



# KS4 SUBJECT

## Mathematics Key Stage 4 Assessment Map

Definition		Formative	Summative
		<p><b>Formative Assessment</b> is defined within our assessment policy as the frequent interactive assessment of what students currently know and understand to identify learning needs and adjust teaching appropriately.</p>	<p><b>Summative Assessments</b> are defined within our schemes of work to determine students' knowledge and understanding, to test the achievement of learning outcomes at the end of a specified period of study. They are assessments used to determine progression, indicate levels of achievement and predicted grades.</p>
Intent		At Crompton House School, formative assessment is integral to everyday teaching. It has the needs of our students at its core (to build up confidence and reduce anxiety) and it is embedded into teaching activities within each lesson. Via the use of formative assessment approaches, low stakes testing and retrieval practice techniques, our aim is to be best prepared to help our students to embed and use knowledge fluently to improve long term knowledge retention, to meet all students' needs through differentiation and adaptation of teaching, and to achieve a greater equity of student outcomes.	The aim of summative assessment at Crompton House School is to help us to know our students better, to assess their potential and improve performance. Our emphasis is on measuring and evaluating student outcome by finding out what students already know, understand and can do, and then using the outcomes from our summative assessments to influence how we teach, plan improvements and identify struggling students. Our aim is a hand in glove relationship that exists between learning objectives, assessments and teaching.
Timescales	Annual Implementation and Impact	<p>Formative assessment at Crompton House School supports students' progress towards learning of knowledge, concepts and skills by:</p> <ul style="list-style-type: none"> <li>consistently monitoring students' developing knowledge, understanding, and skill related to the topic at hand in order to know how to proceed with instruction in a way that maximizes the opportunity for student growth and success with key content</li> <li>revisiting topics/concepts/skills throughout each year; this is a core focus of our teaching and homework policies; in applying low stakes testing, students gain a firmer grasp of knowledge so they can recall and apply this much later on</li> <li>actively involving students in the process of teaching and learning</li> <li>building students' skills for peer- and self-assessment helping students to understand their own learning, and developing appropriate strategies for 'learning to learn'</li> </ul> <p>Our processes of effective formative assessment give teachers confidence in making judgement about the progress of their students. Our students, who are actively building their understanding of new concepts, who have developed a variety of strategies that enable them to place new ideas into a larger context, and who are learning to judge the quality of their own and their peer's work against well-defined learning goals and criteria, are also developing skills that are invaluable for learning throughout their lives. The little and often approach reinforces good habits and changes attitudes towards learning. Via frequent retrieval practice and low stakes testing, students will become more and more aware of what they are remembering.</p>	<p>If our students are not rigorously assessed, we would have no way to track progress throughout the year and no way to identify problems in time to correct them. We are therefore committed to the implementation of well thought out and carefully written summative assessments, which are directly linked to departmental schemes of work and PLCs (personalised learning checklists) in order to allow for an effective analysis of student strengths and weaknesses and evaluation of student outcomes.</p> <p>Our summative assessments will demonstrate results that reveal a degree of mastery and analysis of students' progress towards intended goals. The rigour of questions on each assessment, specifically aligning these to what is taught, will define the rigour of Crompton House, as a school, and in doing so, will determine what our students will achieve. We are focused on creating an environment in which each student is expected to learn at high levels and our summative assessments are written to require a rigorous demonstration of learning.</p>
		<p>Key strategies of effective formative assessment on a <b>termly / half termly basis</b> within KS4 <b>MATHEMATICS</b> include:</p> <ul style="list-style-type: none"> <li>Check out tasks at the end of each unit of work: available from the assessment section on the White Rose Mathematics website. These are differentiated by tier of entry.</li> </ul>	<p><b>Summative assessments</b> are directly linked to PLCs and used as a means to assess the security and depth of understanding a student has attained against the key course content we have defined for them. They are consistent with departmental schemes of work and PLCs. They test the learning outcomes accurately and fairly and are capable of effectively differentiating levels of</p>

	<p><b>Interim Implementation</b> (Termly / Half Termly)</p>	<ul style="list-style-type: none"> <li>Trackers used for summative assessments for gap analysis.</li> <li>All students receive a detailed feedback sheet which is RAGGED. Students are directed to the appropriate video clip on Mathswatch and receive an appropriate NOW task.</li> <li>PLCs completed by staff using data from end of topic check-out tasks.</li> <li>Exercise books are peer, teacher and self-assessed.</li> <li>Regular exposure to examination questions to ensure students are aware of the rigour of the GCSE examination.</li> <li>Regular homework includes examination style questions, Mathswatch tasks and retrieval practice.</li> <li>In Year 11 students complete examination papers at regular intervals. They are exposed to mark schemes and model answers.</li> <li>Walking Talking Mock used strategically in certain lessons.</li> </ul>	<p>student achievement where required. Summative assessments are teacher assessed and moderated.</p> <p><b>Year 10:</b> <b>Deadline for Summative Assessment 1: W/C 12<sup>th</sup> October</b> Tiered paper to assess skills learnt during remote learning and skills taught this term to date. Papers constructed from previous GCSE papers. Grade boundaries reflect the three-year average for the department to date. <b>Deadline for Summative Assessment 2: W/C 11<sup>th</sup> January</b> Tiered papers to assess all previously taught skills. Papers constructed from previous GCSE papers. Grade boundaries reflect the three-year average for the department to date. <b>End of Year Exams: W/C 21<sup>st</sup> June</b> Tiered papers to assess all learning to date. Paper 1: non-calculator Paper 2: calculator These papers will reflect the rigour of full GCSE papers covering all topics taught to date. Grade boundaries reflect the three-year average for the department to date.</p> <p><b>Year 11:</b> <b>Mock 1: W/C 2<sup>nd</sup> and 9<sup>th</sup> November</b> Full GCSE papers (Tiered). Paper 1: non calculator (90 minutes 80 marks) Paper 2: calculator (90 minutes 80 marks) Paper 3: calculator (90 minutes 80 marks) Examination grade board boundaries used. <b>Mock 2: W/C 22<sup>nd</sup> February and 1<sup>st</sup> March</b> Full GCSE papers (Tiered). Paper 1: non calculator (90 minutes 80 marks) Paper 2: calculator (90 minutes 80 marks) Paper 3: calculator (90 minutes 80 marks) Examination grade board boundaries used.</p>
	<p><b>Weekly Implementation</b></p>	<p>Key strategies of effective formative assessment in action <b>in hourly lessons</b> within KS4 <b>MATHEMATICS</b> include:</p> <ul style="list-style-type: none"> <li>Mixed starters to consolidate and retrieve previously learnt skills.</li> <li>Challenging examination questions used in lessons to develop resilience, independence, reasoning and problem solving.</li> <li>Problem solving tasks used to challenge, engage and make students think.</li> <li>Use of mini white boards to aid AFL during all lessons.</li> <li>Routine questions to develop fluency and to consolidate key skills.</li> <li>Model answers used to support learning.</li> <li>Students will view mark schemes regularly.</li> <li>Collaboration and discussion to develop reasoning skills.</li> </ul>	

		<ul style="list-style-type: none"><li>• Focussed questioning to develop deeper understanding.</li><li>• Questioning used to challenge students to identify links between topics.</li><li>• Effective questioning for retrieval and connections.</li><li>• Students asked to model their solutions to the class. Opportunity to discuss alternative strategies.</li><li>• Teachers support learning but always aim to guide students to solutions through questioning and direction (avoid simply giving the answer).</li></ul>	
--	--	--	--