Crompton House Church of England School

Loving God - Caring for Each Other - Achieving Excellence

Assessment and Reporting Policy

Approved Date:	February 2025
Next review due by:	February 2026

Crompton House Church of England School

Contents	Pages

Crompton House Church of England School

1. Policy Statement:

An ambitious curriculum that supports the learning of all.
At Crompton House School, our mission is to motivate and empower students to be truly self-aware in their learning. We support the belief that every child, regardless of ability or social background, should have a rewarding educational experience. In loving God and caring for each other (with the involvement of students, parents, and staff), our core aim of achieving excellence is encouraged. We believe, in this context, we will best prepare our students for the challenges of the future and improve our students' life chances. We want every student at Crompton House to be able to have real options to go to university or follow the career path of their choice.

2. Aims:

Assessment at Crompton House will aim to:
1. Promote and support learning
• Help pupils to embed and use knowledge fluently and develop understanding.
• Identify what pupils know, understand, and can do.
• Enable consistent monitoring of pupils' progress.
• Identify individual learning styles.
• Identify individual learning strengths and weaknesses.
• Encourage progression in learning with the setting of ambitious targets.

2. Support the teaching of the curriculum
• Assist lesson planning
• Inform review of content and skills
• Promote a variety of teaching strategies
• Enable consistent monitoring of teaching progress
• Encourage self-reflection

3. Be both formative and summative
3.1 Summative Assessment: Subjects must provide a fit for purpose summative assessment before each deadline within the assessment calendar *(Appendix 1)*, in which knowledge, understanding and skills are assessed. The three key principles which underpin the rigorous design of each piece of summative assessment request that the assessments must:
- **be valid and reliable:**
    - ✓ have the capacity to test relevant learning outcomes accurately and fairly.
    - ✓ the amount and timing of assessment must enable effective and appropriate measurement of students' achievement of intended learning outcomes.
    - ✓ the assessment must be consistent across learners and at the required level.
- **be inclusive:**
    - ✓ our summative assessment practices must allow for a diverse student body to demonstrate the achievement of learning outcomes and competence standards.
    - ✓ when designing or scheduling assessments, serious consideration must be given as to whether any student would be, or feel excluded either by the subject content, assessment methodology, or whether any student would need alternative arrangements to be made.
    - ✓ our summative assessments must include levelled questions, i.e., building block questions that may be below rigour but are necessary steps towards proficiency.

✓ for subjects with tiers of entry, students must have access at Key Stage 4 to the appropriate tier of summative assessment.

- **be rigorous:**
  - ✓ the assessment must be aligned to the sequence of clearly designed learning objectives so teachers are teaching what will be assessed with consideration of where each student should be at this point of summative assessment in relation to the learning and prerequisite skills; where appropriate, summative assessment tasks may integrate all or some of the learning outcomes of several units.
  - ✓ include a full range of questions and tasks that address higher level questioning and skills, setting a high bar for student achievement.
  - ✓ at Key Stage 4 and Key Stage 5, include questions that mirror the format of the end-goal test.

3.2 Formative Assessment: Defined as the frequent interactive assessment of what students currently know and understand to identify learning needs and adjust teaching appropriately, 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 adaptation of teaching, and to achieve a greater equity of student outcomes. Formative assessment supports students' progress towards learning of knowledge, concepts, and skills by:

- consistently monitoring students' developing knowledge, understanding, and skill related to the topic at hand 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 throughout their learning journey.
- 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'.

4. Recognise all pupil progress and achievement
• Analysis and interpretation of the data; conclusions drawn, and actions taken.
• Reward progress, effort, and achievement.
• Foster motivation and promotes a commitment to learning.
• Create opportunities for self-direction.
• Foster self-esteem and social development.

5. Foster a shared involvement and responsibility between School and Home
- Recognise the achievement and effort of all pupils.
- Via Personalised Learning Checklists (PLCS), make all pupils and parents aware of key strengths and areas to improve.
- Provide data, used by staff, to inform teaching as well as support and intervention.

3. <u>Roles and Responsibilities</u>

Crompton House Church of England School

The Assessment Policy and its implementation within and across departments is monitored and evaluated within the context of school development planning and self-evaluation by:

1. Head of School
2. Associate Assistant Headteacher
3. Curriculum Team Leaders
4. Heads of Subject

Heads of Subject: It is the responsibility of Heads of Subject to ensure that all teachers consistently complete a robust, fit for purpose assessment which generates an accurate outcome before the deadlines set out in the assessment calendar. Good practice will be identified through:

1. Consistent departmental planning.
2. Assessment mapping *(Appendix 2)*
3. Shared learning outcomes.
4. Standardised marking; evidence in departmental standardisation folders.
5. Constructive feedback.
6. Moderation of department data and student work prior to data collection.
7. Assessment data used to inform teaching, planning, and learning.
8. KS4/KS5 Assessment data consistently reviewed, using the datasheets from within SharePoint and/or SISRA Analytics alongside departmental QLA/Pupil Progress
9. KS3 Assessment data consistently reviewed, using the KS3 departmental review headlines/trends/individual class performance document provided.
10. Assessments used regularly for Personalised Learning Checklist (PLC) reporting.
11. Liaison with Heads of Year/Subject Teachers regarding individual pupil performance.
12. Liaison with Examinations Officers - entries for all examinations. Each subject must adhere to exam board regulations for all assessments. This is especially vital in relation to Non- Examined Assessments (NEAs). (CHS Exams Policy).
13. Monitoring and evaluation of all departmental assessment practice and outcomes.

Curriculum Team Leaders: It is the responsibility of the Curriculum Team Leader to:

1. Establish high standards of practice across the team, ensuring the team implements the school assessment policy consistently.
2. Ensure the effective quality assurance of assessments.
3. Ensure an accurate input and detailed analysis of electronic performance data.
4. Challenge underperformance, ensuring target pupils have been identified and a range of tailored intervention strategies are in place.
5. Coordinate team reports on performance for internal and external use.
6. Celebrate success through nominations for Presentation Evenings, nominations for subject award badges, displays, newsletters and contribution to assemblies.

Subject Teachers: It is the responsibility of Subject Teachers to:

1. Implement departmental/whole school policies on Assessment.
2. Compile and maintain individual pupil records, which includes data analysis using the spreadsheets on SharePoint/ QLAs on Pupil Progress
3. Report to pupuls, parents, and staff on individual and group progress via Personalised Learning Checklists (PLCs).
4. Liaise with the Head of Subject/Year/Curriculum Team Leader regarding individual pupil support as required.
5. Celebrate success logged via Class Charts and the nomination of pupils for Headteacher and Head of Year awards.

Raising Standards Leaders: It is the responsibility of Raising Standards Leaders at Key Stage 3, Key Stage 4 and Key Stage 5 to monitor overall pupil progress in the cohort to:

Crompton House Church of England School

1. Analyse data trends.
2. Agree formal actions via a set of agreed minutes.
3. Evaluate impact of actions taken.

Heads of Year: It is the responsibility of Heads of Year to:
1. Liaise with Heads of Subject/Curriculum Team Leaders/Subject Teachers concerning individual pupil progress impacted by pastoral issues.
2. Celebrate pupil achievement overall.
3. Conduct formal reviews of pupil performance in year group, reviewing attitudinal information and its impact on progress.

Pupils: Pupils are encouraged to take an active role in their learning and to:
1. Participate and contribute to discussions involving learning intentions and success criteria.
2. Participate in the techniques of self/peer assessment and evaluation.
3. Act on feedback provided by teachers and peers.
4. Help foster a positive learning environment through positive behaviour.
5. Set personal goals and targets through self-management.
6. Value their learning.

Parents: Parents are encouraged to take an active role in their child's learning and assessment journey. It is expected that parents:
1. Support the school's policy and guidelines on behaviour.
2. Support the school's policy on attendance and punctuality.
3. Provide conditions at home that enable independent study.
4. Respond to correspondence from school where appropriate.
5. Attend Parents' Evenings and other information evenings where appropriate.
6. Not book holidays during term-time.
7. Take an active role in reviewing their child's progress by celebrating achievements, discussing reports and assessment grades regularly.
8. Contact departments directly with any subject concerns or the relevant Assistant Head of Year for any pastoral concerns.

4. <u>Reporting</u>

4.1 Key Stage 3 Reporting
For Key Stage 3, Years 7 – 9, Crompton House's framework assesses in line with National Curriculum guidelines and against the expected knowledge, skills and understanding for each subject area for the given year group. Subjects report as follows:

	% score achieved in year group summative assessment.
English, Humanities, Computer Science, MFL, Maths and Science	**Teacher Progress Statement** based on performance in the **most recent subject-based summative assessment**. **Emerging –** Still embedding foundational knowledge, skills and understanding; your child is currently working towards a grade 4 at GCSE in this subject. **Developing –** Displaying transitional skills and understanding; your child is showing current potential in some areas, but not yet all, to achieve a grade 4 at GCSE in this subject. **Securing –** Displaying expected skills and understanding; your child is currently showing potential to achieve a grade 5-6 at GCSE in this subject.

Crompton House Church of England School

	Mastering - Displaying advanced knowledge, skills and understanding; your child is currently showing potential to achieve a grade 7-9 at GCSE in this subject.	
Art, Drama, Design Technology, Food & Nutrition, Music and PE	**Teacher Progress Statement** in recognition of performance across a combination of skill areas and progress in understanding and knowledge against PLCs: **Red –** Still developing across each of the skill areas. **Amber –** Strong performance in some skill areas but can improve in others. **Green –** Strong performance across all key skill areas. **Gold –** Outstanding performance across all skill areas.	
Reading Age	The student's current chronological reading age. Parents are made aware that for their child to make age-related progress, their child's reading age should be in line with their chronological age. If the child's reading age falls below their chronological age, parents are informed that they may be placed in an additional support session.	
MEG	Known as a 'Minimum Expected Grade', through careful analysis of our students' prior and current attainment, we use FFT (Fischer Family Trust) to set aspirational, personalised target grades for each subject. These target grades aim for accelerated progress for all our students and are the school's minimum expectation that pupils should be aiming to meet at the end of the key stage, to ensure they stay on track to reach their full potential.	
Attitude for Learning	The attitudinal data provides parents with a picture of their child's attitude to learning and is an essential contributing factor to students achieving their full potential.	

Attitude for Learning Information

In line with the school's assessment calendar, parents currently receive Key Stage 3 Short Reports within one week of

	Behaviour	Effort in Class	Homework
4	• The student **always** exhibits excellent behaviour and **always** adheres to the LEARN expectations. • The student has never been warned about their behaviour or prompted to modify their behaviour in lesson. • The student **always** listens to the teacher's instruction and follows this first time, every time. • The student **always** wears their uniform correctly in the classroom.	• The student is **always** equipped and ready to learn. • The student **always** fully participates in lesson ensuring they take part fully in **all** tasks enthusiastically. • The student **always** arrives to lesson on time.	• The student **always** hands homework tasks on time. • The student **always** completes homework to a high standard and to the best of their ability.
3	• The student **usually** exhibits excellent behaviour and **usually** adheres to the LEARN expectations in lesson. • On occasion, the student has been warned about their behaviour or prompted to modify their behaviour in lesson. This may have resulted in a C1, but this does not happen frequently and does not regularly disrupt the learning of other students. • The student **usually** listens to the teacher's instruction although may sometimes need a reminder. • The student **usually** wears their uniform correctly in the classroom but has had to be reminded on occasion of CHS expectations.	• The student is **usually** equipped and ready to learn. • The student **usually** participates in all elements of the lesson and is **usually** enthusiastic towards their learning. • The student **usually** arrives to lesson on time but has, on occasion, arrived after the late bell.	• The student **usually** hands homework tasks on time. • The student **usually** completes homework to a high standard and to the best of their ability.
2	• The student **sometimes** exhibits good behaviour and **sometimes** adheres to the LEARN expectations in lesson. • Frequently, the student has been warned about their behaviour or prompted to modify their behaviour in lesson. This may have resulted in a C1 or C2 but this does not frequently result in a C3 removal and does not regularly disrupt the learning of other students. • The student **sometimes** listens to the teacher's instruction first time but often needs a reminder. • The student needs to be regularly reminded of CHS uniform standards.	• The student is **sometimes** fully equipped and ready to learn. • The student **sometimes** participates in lesson but often has to be prompted by the teacher to complete tasks and take part in the learning. • The student **sometimes** arrives to lesson on time but often arrives after the late bell.	• The student **sometimes** hands homework tasks on time. • The quality of homework is inconsistent.
1	• The student **rarely** exhibits good behaviour and **rarely** adheres to the LEARN expectations in lesson. • The student often disrupts the learning of others and is regularly removed from lesson. • The student has, on occasion, exhibited unkind behaviour towards their peers in the classroom. • The student **rarely** adheres to the CHS uniform standards.	• The student is **rarely** fully equipped for the lesson and rarely ready to learn. • The student **rarely** participates in lesson and has to be prompted by the teacher to complete tasks and take part in the learning. • The student **rarely** arrives on time to the lesson.	• The student **rarely** hands homework tasks on time. • The quality of homework is of a poor standard.

completion of data collection as follows:

Crompton House Church of England School

Key Stage 3	% achieved/Teacher Progress Statement	No. of Short Reports
Years 7, 8 & 9	2	2

4.2 Key Stage 4/Key Stage 5 Reporting

For Key Stage 4, Crompton House's framework assesses in line with GCSE grading 9-1. For Key Stage 5, Crompton House's framework assesses in line with A Level Grading A*-E. In addition to receiving their end of key stage Minimum Expected Grades, Reading Ages and Attitudinal Information within short reports, pupils receive the following information:

<table>
<tr><td rowspan="4">LAG</td><td colspan="3">Known as 'Last Assessment Grade'. This may include mock exam results for Years 11 and 13. We use a system of fine grading at Key Stage 4 and Key Stage 5. This is indicated by a + or - after each grade, which clarifies how secure each grade is within the criteria for that subject.</td></tr>
<tr><td>+</td><td colspan="2">Pupil is very secure at this grade. With continued hard work and effort, there is potential for the student to move up to the next grade.</td></tr>
<tr><td></td><td colspan="2">Pupil is secure at this grade and with continued hard work, effort and intervention, the pupil should go on to achieve this grade.</td></tr>
<tr><td>-</td><td colspan="2">Pupil is not secure at this grade. With a considerable amount of hard work, effort and intervention, the pupil should achieve this grade. However, they are at risk of dropping down to the next grade.</td></tr>
<tr><td>EST</td><td colspan="3">Known as 'Estimated Grade', this is the grade the teacher estimates the student may achieve at the end of a key stage or the next externally marked exam</td></tr>
</table>

In line with the school's assessment calendar, parents currently receive Key Stage 4 and Key Stage 5 Short Reports within one week of completion of data collection as follows:

Key Stage 4/ 5	Last Assessment Grade (LAG)	No. of Short Reports	No. of Estimated Grades
13	2	2	2
12	3	3	3
11	2	2	2
10	3	3	3

4.3 Parents' Evenings

A Parent Evening is scheduled for each year group to report on pupil welfare and progress.

4.5 Form Tutor Reporting Years 7-11

All form tutors are expected to complete a form tutor report in accordance with the dates set out within the assessment calendar. They are an opportunity to create strong relationships between teachers and the family of our students. Form tutor reports help to highlight concerns and are an opportunity to congratulate and communicate to parents and students the way forward. Form tutors receive an overview of tutee performance for the academic year based on the following categories in order to help personalise their tutee comments:

Crompton House Church of England School

- o Attendance
- o Punctuality
- o Uniform
- o Attitude
- o Attainment
- o Extra-Curricular

4.6 Academic Tutor Reporting Years 12-13

- All academic tutors complete a UCAS (University and Colleges Admissions Service) reference for each of their tutees in recognition of academic performance, work ethic, work experience, predicted grades, interaction with other students and suitability for higher education and/or a future career.
- All academic tutors meet with both students and parents of Year 12 pupils in two 'Meet and Greet' sessions, the aim of which is to discuss both student academic progress as well as wider happiness and development.

5. Monitoring Student Progress and Performance

After each progress review, good practice will be identified via:

- A Head of Subject review of individual student performance with subject teachers. Actions/adaptations to teaching and the curriculum are agreed and documented in data review sheets.
- A Curriculum Team Leader review of subject performance with their teams.
- A Raising Standards Leaders review of subject performance with HOS as required.
- Senior Leadership Team line management meetings which scrutinise and challenge data.
- Senior Leadership Team/Head of Year meetings which discuss the whole year group.
- The identification of students for support/intervention.
- An evaluation of the difference actions are making to students' progress.
- A review of student performance via Academic Tutors with their tutees.

Support and Intervention

Support and intervention for students in Year 11-13 are provided in the following forms:

- Weekly subject-based intervention.
- Central cohort students directed to priority subjects in blocks.
- Monday Period 6 support and intervention sessions based on attainment data as a customised schedule.
- Weekly central cohort provision.
- Form Time English, Maths and Science support.
- Senior Leadership Team/Curriculum Team Leader Mentoring.
- Half term intervention.
- Academic monitoring via academic tutors.

Crompton House Church of England School

Appendix 1: Assessment and Reporting Calendar 2024-2025

CHS INTERNAL ASSESSMENT & REPORTING OVERVIEW 2024 - 2025

Term	Week	Week Com.	7	8	9	10	11	12	13
AUTUMN 1	1	Sep 02							
	2	Sep 9							
	3	Sep 16	English Reading Tests						
	4	Sep 23							
	5	Sep 30							
	6	Oct 07	Parent Meet & Greet - In School with Year 7 Form Tutor (Mon 2.45 - 4.35pm)					Parents Meet & Greet - In School with Academic Tutors (Mon 2.45 - 4.35pm)	
	7	Oct 14	Parent Meet & Greet - In School with Year 7 Form Tutors (Mon 2.45 - 4.35pm)				Parents Meet & Greet - In School with Academic Tutors (Mon 2.45 - 4.35pm) / Deadline For Summative Assessment 1		Mock 1
	8	Oct 21							Mock 1
			STUDENT PLCS UPDATED — Autumn Half Term						
AUTUMN 2	9	Nov 04					Mock 1	Short Report 1	
	10	Nov 11					Mock 1		Short Report 1
	11	Nov 18				Deadline for Summative Assessment 1			
	12	Nov 25							
	13	Dec 02					Short Report 1		
	14	Dec 09		Deadline for Summative Assessment 1		Short Report 1	Parents' Evening (Wed) 11th 4:00 - 7:00pm		
	15	Dec 16					Parents' Evening (Tue) 17th 4:00-7:00pm		
			STUDENT PLCS UPDATED — Christmas						
SPRING 1	16	Jan 06	Deadline for Summative Assessment 1		Deadling for Summative Assessment 1	Regrouping	Regrouping		
	17	Jan 13		Short Report 1					Parents' Evening (Thurs) 16th 4:00pm - 6.30pm
	18	Jan 20			Short Report 1		Form Tutor Reports		
	19	Jan 27	Short Report 1		Parents' Evening F & X (Thur) 30th 4:00pm - 7:30pm			Deadline For Summative Assessment 2	
	20	Feb 03			Parents' Evening S (Wed) 5th 4:00pm - 6:30pm	Deadline for Summative Assessment 2			Mock 2
	21	Feb 10						Short Report 2	Mock 2
			STUDENT PLCS UPDATED — Spring Half Term						
SPRING 2	22	Feb 24	Regrouping	Regrouping	Regrouping		Mock 2		
	23	Mar 03	Form Tutor Reports			Short Report 2	Mock 2		Short Report 3
	24	Mar 10				Parents' Evening (Weds) 12th 4:00pm - 7:00pm			
	25	Mar 17				Parents' Evening (Tue) 18th 4:00pm - 7:00pm			
	26	Mar 24					Short Report 2	Parents' Evening (Tue) 25th 4:00pm - 6:30pm	
	27	Mar 31	Deadline For Summative Assessment 2	Deadline For Summative Assessment 2					
			STUDENT PLCS UPDATED — Easter						

Crompton House Church of England School

		7	8	9	10	11	12	13
S U M M E R 1	28 Apr 21		English Reading Tests					
	29 Apr 28				Form Tutor Reports		End of Year Exams	
	30 May 05	Short Report 2					End of Year Exams	
	31 May 12	Parents' Evening F & X (Tues) 13th 4:00pm to 7:30pm	Short Report 2	English Reading Tests				
	32 May 19	Parents' Evening S (Thurs) 22nd 4:00pm to 6:30pm		Deadline for Summative Assessment 2			Short Report 3	
					STUDENT PLCS UPDATED			
					Summer Half Term			
		7	8	9	10	11	12	13
S U M M E R 2	33 Jun 02	English Reading Tests	Parents' Evening (Thur) F & X 5th 4:00pm - 7:30pm	Form Tutor Reports				
	34 Jun 09		Parents' Evening (Tues) S 10th 4:00pm - 6:30pm	Short Report 2				
	35 Jun 16				End of Year Exams			
	36 Jun 23		Form Tutor Reports		English Reading Tests			
	37 Jun 30						Parent Meet & Greet In School with Academic Tutors (Mon 2.45 - 4.35pm)	
	38 Jul 07				Short Report 3			
	39 Jul 14							

Appendix 2: Assessment Mapping – Example

KS4 GEOGRAPHY	Geography Assessment Map	
Definition	**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.	**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.
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**	Formative assessment at Crompton House School supports students' progress towards learning of knowledge, concepts and skills by: • 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' 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.	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. 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.
	Key strategies of effective formative assessment on **a termly / half termly basis** within KS4 Geography include: • Self, peer, teacher assessment is indicated in exercise books and assessment folders	**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

Crompton House Church of England School

12	**Interim Implementation** (Termly / Half Termly)	- End of unit assessments are deep marked to identify knowledge, exam technique, trends and access of assessment objectives. All questions are red pen amended as the paper is analysed in detail. - Questions are taken from actual examination papers from the current specification. - Each question has been mapped to the PLC's and this is marked on the paper. - Students are given PLC checklists. These are used regularly for PLC input to Doddle and as self-declarations of understanding. - Students assessment data for summative assessments is input onto a departmental tracking spreadsheet. This calculates the students current grade and tracks their development over time allowing us to identify students who require some form of intervention.	accurately and fairly and are capable of effectively differentiating levels of student achievement where required. Summative assessments are teacher assessed and moderated. **Year 10:** Deadline for Summative Assessment 1: W/C 22nd November Natural Hazards Deadline for Summative Assessment 2: W/C 14th February Changing Economic World End of Year Exams: W/C 2nd and 9th May Multiple Topics drawn from topics covered in Year 10. **Year 11:** Mock 1: W/C 1st and 8th November Multiple Topics drawn from topics covered in Year 9, Year 10 and Year 11* Mock 2: W/C 28th February and 7th March Multiple Topics drawn from topics covered in Year 9, Year 10 and Year 11* (*=questions taken from latest live paper to ensure freshness of assessment material)
	Weekly Implementation	Key strategies of effective formative assessment in action **in hourly lessons** within KS4 Geography include: - Focused questioning - Tiered verbal questioning (Bloom's taxonomy) - Geography lessons have a growth mindset learning environment - Targeted tiered questioning - Mini tests - Learning objectives - Hooks - Plenaries are often an exam question - Growth mindset plenaries (highlighting something learned, something challenging and something which they want to research - Discussions - Mini quizzes - Use of keywords - Command words use and using development phrases 'this means that' or 'this leads to' - Self-reflection - Multiple choice quizzes using Forms - Mini whiteboards - Retrieval practice (roulette) - Learning grids - Flipped classroom - Geographical skills builder - Spelling and punctuation exercises - PLC completion	