

Summative Assessment

Department: Geography

<p><u>Purpose-</u></p> <ul style="list-style-type: none"> • To provide information about student performance/progress at key points in the year or course. • To generate reliable data for tracking and reporting progress. • To generate reliable data to target intervention, support and further challenge to pupils. 	<p><u>Subject-Specific Details</u></p> <p><i><u>Within our department , this will look like:</u></i></p> <p>KS3 (year 7 & 8)</p> <ul style="list-style-type: none"> • ARK Curriculum summative assessments outlined on next page. <p><u>KS3 (year 9)</u></p> <ul style="list-style-type: none"> • Midpoint and Endpoint Assessments- (as timetabled on the school calendar). This will be based on the SoW studied up to that point in the year. • Dedicated improved reflective time will occur after a midpoint/ endpoint assessment, and students will be given frequent opportunities to respond to feedback. Mark schemes shared with students to dispel common misconceptions and to deepen understanding.
<p><u>Features -</u></p> <ul style="list-style-type: none"> • Regular assessments will be timetabled at appropriate times. • Assessments will be consistent across year groups/classes. • Tasks will be marked according to agreed criteria (e.g. mark scheme). • Key stage 4 mark schemes will be identical to AQA exam board mark schemes quality checked by chief examiners. 	<p><u>KS4</u></p> <ul style="list-style-type: none"> • End of topic assessments will occur after every topic has been delivered. These are built into the SoW with a revision lesson prior to the in class assessment and a feedback lesson afterwards. • Year 10 and 11 Mocks- (as timetabled on the school calendar). This will be based on the SoW studied up to that point of their GCSE course. In Year 10 this consist of a 1hr 30 minute paper covering the three topics covered that year. Both Year 11 mock exams will be 1hr 30 minute exam papers, covering topics which have not been assessed previously and also topics which have been identified as areas of development in previous assessments. • Assessments will be based on past GCSE papers/questions. • Pupils will be informed on how to improve on future assessments by understanding their assessment results, and by using official AQA GCSE mark schemes.

Formative Assessment

Department: **Geography**

Purposeful feedback for learners, a manageable workload for teachers.

<p><u>Purpose -</u></p> <ul style="list-style-type: none"> • Enables teachers to judge how effective instruction has been by seeing what students understand and can do. • Informs future teaching and learning. • Provides students with advice about what they have done well, identifies gaps in their learning and how to move forwards. 	<p><u>Subject-Specific Details</u></p> <p><u>Within our department, this will look like:</u></p> <ul style="list-style-type: none"> • Verbal feedback will be given within lessons through questioning, and individual conversations, this may also include the use of stamps during the ILZ activity. • Self and peer assessments will contribute towards ongoing formative assessment. Students peer assess all mid-topic quizzes. • Connect tasks and exit tickets are embedded within every lesson and focus on knowledge retrieval from prior learning, and make links with new concepts from future areas of study. • Class discussions, group work and “no opt out” mini whiteboards feature frequently within Geography lessons, ensuring students are engaged in the lessons as active learners. The rewards system is utilised to encourage students to strive for success. • Geography Blookets are used where appropriate to check understanding of key Geographical concepts and terminology during lessons.
<p><u>Features -</u></p> <ul style="list-style-type: none"> • Verbal feedback is provided frequently, guiding students to progress. • Whole class questioning and discussions deepens understanding and corrects misconceptions. • Mid topic quizzes are frequent and embed knowledge in a low stakes format, building resilience. • Merits, green tickets and golden tickets reward students, encouraging them to persevere and succeed. • Students feel connected to the content and are not passive learners. <p>Effective feedback is not</p> <ul style="list-style-type: none"> • always written • generic comments about effort or work completion (“good work,” “well done” or ticked pages 	