

The Mathematics Department Assessment Policy

Summative Assessment

KS3

All Key Stage 3 classes have 3 assessments throughout the year linked to the scheme of work to test pupils on topics that they have learnt. The assessments take place in each Term. The assessments have been revised and amended over a three-year period and are either written by the department using Exampro or provided by White Rose Maths and linked to the scheme of work. They compile a mixture of skill and problem solving questions.

Intervention tests also take place at the beginning of the year for all C1, C2, T1 and T2 classes in Years 7 and 8, and 2a, 2b and 2c classes in Year 9. These are used to assess the need for intervention, as well as any Year 7 pupils not at standard.

KS4

Year 10 have three assessment points during the course of the year, Autumn, Spring and Summer, all linked to the scheme of work and consisting of exam questions taken from Exampro.

Year 11 have three assessment points during the year, 2 in the Autumn Term and one in the Spring Term, comprising of full GCSE papers.

All assessments are undertaken to allow staff to check for understanding on the topics taught and to allow both staff and pupils opportunities to identify strengths and weaknesses.

All assessments are teacher marked using mark schemes taken from Exampro or AQA online assessment providers. Questions are discussed during development time to ensure consistency with marking. Following each exam in Years 7-10, analysis sheets are completed to help students see what their areas for development are and a parent/guardian signature is then required. Analysis sheets are filled in by Year 11 pupils following the whole school mock exams in Autumn 2.

Formative Assessment

Across all year groups and all academic groupings, staff use questioning, mini whiteboards and paired discussion to formatively assess pupils. This is then used to evaluate pupils understanding, identify misconceptions and use them as teaching points and to inform staff if the lesson needs altering or subsequent lessons need planning differently.

Staff regularly use starter activities to recap and review learning from previous lessons and this informs future planning and need for revision.

Good practice is shared regularly within the department mainly through discussions and shared resources. Curriculum development time is also used for staff to feedback following attendance at professional development courses, share new ideas or resources that they have come across and also to evaluate any methods used previously.

Feedback and Acting on Feedback

Pupils' books are marked every 2 weeks and staff annotate work giving guidance on how to improve and actions for pupils to complete. A feedback sheet is issued to pupils which explains the targets of the piece of work and whether the pupil has achieved those targets fully, partially or not at all. The feedback sheet also instructs pupils as to what they should do next, either complete actions identified by their teacher or attempt an extension question. Pupils are then given time in lessons to respond to the feedback and attempt to complete their actions. On occasions work may be set online across all key stages and staff will provide similar feedback and actions for pupils to complete. Pupils will be made aware of this feedback in lesson using the aforementioned feedback sheet.

Verbal feedback is given both whole class and on an individual basis throughout lessons.

Peer/Self marking may be used at times, but is at the discretion of the teacher.

Monitoring Progress

Progress of pupils is currently monitored through all previously mentioned forms of assessment along with the departmental data tracking sheet. The sheet is filled in by staff following summative assessments and used to track progress of groups as well as individual pupils. The department uses homework as a means of monitoring progress and this is set regularly each week to allow students to demonstrate their understanding of a topic. Discussions of pupil progress is discussed at department development meetings, in particular vulnerable pupils and pupils who are a cause for concern.

Staff analyse mock examination results for Year 11 and complete an analysis sheet outlining their findings. This is then used to form a departmental analysis of the mock exam results and aids in deciding upon intervention needed. It is also used to inform staff planning and preparation for revision.

Monitoring information is used to inform staff planning and teaching as well as at Parents Evening to communicate pupils' progress.

The internal vulnerable pupil tracking sheet allows us to see developments in pupils' attitude, completion of homework and general information throughout the course of their time in school.

The internal database is used to track pupils progress through summative assessments and identify any causes for concern. It also allows us to make direct comparisons between classes and previous years. The database includes pupils CAT scores, KS2 data and set changes so that we can continually be aware of a pupil's journey in mathematics throughout the five years and the data is used to inform decisions on intervention.

Intervention

Key Stage 3

Intervention at Key Stage 3 is based on an assessment carried out in all C1, C2, T1 and T2 classes in Years 7 and 8, and 2a, 2b and 2c classes in Year 9 at the beginning of the year on a specific set of topics. The information from this assessment is then used to identify the needs of an individual pupil on those key topic areas and whether intervention is appropriate. Staff can also recommend pupils for intervention following long periods of absence or if they are identified as needing additional support on a particular topic area. Parents are contacted by post and asked to sign a contract agreeing to the expectations of pupils on the intervention program. Conversations also take place with the pupils to make them aware of their need for intervention and to explain the process. Pupils then attend 8 sessions on their identified topic and are retested one month after intervention to assess retention.

Key Stage 4

Following the Year 11 Mock in the Autumn Term, staff identify pupils who are a cause for concern and recommend them for intervention. Pupils are spoken to by their class teacher and/or the Associate Principal Teacher to explain how the intervention program works. Pupils attend one hour of intervention per week for 6 weeks based on key topics at GCSE. Parents are also informed via a letter which needs signing and returning.

Home Learning

Homework is set regularly each week in Maths as per the homework timetable and content is decided upon by staff. Staff aim to include skills based questions as well as challenge or problem solving questions on the homework to build up resilience and some staff use google classroom to set homework tasks. Homework usually relates to a topic that has been recently taught or is based on revision work in preparation for an assessment. Year 11 pupils may also use an additional resource, revision work books and guides, which homework can be set from.