



**KS5
Medical
Science**

Medical Science Assessment Map

<p>Definition</p>	<p>Formative 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 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>
<p>Intent</p>	<p>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.</p>	<p>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.</p>
<p>Timescales</p>	<p>Annual Implementation and Impact</p>	<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>

**Interim
Implementation
(Termly / Half Termly)**

Key strategies of effective formative assessment on a **termly / half termly basis** within Medical Science Applied Diploma include:

Year 12:

Term 1

Unit 1:

There will be end of topic tests for this topic, as the external exam for this is at the end of year 12, they will cover the following LOs.

- LO1 – Understand biological principles
- LO2 – Understand function of human physiological systems
- LO3 – Understand how external factors impact the body
- LO4 – Report on human health

End of topic tests include:

- Cells/Cell transport
- Biological Molecules
- Cardiovascular/Lymphatic system

These end of topic tests will be around 30/40 marks and can be graded using 2019 grade boundaries. Up by 5-10% for end of topics as revising less

Unit 2: MOCK/Practice internal NEA – Making a leaflet within restricted time frame on “Spirometry”.

- LO1 – Understand the function of physiological measurement techniques
- LO2 – Understand how to deal with patients
- LO3 – To be able to carry out physiological measurement techniques
- LO4 – To be able to report on physiological measurement testing
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These LOs will be marked using the WJEC performance bands, feedback will be given as RAG and an overall band given, with some marks. These can be given an estimate grade based on 2019 grade boundaries.

Term 2 – They will be completing their REAL NEA for unit 2 during this term

Unit 3: MOCK/Practice Data handling skills. How to use Statistics -Chi Squared, Mann Whitney U etc.

- LO1 – Understand research methods
- LO2 – To be able to collect data
- LO3 – To understand data analysis
- LO4 – To be able to process data
- LO5 – To be able to communicate information

This will be assessed using previous Unit 6 exam questions (synoptic) and can be marked and graded using 2019 grade boundaries.

Endocrine test

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 accurately and fairly and are capable of effectively differentiating levels of student achievement where required. Summative assessments are teacher assessed and moderated.

Year 12:

Deadline for Summative Assessment 1: W/C 16th October 2023

Deadline for Summative Assessment 2: W/C 22nd January 2024

Deadline for Summative Assessment 3:

End of Year Exams W/C 29th April & 6th May 2024

Year 13:

Mock Exams 1: W/C 16th & 30th October 2023

Deadline for Summative Assessment 2:

Mock Exams 2 : W/C 5th & 12th February 2024

Deadline for Summative Assessment 4: W/C

	<p><u>Term 3 – They will be completing their REAL NEA for unit 3 this term and their REAL unit 1 external exam</u></p> <p><u>Mock – unit 1</u> Immunity and Disease test</p> <p>Unit 4: MOCK/Practice Presentation skills to prepare for the ‘Medicines and Treatment of disease’ internally assessed unit.</p> <ul style="list-style-type: none"> - LO1 – Understand the management of medicines - LO2 – Understand how medicines work - LO3 – Understand principles of treatment of cancer - LO4 – Be able to provide information about medicines <p>These LOs will be marked using the WJEC performance bands, feedback will be given as RAG and an overall band given, with some marks. These can be given an estimate grade based on 2019 grade boundaries.</p> <p><u>DRAFT Year 13 (for 2021-22 year 13 Cohort)</u></p> <p><u>Term 1 – They will be completing their REAL NEA for unit 4 in this term.</u></p> <p><u>Unit 4 cont:</u> Practise research oncology essay to prepare for unit 4 internal NEA.</p> <ul style="list-style-type: none"> - LO1 – Understand the management of medicines - LO2 – Understand how medicines work - LO3 – Understand principles of treatment of cancer - LO4 – Be able to provide information about medicines <p>These LOs will be marked using the WJEC performance bands, feedback will be given as RAG and an overall band given, with some marks. These can be given an estimated grade based on 2019 grade boundaries.</p> <p><u>Term 2 – They will be completing their REAL unit 5 external NEA in this term.</u></p> <p>Unit 5: MOCK/Practice 2019/2020 Unit 5 NEA. All LOs will be covered. These LOs will be marked using the WJEC performance bands, feedback will be given as RAG and an overall band given, with some marks. These can be given an estimate grade based on 2019 grade boundaries.</p> <p><u>Term 3 – They will be completing their REAL unit 6 external exam this term.</u></p>	
<p style="text-align: center;">Weekly Implementation</p>	<p>Key strategies of effective formative assessment in action in hourly lessons within Medical Science include:</p> <ul style="list-style-type: none"> • Questioning in class to help students build on prior knowledge and to tease out thinking in relation to new ideas and concepts. • Study packs – each topic has a pack of notes and activities that teachers use during the lessons and/or follow learning at home • Practice questions- each topic has a pack of practice questions, these are used formatively in lessons or as a follow up task at home 	

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| | | <ul style="list-style-type: none">• Use of mini whiteboards to check knowledge and understanding• Teachers use short quizzes and MCQs for knowledge checks and consolidation.• Research projects to ensure students know where to look for reliable resources information for NEAs• Long answer/essay writing so students know how to compile an assignment style NEA• Practise presenting skills for Unit 4 throughout year 12 | |
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