



# KS4 BIOLOGY

## Biology 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>
	Interim Implementation (Termly / Half Termly)	GCSE Biology students complete small tests at regular intervals. The tests are made up from exam questions downloaded from AQA GCSE Biology Exampro. For separate science students sitting the higher tier papers, questions included are approximately 40% standard demand and 60% high demand, to accurately reflect the demand of the terminal GCSE exams.	<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>For the current cohort of GCSE students (i.e. those that will sit GCSE Biology in 2021,2022), the order of delivery of the course and tests is planned as follows (there may be minor changes to this scheme if required):</p> <p><b>Year 9</b>  Topic 1 and 2 Cells and Cell Transport  Topic 3 Enzymes and Digestion  Topic 4 and 5 Environment and Adaptations  Topic 6, 7, 8, Classification, Variation and Evolution  Topic 9 Circulatory System</p> <p><b>Year 10</b>  Topic 10 and 11 Respiration and Human reproduction  Topic 12 and 14 Inheritance and Cell division  Topic 13 Genetic Engineering and Microbes  Topic 15 and 17 Communicable disease  Topic 16 Biodiversity</p> <p><b>Year 11</b>  Topic 18 and 19 Plants and Photosynthesis  Topic 20 and 21 Nervous system and Hormonal Control  Topic 22 and 23 Asexual reproduction and Homeostasis  Topic 24 and 25 Health, Speciation and Evolution.</p> <p>The summative assessment reported is calculated as the average mark from those tests that were completed before the reporting date.</p>	<p>student achievement where required. Summative assessments are teacher assessed and moderated.</p> <p><b>Year 10:</b>  Deadline for Summative Assessment 1: W/C 12<sup>th</sup> October  Deadline for Summative Assessment 2: W/C 11<sup>th</sup> January  End of Year Exams: W/C 21<sup>st</sup> June</p> <p><b>Year 11:</b>  Mock 1: W/C 2<sup>nd</sup> and 9<sup>th</sup> November  Mock 2: W/C 22<sup>nd</sup> February and 1<sup>st</sup> March</p>
<b>Weekly Implementation</b>	<p>Key strategies of effective formative assessment in action <b>in hourly lessons</b> within KS4 Biology include:</p> <ul style="list-style-type: none"> <li>• Questioning to assess prior knowledge and understanding, challenge new learning, and promote links between topics and other subjects (usually mathematics, chemistry and physics, PE).</li> <li>• Practical tasks and write ups allow staff and students to assess working scientifically skills, drawing tables, graphs, making conclusions.</li> <li>• Peer and self- assessment of exam questions used in lessons (there is a folder of appropriate exam questions for each topic on line and these questions are printed centrally for staff to use in lessons).</li> <li>• 20 Question quick tests on keywords and definitions- centrally printed A5 sheets.</li> </ul>	