will be 10 assessed tasks for Year 13 Bus / Econ, 15 assessed tasks for Year 12 Bus / Econ, 10 assessed tasks for Year 10 Bus and 7 assessed tasks for Year 11 Bus.
2. 50% of assessments will be scored. Those assessments that are scored will be out of no fewer than 40 marks.
3. For non-scored assessments, students will receive WWW / EBIs from the course feedback sheet, along with a \*targeted mission for them to complete
4. For scored assessments, students will receive WWW / EBIs from the course feedback sheet but may also receive more targeted WWW / EBIs. They will also receive a score and mission.
5. If necessary further lesson(s) may be based on common misconceptions, errors or trends (*e.g. work with model answers, work around the context provided in the assessment, group work, attempting similar questions again*)
6. **In a different colour pen, students write their EBIs at the top of the page** and attempt their missions.
7. Brief feedback is provided following on from a completed mission. A comment such as 'no improvement' 'slight improvement' 'significant improvement' along with verbal feedback

\* for students who have shown sound knowledge, the mission is likely to be to attempt a similar question/task but with a different context.

### SPaG

- ✓ Students use a different colour pen/highlighter to **correct their own SPaG before** handing in assessment.
- ✓ When marking assessed tasks, teachers' use **marking codes in the margin of the error only** and students need to correct the error. (*Cap/sp/sent/gr/par/p*)
- ✓ Students correct their own errors or do peer-assessment in the final assessed piece.

### Impact

Weighting of assessment objectives as set out by the exam board to be considered when setting and marking assessments.

Once set up, it should be easy for teachers, students and observers to be able to see the progress (or lack of!) made by each student.

PP/SEND/LPA students to receive targeted support when attempting their missions. Helping them to understand why they are being asked to do the mission and how it will help with their understanding.

### **Pros**

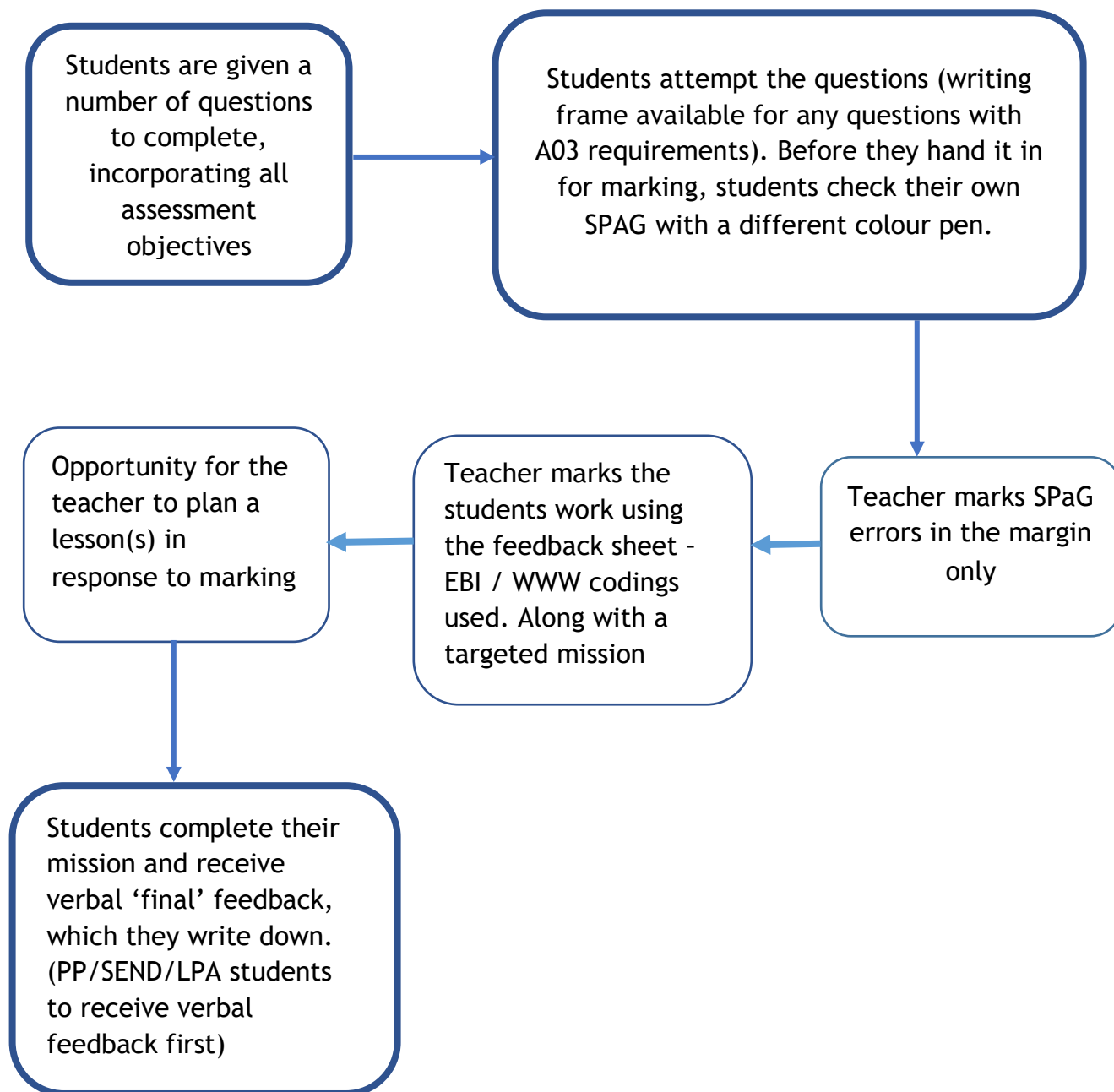
- Students spend more time engaging with their EBIs and check for their own progress. Helps them to understand what they need to do to improve.
- Allows an opportunity to pause teaching the curriculum to focus on mastery of a skill.
- Teachers can plan a lesson(s) following the initial marking to respond clearly to students' targets.
- Promotes a more independent approach from students towards their own progress.
- Allows students to make at least a 'one step' improvement from their first attempt
- Makes marking more manageable for teachers

### **Cons**

- There is a temptation to neglect AFL in the lessons leading up to an assessment.
- Planning needs to be particularly rigorous after students have completed an assessment
- We need to consider how we support students who haven't made as much progress as expected.
- Assessment timings must fit in with the SOL i.e. assessment 2s at the end of a section / unit of work.



## How might this look for a non-scored assessment?



## Assessment Weeks

### Year 10 Business Studies

Week commencing	Scored (s) or non-scored (n) assessment?	Topic
28 <sup>th</sup> Sept 2020	n	Business Ownership
19 <sup>th</sup> Oct 2020	s	Section 1 – Business Activity
16 <sup>th</sup> Nov 2020	n	Market Research
7 <sup>th</sup> Dec 2020	s	Section 2 – Marketing
18 <sup>th</sup> Jan 2021	n	Organisational structures / Ways of working
1 <sup>st</sup> Mar 2021	n	Recruitment / Motivation
29 <sup>th</sup> Mar 2021	s	Section 3 – People
17 <sup>th</sup> May 2021	n	Production methods
21 <sup>st</sup> Jun 2021	s	<b>Exams (paper 1)</b>
12 <sup>th</sup> July 2021	s	Section 4 – Operations (Part 1)

### Year 11 Business Studies

Week commencing	Scored (s) or non-scored (n) assessment?	Topic
21 <sup>st</sup> Sept 2020	n	Production methods
12 <sup>th</sup> Oct 2020	n	Section 4 – Operations (Part 1)
2 <sup>nd</sup> Nov 2020	n	The sales process
16 <sup>th</sup> Nov 2020	s	Section 4 – Operations (Part 2)
7 <sup>th</sup> Dec 2020	s	<b>Mock (paper 1)</b>
18 <sup>th</sup> Jan 2021	n	Sources of finance
1 <sup>st</sup> Mar 2021	n	Profit and Loss, cash flow and break even
8 <sup>th</sup> Mar 2021	s	Section 5 – Finance Test
17 <sup>th</sup> May 2021	n	Economic climate, globalisation, ethics / environment
24 <sup>th</sup> May 2021	s	Section 6 – Influences on a business
14 <sup>th</sup> June 2021	s	<b>Paper 2</b>

### Year 12 Economics

Week commencing	Scored (s) or non-scored (n) assessment?	Topic
21 <sup>st</sup> Sept 2020	n	Supply and demand application
12 <sup>th</sup> Oct 2020	n	Section 1.1 and 1.2
9 <sup>th</sup> Nov 2020	n	Section 1.3 and 1.4
23 <sup>rd</sup> Nov 2020	s	Section 1.1, 1.2, 1.3, 1.4
30 <sup>th</sup> Nov 2020	s	1.5
7 <sup>th</sup> Dec 2020	n	Exam practice
14 <sup>th</sup> Dec 2020	s	<b>The operations of markets and market failure</b>
18 <sup>th</sup> Jan 2021	n	Section 2.1 and 2.2
1 <sup>st</sup> Mar 2021	n	Section 2.3

15 <sup>th</sup> Mar 2021	n	Section 2.4
12 <sup>th</sup> April 2021	s	Section 2.4
19 <sup>th</sup> April 2021	s	<b>The national economy in a global context</b>
24 <sup>th</sup> May 2021	s	Exam practice
21 <sup>st</sup> Jun 2021	s	Exams
5 <sup>th</sup> Jul 2021	n	Market structures Yr 13 prep

#### Year 13 Business

Week commencing	Scored (s) or non-scored (n) assessment?	Topic
21 <sup>st</sup> Sept 2020	n	Ratio analysis
2 <sup>nd</sup> Nov 2020	s	3.7
16 <sup>th</sup> Nov 2020	s	<b>Mock exam (paper 1,2 and 3)</b>
30 <sup>th</sup> Nov 2020	n	3.8
14 <sup>th</sup> Dec 2020	n	3.9
18 <sup>th</sup> Jan 2021	n	3.9
8 <sup>th</sup> Feb 2021	s	3.8 and 3.9
22 <sup>nd</sup> Mar 2021	n	3.10
12 <sup>th</sup> April 2021	s	3.10
26 <sup>th</sup> April 2021	s	<b>Exam practice paper 1</b>
3 <sup>rd</sup> May 2021	s	<b>Exam practice paper 2</b>
10 <sup>th</sup> May 2021	s	<b>Exam practice paper 3</b>

# MUSIC

## KS3

Music at KS3 is assessed over three disciplines – Performance, Composition and Listening/Appraising. These are in line with the three skills assessed at GCSE and A-level. There is a new unit delivered every half term, with a practical assessment at the end – either performance or composition - and students take short listening tests in each unit to demonstrate their appraising skills.

With the practical tasks, verbal feedback is given to all students each lesson during the creative process through the WWW/EBI format. Whilst feedback might need to highlight weaknesses for improvement, the aim is always to encourage regardless of their instrumental experience. Final unit assessment are recorded (audio) for tracking and moderation purposes.

Mid-way through a unit, the task is peer-assessed, and this WWW/EBI feedback is recorded in student's assessment work booklet. Student's then respond to this with targets and ideas to improve. The teacher gives summative feedback verbally on the assessment day using the assessment criteria (**See appendix 1**) and the student records this feedback in WWW/EBI format in the booklets (**See appendix 2**). A score or grade is no longer given to the students in line with the school's new assessment policy, but students are told whether they are working at expected, above or below their target. There is also space in the work booklet for self-reflection and evaluation after each assessment task.

Listening tasks will focus predominantly on picking out key elements within the piece such as tempo, instrumentation, dynamics and other key listening skills that need to be developed for GCSE. Some of this will be done through starter activities and AFL strategies and may be done verbally. The students will take 3 short listening tests per unit to test knowledge and track progress. (Some units this is not required e.g Ukulele). These tests are peer-marked. The teacher will record the marks for each of the three tests per unit, and record centrally on a spreadsheet to allow for closer analysis between classes or cohorts.

Reward points should be issued freely, for effective involvement in both practical and listening tasks.

As the feedback is mostly recorded from discussion and most listening tests self-marked, it is not required that staff also mark the KS3 booklet. However, it is crucial that staff monitor them regularly during lessons and they should mark more complex tasks when they arise (e.g Yr7 Orchestral layout, Rhythm composition, etc).

## KS4 – GCSE Music

Students in GCSE music have two books - one orange book for revision notes and day to day work, and a purple feedback book to record key tasks and track progression.

### Performance

Performance controlled assessment at GCSE Music cannot be recorded until the year of certification (Year 11).

Therefore, the work on performance in Year 10 will be preparatory work in the form of group performances, whole class performances and solo performances to build the skills needed. Verbal feedback will be given informally every performance lesson, and some lessons will include peer assessment. There will be a formal assessed performance at least once a term, which will be marked in line with the Edexcel GCSE Music performance mark scheme (**see appendix 3 link**) and WWW/EBI written in their assessment feedback books as a record. In Year 11, the focus will shift onto recording the final coursework – both solo and ensemble performances. A lot of this work will be done outside of lesson time and with peripatetic staff supporting. All students need to have one performance (their choice of solo or ensemble) recorded by Christmas, with the other one done by Easter. These will be marked using the Edexcel Music GCSE mark scheme and the marks entered in the GCSE tracker spreadsheet and recorded in assessment feedback books. All students will have the opportunity to re-record their performances as many times as they like, and any recordings that are an improvement will be marked and recorded in their assessment feedback books and tracker spreadsheet.

### Composition



Verbal feedback is given in every composition lesson and students will be encouraged to write down any feedback, tips or targets in their exercise books to help them the following lesson. Composition will be formally marked once a half term, with the marks/feedback written in their assessment books (*due to Covid 19 this feedback is being emailed at present*). At the beginning of Year 10, these compositions will likely be small preparatory composition tasks, such as adding chords to a given melody, composing a melody over chords or writing a variation on a well-known melody. These tasks will be marked with a WWW/EBI written in their assessment books. The 'Free Composition' will be completed by the end of Year 10, and marked using the Edexcel Music GCSE mark scheme at that time. Students will be given a breakdown of the marks, along with EB'Is and an estimated grade (using the previous year's grade boundaries) in their assessment books (and entered on tracker). In Year 11, students start work on the second composition, set to a brief released by the exam board on September 1st. This will also be marked every half term in line with the Edexcel Music GCSE marking scheme, and clear EBI's recorded in their assessment feedback books. The set brief composition must be completed by Easter.

### Appraising



Instant verbal feedback will be given in every appraising lesson often as a class. Peer assessment and self-assessment will be used to mark tasks done in lessons with class discussion over any common errors or misunderstandings. Homework will be marked and returned to students within a week of being submitted. At the end of each set work studied, students will complete an exam-style listening test in their assessment books and at least once a term will complete an exam-style essay question. To begin with, these essays will be scaffolded and planned as a class, with the plans written in their exercise books. Once students are more confident with the essays, they will do the planning themselves in exam conditions. After the end of Year 10 exam and both the mocks in Year 11, a breakdown of the marks for each question, an EBI and an estimate grade (using the previous year's grade boundaries) will be entered into their assessment feedback books. **Feedback books will be monitored and marked by staff once per half term.**

## Key Stage 3 Music Levels

Level /Mark	COMPOSING	PERFORMING	LISTENING/EVALUATING
<b>1</b> 0-9 marks each	I use limited composing techniques to write my piece. I can come up basic original ideas but I can attempt to improve my work by hearing other good examples.	I perform some of my piece but am not always confident or clear. I have not learned or mastered all the notes and may be out of tune or play with errors. The piece will be simple or basic. I have a little awareness of others in an ensemble.	I can discuss the strengths and/or weaknesses of my work with limited detail and vocabulary. I sometimes need help to create my targets and to know how to improve. I struggle to pick out musical elements in the music but some instruments or families I can hear.
<b>2</b> 10-19 marks each	I listen to and co-operate with others suggesting new ideas to develop my own or group compositions. I can use some basic features of the given style.	I perform most of my part with reasonable fluency and accuracy. I am mostly confident and have some clarity but there may be hesitation. The music may be simple and undemanding. I have a developed awareness of others in an ensemble.	I can identify features of good performance work. I can speak about my strengths and weaknesses and identify targets for improvement. I can recognise some common instruments and musical ideas in the music. I have a basic use of vocabulary.
<b>3</b> 20-29 marks each	I can compose music for a specific occasion or style. Some composition features are used but not always effectively or appropriately. The music is simple with one or two layers or harmony.	I can perform successfully by ear or notation. I understand my role within the performance be it solo or group. There are some elements of the musicality that are missing from my performance (e.g. dynamics, tempo, phrasing, fluency).	I can describe strengths and weaknesses in both my work and that of others. I can talk knowledgeably about the skills and processes of music within given musical examples. My writing shows a reasonable level of literacy and good musical vocabulary.
<b>4</b> 30-39 marks each	I choose appropriate musical features for my compositions and can start to develop my musical ideas. I can take on board simple feedback to improve my composition. The piece tends to use some harmony and layers confidently or different sounds/instruments.	I perform fluently and confidently most of the time and am beginning to put my own musical stamp on the piece (e.g. dynamics, phrasing). I am mostly in tune and accurate with my performance but can lack conviction of confidence. There is some evidence of technical control.	I can compare differing musical styles with confidence and pick out instruments and musical features of a piece most of the time. My evaluation shows a high level of understanding of the skills and processes of music, but can lack detail or reasoning. Musical vocabulary is used securely.
<b>5</b> 40-49 marks each	I can compose successful pieces of music with some sense of creativity. I can adapt and improve my performance and respond to feedback to progress. I successfully use techniques to complete my compositions but they are not always mastered. There are more complex layers.	I have excellent control over most aspects of my musical performance, showing confidence, originality and commitment. I can begin to experiment with improvisation and new techniques with some confidence. There is no issue with fluency or accuracy.	I can confidently recognise different styles of music and instruments used in a piece of music. I show a good understanding of musical genres, styles, conventions and techniques. My evaluation of my musical skills is detailed and insightful. I always use accurate musical terminology.
<b>6</b> 50-60 marks each	I compose music creatively whilst always using appropriate musical conventions and techniques and use my own initiative to develop work with a high degree of originality. I can compose in a variety of styles and genres and use notation to help plan and refine my work.	I have complete control over all aspects of my musical performance and can display originality and creativity. I may be able to experiment and improvise with confidence. I can learn musical aurally and by read notation. My performances have a sense of expression and musicality.	I show a comprehensive understanding of musical genres, styles, conventions and techniques. My evaluation is perceptive, analytical and detailed, showing original insight. I can use complex musical terminology with complete accuracy.

Live Feedback	Name:	Class:	Date:
Topic:	Performance Demonstrated:		
Assessment Strand:	Performance	Composition	Below Expected    At Expected    Above Expected
<p>..... says...</p> 	What went well: _____ _____ _____ Even better if: _____ _____ _____		
 <p>You say...</p>	To improve my work, I will _____ _____ _____ _____		

## Final Performance

Date:		Performance Demonstrated		
Level Given		Below Expected	At Expected	Above Expected
<p>Mrs L Says...</p> 	What went well: _____ _____ _____ Even better if _____ _____ _____			
 <p>You say...</p>	Were you happy with the outcome? Would you do anything differently? What did the class say about your work? Did you enjoy this topic? Student response: _____ _____ _____ _____			

Appendix 3 – GCSE Specification - including Mark Schemes

[https://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Specification\\_GCSE\\_L1-L2\\_in\\_Music.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Specification_GCSE_L1-L2_in_Music.pdf)

## Assessment Calendar

At KS3, music is assessed half termly and usually focuses on two of the three key disciplines; listening, performance or composition (each marked out of 60). Listening tasks associated with that topic are embedded throughout the unit (3 tests per unit out of 10, mark doubled to make it out of 60) and then added together with the final task to produce an end grade for that unit. There is scope in some units for all 3 skills to be factored in, in this case, the total unit mark can be 180.

This assessment calendar should be used in conjunction with the KS3 Music Assessment Criteria. The assessment criteria used is based on flight path GCSE levels, but now with a numerical value attached (see assessment criteria).

*NB- When several students end up with the same score, it would be beneficial to adjust these marks to rank the students and give them a separate mark each within that band. This will result in more accurate grading.*

KS3 have assessments recorded in a booklet along with resources and verbal feedback records. KS4 have a purple feedback book in which they record key tasks and progression can be easily tracked and monitored.

*Tasks at KS4 in italics are more informal tasks with simpler WWW/EBI responses that will also be recorded to aid progression in the controlled assessment tasks.*

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Term 1a</b>	Base line listening and key concept test (60 marks)  3 x listening tests (60 marks -10 marks each doubled)  Rock and Roll performance assessment (60 marks) <b>Full unit reported on data cycle 1</b>	Blues performance and lyric writing assessment (60 marks)  3 x listening tests (60 marks -10 marks each doubled)  <b>Full unit reported on data cycle 1</b>	Film and horror music – composing to a brief assessment (60 marks)  3 x listening tests (60 marks -10 marks each doubled) <b>Listening only reported on data cycle 1 – composition task not yet complete.</b>	Compositional Task (30 marks)  Music for a While Listening Test (20 marks) <b>Reported on data cycle 1</b>  <i>Informal Performance Task (WWW/EBI)</i>	Composition 2 Draft 1 (30 Marks) <b>Reported on data cycle 1</b>  Afro Celt Sound System Listening Test (20 marks)  <i>Informal Solo Performance Task (WWW/EBI)</i>



<b>Term 1b</b>	<p>Instruments of the orchestra performance assessment (60 marks)</p> <p>Listening task and instrument recognition (60 marks)</p>	<p>African Drumming ensemble composition assessment (60 marks composing, 60 marks performance)</p> <p><i>No official listening task embedded in this unit</i></p>	<p>Ukulele assessment (120 marks – 60 mark performance doubled)</p> <p><i>No official listening task embedded in this unit).</i></p> <p><b>Full unit reported on data cycle 2</b></p>	<p>Solo Performance Task (30 marks)</p> <p>Killer Queen Listening Knowledge Test (20 marks)</p> <p>Compare and Contrast Essay (12 Marks)</p>	<p>Solo Performance FINAL Task (30 marks)</p> <p>Samba Em Preludio Listening Test (20 Marks)</p> <p><i>Informal Composition 2 Feedback (WWW/EBI)</i></p>
<b>Term 2a</b>	<p>8-16 bar rhythmic composition assessment (60 marks)</p> <p>Rhythms assessment (60 marks for performance of rhythmic work)</p> <p><i>No official listening tasks</i></p> <p><b>Full unit reported on data cycle 2</b></p>	<p>Ground Bass composition assessment</p> <p>3 x listening tests (60 marks -10 marks each doubled)</p> <p><b>Full unit reported on data cycle 2</b></p>	<p>Dance Music composition assessment (60 marks)</p> <p>3 x listening tests (60 marks -10 marks each doubled)</p>	<p>Draft 1 Free Composition (30 marks)</p> <p><b>Reported on data cycle 2</b></p> <p>Defying Gravity Listening Test (20 marks)</p> <p><i>Informal Performance Task (WWW/EBI)</i></p>	<p>Composition 2 Draft 2 (30 marks)</p> <p>Compare and Contrast Essay (12 marks)</p> <p><i>Informal Ensemble Performance Task (WWW/EBI)</i></p>
<b>Term 2b</b>	<p>Solo Performance assessment</p> <p>3 x listening tests (60 marks -10 marks each doubled)</p>	<p>Music for Adverts composition assessment</p> <p>3 x jingle listening tests (60 marks -10 marks each doubled)</p>	<p>Band Project ensemble assessment (also incorporating 'management' tasks for when out of music room) (120 marks total, flexible mix of performance, listening and management tasks due to time out of music department).</p>	<p>Ensemble Performance Task (30 marks)</p> <p>Star Wars Listening Test (20 marks)</p> <p>Compare and Contrast Essay (12 marks)</p>	<p>Ensemble Performance FINAL Task (30 marks)</p> <p>Composition 2 FINAL task (30 marks)</p> <p>Mock Exam - <b>Reported on data cycle 2</b></p>
<b>Term 3a</b>	<p>Cartoon and Film Music composition assessment (60 marks)</p>	<p>Reggae performance assessment (60 marks)</p>	<p>Theme and Variations composition assessment (60 marks)</p>	<p>Bach Listening Test (20 marks)</p> <p>Beethoven Listening Test (20 marks)</p>	

	3 x listening tests (60 marks -10 marks each doubled)  <i><b>Full unit reported on data cycle 3</b></i>	3 x listening tests (60 marks -10 marks each doubled)  <i><b>Full unit reported on data cycle 3</b></i>	3 x listening tests (60 marks -10 marks each doubled)  <i><b>Full unit reported on data cycle 3 (Tight turnaround)</b></i>	Compare and Contrast Essay (12 marks)	
<b>Term 3b</b>	Structure and Form Garageband composition (60 marks)  3 x listening tests (60 marks -10 marks each doubled)	SAMBA performance and improvisation assessment  3 x listening tests (60 marks -10 marks each doubled)	<b>NEW GCSE cohort</b> – baseline listening skills assessment (60 marks)  Solo or ensemble performance (60 marks)	Free Composition Final marking (30 marks)  <i>Informal Performance Task (WWW/EBI)</i>  End of Year Exam <i><b>Reported on data cycle 3</b></i>	

## **PE**

### **Intent**

#### KS3

- All students can achieve through all of the PE assessment strands; skills, tactics, evaluation, leadership and fitness.
- Students will understand how they can progress and improve their practical performance.
- Students will deepen their level of knowledge in each activity and develop not only higher order skills, but also their tactical and strategic thinking.
- As students' progress through the key stage they are challenged to improve their consistency and develop the personal attributes associated with successful individuals inside and outside of sport.

#### KS4

- Integrate a continuous and systematic assessment where progress is evident.
- To build on peer, self-assessment and whole class feedback to encourage students to support each other's development.
- Students will develop their knowledge and skills, which will support them when answering examination questions.
- Students will take pride in the work they produce in their feedback books.
- Marking that will aim to reduce the workload for the teachers and increase the validity of assessment points.
- Create a greater sense of assessment objectives through a range of examination questions or preparation for their GCSE papers.

### **Implementation**

#### KS3

- At KS3 students will be assessed in two sports per half-term.
- Students will be given instant verbal feedback each lesson through the form of WWW/EBI format.
- Assessment will have formative tasks throughout units, summative tasks in lessons to finish.
- Assessment profiles will be updated after each activity with the students' raw marks and their identified EBI.

#### KS4

- There will be a combination of topic tests, pop quizzes, mock exam question in lesson, questioning, Afl strategies every lesson will be used.
- Purple feedback books will be used to record long-style exam questions.
- Purple folders will record any summative assessments including multiple choice quizzes and end of unit tests.
- Students will be assessed in 3 sporting activities and complete a practical analysis. The performance assessment (practical performance) and the performance analysis will both be external moderations.
- PLCs will be used to highlight individual outcomes for end-of-unit formative assessments and inform lesson planning to address any whole class weaknesses.
- There is will whole class tasks built around class performance on assessments (recapping etc.) to address areas of concern.

## **Impact**

### **KS3**

- Students develop their ability and aptitude in physical activities, demonstrating appropriate skills and techniques.
- Students reflect on their own practical performance and identify specific skills/techniques in all activities.
- Students improve their leadership and evaluating skills throughout a range of activities.
- Students can become more independent through devising skill practices using the STEP principle.

### **KS4**

- Students will develop a deeper understanding of the content covered in the examination.
- Students have a great awareness of assessment objectives and demonstrate this through exam practice.
- Students will interpret command words in a range of contexts in preparation for their final examination.
- Students assess their own and other's work to discover ways they can improve their own work.
- Students can understand how to improve their application and build on areas of development.