

## **Summative Assessment**

### **What are they?**

End of unit written assessments.

### **When do you do them?**

At the end of every unit (approx. every 4 weeks at KS4 and once a term at KS3).

### **Why do you do them?**

To assess learning, consolidation, interpretation of questions and geographical skills. This will enable us to identify areas of strength and develop these and also areas which we may have to revisit.

### **How are they marked, fed back and improved?**

Marked by hand using TAL sheets and then 1 lesson is used to discuss the questions and how to create model answers for them.

### **How do you standardise them (against what criteria)?**

Explicit mark schemes are in place for all assessments.

### **How do you moderate them (ensure consistency in the department)?**

At KS4 we moderate when we can in departments and at KS3 we do it on a more adhoc basis when staff ask for marking to be checked. This is done prior to marking a full set of papers for the non-specialist teachers.

## **Formative Assessment**

### **What kind of assessment is taking place in lessons on a day to basis in your subject?**

We use a combination of the following to assess students as we go along (this is not an exhaustive list but the most common methods that we use.

- Mini white boards
- Mind maps
- Questioning
- Quiz
- Create a questions
- Peer and self-review
- Pair and Share
- Teach a partner
- Read aloud
- Past exam questions

### **How do you use what you find out to inform planning and therefore learning?**

Content is revisited if students are not confident with it and then revisited intermittently to embed it further. If it is a skill opportunities are sought to use that skill more frequently in lessons.

If students have grasped a topic well, we may be able to increase the pace or level of challenge in future lessons.

### **How do you share good practice?**

Assessment ideas are frequently discussed at department meeting as a key part of teaching and learning and in the development and review of SOW.

### **Feedback and Acting on Feedback**

Written feedback is given once every fortnight at KS4 and once every 3 weeks at KS3. At Key Stage 3 they receive feedback on their key assessment pieces (these are written formative assessments in the form of exam questions).

They are given TAL sheets with targets and actions present though obviously there is the opportunity for staff to write more bespoke targets if needed. Staff often annotate the work as they go through also.

Work is fed back to the whole class and actions done together- this can take between 15minutes-1 hour depending on the task. The teacher picks out key mistakes and talks students through how to improve.

Ipads are used by the teacher to give students examples of good and bad practise through modelling student work.

### **Monitoring Progress**

#### **How do you currently monitor the progress of pupils within the department?**

We have a tracking document for each year group. Staff have to input student scores on key assessment pieces. I check this twice a term and we check it as a department after every summative assessment (though at KS3 this can vary on timing due to the M band having less lessons).

We also analyse Sisra when the data is put in 3 times a year.

### **Intervention**

#### **What happens in your department after you have analysed data form summative assessments, or after an interim data drop?**

At Key Stage 4 after every data drop staff do a written analysis of their class which is a rolling document for the 2 years. They include reasons why a student is underperforming and ways to address these. 1-1 or small group intervention sessions are run as a when for

KS4 students. If a student gets below 50% on a summative assessment they have to resit it the following week having been through the test with their teacher.

At Key Stage 3 we go through the data verbally in department time and staff flag up concerns and we discuss ways we are/will address these.

### **Home Learning**

#### **Do you have a particular strategy/sequence for home learning tasks in particular year groups?**

Homework is set in line to the homework policy and is typically extension/consolidation tasks. If a child completes their homework they get green writing. If they don't do their homework they get a stamp in their planner, a text message home and it recorded on pars. Based on advice from SLT we no longer chase homework and if a student doesn't complete it they lose the privilege of having it marked. So far this hasn't had any impact on compliance and thus progress but has reduced staff workload chasing students who don't attend detention.

### **Rewards**

#### **What do you use, outside of green writing and points, to reward in your department?**

Green writing is given to all students who bring their homework in on time and it is done to a standard which reflects their ability.

Green writing is handed out to any work which shows effort and/or progress or when a student participates fully in lessons.

Praise postcards are sent home at the end of term to any student who has put their maximum effort into both class and homework.

Text messages go home to praise good work for key pieces.