

# KS 4 Assessment in GCSE Business and BTEC Tech Award in H&SC

## **Business**

### **Summative**

- End of unit tests – once a unit of work is completed. 5 units per Theme. Two themes across the two years.
- Seneca Learning – Online based program to test knowledge and understanding.
- Exam practice questions in most lessons demonstrating taught exam technique.
- Year 10 Summer Exam – Based on Theme 1
- Mock Examination – December Year 11

## **Health & Social Care**

### **Summative**

- Written feedback on pupils assignments, via google classroom and on printed versions.
- Written feedback in pupils exercise books when teaching the content for Component 1 & 2.
- Exam practice questions when completing Component 3, using taught exam technique.
- Mock Examination – December Year 11
- External examination Component 3 – February

- Assessment is carried out through the academic year when a topic has been completed to test understanding with pupils and to identify any gaps in knowledge or areas where understanding is lower than expected.
- All homework is marked and actions given for improvement . Pupils complete actions in red pen in their exercise books. Expectation is that they are completed before the next lesson and are an additional task to set homework. All end of unit tests are marked. Tests are created with sample questions from text book, exam wizard or purchased from tutor2u. Indicative content and mark schemes supplied to ensure consistency applied. Pupils are also tested on their knowledge and understanding, memory and recall through Seneca Learning, an online classroom where all pupils have joined. Set assignments are created, which are linked to the Edexcel GCSE Business 9-1 content. Marks are logged as percentages and stored in Ideceo.
- Health and social assessment is done constantly when pupils are working towards the completion of an assignment. Their understanding has been checked prior to starting the set task and they are expected to work independently to find out information and extend understanding. Assessment essential to ensure pupils are gaining published criteria and awareness of areas pupils need to work on for a resubmission. In-line with edexcel requirements, pupils have the opportunity of 2 submissions per assignments if needed. These are authorised by the lead internal verifier. This is all clearly laid out in a 2 year plan, with given handout and hand in dates.
- H&SC – Classwork is looked at and gaps identified as areas to complete. All assignments work is marked via google docs and clear feedback of suggestions given for pupils to act on to improve their work. Assignment work is marked against set criteria published by edexcel. The guidance in the specification is used along with sample work posted on their website. No internal standardisation as a sole teacher, although a lot of networking is done with other H&SC teachers to check content and standard of work against criteria.

## **Formative Assessment**

- Peer assessments
  - Rally robins
  - Word association games
  - Verbal feedback whilst working
  - Key card activities
  - White board assessing
  - Observation
  - Questioning
  - Post it notes
  - Mind maps
  - Exit tickets
  - Tweets
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- All lessons start with a clear starter activity, which is normally based on what they have learnt in the previous lesson.
  - Lessons adapted to the learning taking place and if a concept is not clearly being understood then this will be recapped and retaught in a different way to reinforce understanding.
  - Lessons start with an activity which engages prior understanding.
  - Where pupils get up to at the end of a lesson will formulate where we start the next lesson. If an area has been problematic this will be re addressed in the subsequent class.

## **Feedback and acting on feedback**

- Written feedback is acted on by pupils in their exercise books in red pen.
- H&SC written feedback is given via google classroom and suggestions are acted on by students and work is improved. They also get written comments on paper copies of their assignment and after their first submission a summative assessment sheet is written which outlines what they have achieved and what they need to do if a resubmission has been authorised.
- Peer marked work – Pupils will complete the actions given by their peers in red pen. (or a different colour if no red but not green or blue)
- H&SC peer marked assignments – Pupils will use clear criteria and identify areas in assignment work which are missing. The pupils then use this peer assessment to improve the content of their assignments.

## Monitoring Progress

### H&SC

- Google docs spreadsheets has the current attainment of criteria gained by pupils. This is updated once work is submitted and allows an over view of pupils progress. It identifies those that are falling behind and allows quicker intervention.
- Sisra is used after data drops to see the progress pupils are making towards their end result and how well they are doing across subject areas.
- Progress scores on SIMS also allows for discussions with pupils if they are not where they should be and individual intervention is given to help pupils make the needed progress before the next data drop.
- BTEC support is offered after school on a Wednesday and Thursday. Provision gives pupils the opportunity to work on their assignments within a classroom environment.
- New for this academic year – Year 10 are completing all their assignments using Google Classroom. Formative feedback is being given through Google classroom and written on printed versions after first submission. Pupils act on feedback to improve their assignments before submission/ resubmission.

### Business

- Sisra is used after data drops to see the progress pupils are making towards their end result and how well they are doing across subject areas. This identifies pupils who are not performing, although these are identified within the classroom environment, the data drop confirms this and allows any comparisons to be made.
- Progress scores on SIMS also allows for discussions with pupils if they are not where they should be and individual intervention is given to help pupils make the needed progress before the next data drop.
- Business support is offered after school on a Wednesday and Thursday. This support gives pupils the opportunity to catch up work, go over areas of concern or provides a quiet area for them to revise. Used a lot by Year 11's when the revision plan starts.

## **Intervention**

- Across all subjects pupils who are falling behind are identified and the pupil is spoken to. Texts regarding missing homework are sent and letters outlining concerns if no improvement is seen. Support sessions offered after school for pupils to catch up.

## **Home learning**

- Learning at home takes place inline with the school policy for homework. The tasks set have worth and are realistic, focusing on what has been taught in lessons, so pupils can demonstrate their understanding. This can also flag areas which need to be re covered if a significant proportion of the class are struggling to grasp a concept set through their home learning tasks. Or home learning will ask pupils to do research and bring to class to discuss within the next lesson.
- Within H&SC homework is based around their assignments and the research needed to be carried out prior to assignments being set. Homework is an extended piece of work set over a large number of weeks, with teacher feedback to enable it to be continually improved.

## **Rewards**

- Those who are doing well post cards are sent home. This is done at the end of each half term/term to acknowledge the improvement or continual effort made within the subject area.
- Praise is given within the classroom to reward pupils within lessons.
- Occasional chocolates given during lessons whilst pupils are working well, to help motivation when on a challenging part of the curriculum.
- Praise texts are sent home to celebrate pupils successes.