

SUMMATIVE ASSESSMENT

Department: Science

Purpose <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.	Subject-specific details <p>Within our department , this will look like:</p> <ul style="list-style-type: none">• KS3 Assessments (midpoint and endpoint) will be based on progress through the SOW and cover all three subjects over time. Pupils will be informed on how to improve on future assessments by understanding their assessment results, and by using standardised mark schemes.• KS4 Assessments will be based on past GCSE papers and cover all three subjects over time. Pupils will be informed on how to improve on future assessments by understanding their assessment results, and by using official GCSE mark schemes.• Dedicated improved reflective time will occur after a piece of summative marking and students will be given frequent opportunities to respond to targets.
Features <ul style="list-style-type: none">• These will be timetabled 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. markscheme).	

FORMATIVE ASSESSMENT

Department: Science

Purposeful feedback for learners, a manageable workload for teachers.

<p>Purpose</p> <ul style="list-style-type: none">• Provides students with advice about what they have done well, 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.	<p>Subject-specific variation</p> <p>Within our department, this will look like:</p> <ul style="list-style-type: none">• Verbal feedback will be given within lessons through questioning, one-on-one conversations where appropriate, live marking, and via Google Classroom.• Extended answer marking will take place through the Independent Learning Zone. This will usually be marked during class time using whole class feedback and live modelling. Students will respond to this using purple pen. Teacher comments, where appropriate, will be in green or red• Feedback from SPARX Science will be individual to the student and will be given through the platform. Teachers will use this to inform whole class feedback where appropriate• Self and peer assessment will contribute towards ongoing formative assessment. This will be indicated by purple pen and will often be accompanied by dedicated reflection time.
<p>Features</p> <ul style="list-style-type: none">• Feedback can take a variety of forms (live, sampling, Whole Class, use of codes, verbal comments, written comments)• Effective feedback is specific and focused on learning intentions.• It has an emotional impact on students which should be carefully considered.• Students are its primary audience and it is designed to move them forwards. <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)	