

Summative Assessment

Department: Religious Studies

<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>Within our department , this will look like:</i></p> <p><u>KS3</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. • KS3 end of unit mini tests/assessment piece. At the end of each unit of work, pupils will be set either a mini assessment or piece of work, which will be used to assess their understanding of the unit. • Dedicated improved reflective time will occur after an end of unit mini assessments/piece of work, and students will be given frequent opportunities to respond to targets.
<p><u>Features -</u></p> <ul style="list-style-type: none"> • These will be timetabled within the department so they are spaced appropriately for students and teachers. • Tasks will be consistent across year groups/classes. • Tasks will be marked according to agreed criteria (e.g. mark scheme). 	<p><u>KS4</u></p> <ul style="list-style-type: none"> • 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 will be a 1hr paper covering two topics, and in Year 11 this will be 2x a full GCSE paper (4 topics/1hr 45mins), they will do the Religious Component during the first mock period, and the Thematic Component during the second mock period. • Assessments will be based on past GCSE papers/questions. At the end of each topic pupils will complete a full GCSE style question on the topic. • Pupils will be informed on how to improve on future assessments by understanding their assessment results, and by using official AQA GCSE mark schemes.

	<ul style="list-style-type: none"> • DIRT time after the mocks and end of unit assessment will be completed to reteach core areas of misunderstanding.
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Formative Assessment

Department: **Religious Studies**

Purposeful feedback for learners, a manageable workload for teachers.

<p><u>Purpose -</u></p> <ul style="list-style-type: none"> • Provides students with advice about what they have done well, identifies gaps in their learning and how to move forwards. • Enables teachers to judge how effective instruction has been by seeing what students understand and can do. • Informs future teaching and learning. 	<p><u>Subject-Specific Details</u></p> <p><i>Within our department, this will look like:</i></p> <ul style="list-style-type: none"> • The majority of formative feedback will take the form of verbal feedback and live marking. This will be take place within lessons through questioning, and one-on-one conversations where appropriate, this may also include the use of stamps, and stickers in books, with pupils being given clear explanations of what they mean, and also expectations of how they should then engage with the feedback/target to improve work. • Feedback may also be given via Google Classroom, where appropriate. • At KS4 formative feedback will also include, where appropriate, the use of dialogue marking (in addition to the Summative Marking), to mark GCSE style questions. Written comments will outline what the pupil has done well and a target to allow for improvement. This will be seen in their exercise book and/or on Google Classroom. Teacher comments will be in green/red or pink pen, pupil comments and engagement with the feedback in purple.
<p><u>Features -</u></p> <ul style="list-style-type: none"> • Feedback can and does take a variety of forms, including but not limited to, live marking, sampling, whole class, use of codes, stamps and stickers, verbal comments, and written comments. The different methods are communicated to pupils, so that they have a clear understanding of methods being used. • Effective feedback is specific and focused on learning intentions. • It has an emotional impact on students which should be carefully considered, feedback should include praise as well as critique. • Students are its primary audience and it is designed to move their learning forward, and influence future teaching. 	

<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)	<ul style="list-style-type: none">• Self and peer assessment will contribute towards ongoing formative assessment. This will be indicated by purple pen.• Whole class marking will also be used to allow pupils to engage with the marking process as demonstrated by the teacher.• Pupils are expected to respond to feedback given, and this will be indicated by use of their purple pens.
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