



KS3 Subject

Mathematics Key Stage 3 Assessment Map

Definition		Formative	Summative
		<p>Formative Assessment 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>Summative Assessments 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"> 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 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 actively involving students in the process of teaching and learning building students' skills for peer- and self-assessment helping students to understand their own learning, and developing appropriate strategies for 'learning to learn' <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>
		Key strategies of effective formative assessment on a termly / half termly basis within KS3 Mathematics include:	Summative assessments 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

	<p>Interim Implementation (Termly / Half Termly)</p>	<ul style="list-style-type: none"> Regular timetabled Low Stakes Quizzes based on gap analysis of summative assessments, self-assessed (every 2 weeks apart from where there is a summative assessment) Trackers used for summative assessments for gap analysis. Exercise books are peer, teacher and self-assessed. Differentiated homework tasks are set on Sparx. These are adapted to the students' needs and feedback is given immediately. Students are challenged to recall previously learnt skills in the consolidation section. They are also challenged to develop their reasoning and problem-solving skills through regular exposure to problems. 	<p>accurately and fairly and are capable of effectively differentiating levels of student achievement where required.</p> <ul style="list-style-type: none"> Summative assessments are teacher assessed and moderated. All students receive a detailed feedback sheet after each summative assessment. Students are directed to the appropriate video clip/independent task on Sparx and receive an appropriate NOW task to be completed in class. <p>Year 7: Baseline Assessment: W/C 7th Sept</p> <p>Deadline for Summative Assessment 1: W/C 15th January 2024 Assessment 1a: W/C 9th Oct 2023 Assessment 1b: W/C 27th Nov 2023 An average mark will be taken from the two assessments for summative assessment 1. Students assessed on the topics covered to date.</p> <p>Deadline for Summative Assessment 2: W/C 22nd April 2024 Assessment 2a: W/C 29th Jan 2023 Assessment 2b: W/C 18th March 2023 An average mark will be taken from the two assessments for summative assessment 2. All students are assessed on the topics covered over the WHOLE year.</p> <p>Summative Assessment 3: W/C 13th May 2023</p> <p>Year 8: Deadline for Summative Assessment 1: W/C 11th December 2024 Assessment 1a: W/C 2nd Oct 2023 Assessment 1b: W/C 20th Nov 2023 An average mark will be taken from the two assessments for summative assessment 1. Students assessed on the topics covered to date.</p> <p>Deadline for Summative Assessment 2: W/C 15th April 2024 Assessment 2a: W/C 22nd Jan 2023 Assessment 2b: W/C 24th March 2023 An average mark will be taken from the two assessments for summative assessment 2. All students are assessed on the topics covered over the WHOLE year.</p> <p>Summative Assessment 3: W/C 6th May 2023 All students are assessed on the topics covered over the WHOLE year.</p> <p>Year 9:</p>
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	<p>Weekly Implementation</p>	<p>Key strategies of effective formative assessment in action in hourly lessons within KS3 SUBJECT include:</p> <ul style="list-style-type: none"> • Mixed starters to consolidate and retrieve previously learnt skills. • Discussion tasks used in lessons to develop resilience, independence, reasoning and problem solving. • Discussion tasks used to challenge, engage and make students think. • Use of mini white boards to aid AFL during all lessons. • Routine questions to develop fluency and to consolidate key skills. • Model answers used to support learning. • Collaboration and discussion to develop reasoning skills. • Focussed questioning to develop deeper understanding. • Questioning used to challenge students to identify links between topics. • Effective questioning for retrieval and connections. • Students asked to model their solutions to the class. Opportunity to discuss alternative strategies. • Students challenged to consider concrete, visual and abstract approaches to problems. • Teachers support learning but always aim to guide students to solutions through questioning and direction (avoid simply giving the answer). 	