



Crompton House School



Assessment and Reporting Policy

Policy reviewed by Shannon Clough on 29th January 2024

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Date:

Signed (Chair)

Print Name

Date of next review

Loving God - Caring for Each Other - Achieving Excellence



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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. Roles and Responsibilities

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 the departmental QLA
9. KS3 Assessment data consistently reviewed, using the KS3 departmental review headlines/trends/individual class performance document provided.
10. Assessment data used regularly for Personalised Learning Checklist (PLCs) 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.
3. Report to pupils, 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 through 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:

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, whilst also routinely reviewing progress via Parent Doodle.
8. Contact departments directly with any subject concerns or the relevant Assistant Head of Year for any pastoral concerns.

4. Reporting

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:

English, Humanities, Computer Science, MFL, Maths and Science	% score achieved in year group summative assessment.
	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. 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

Attitudinal Key

	Behaviour	Effort in Class	Homework
4	Excellent	Very positive focused attitude and excellent motivation and organisation in class	Homework is always handed in on time and is completed to the best of the student's ability
3	Good	Mainly positive attitude with a good motivation and well organised	Homework is usually handed in on time and is usually of a good standard
2	Requires Improvement	Generally positive but can show negative attitude, motivation and lack of organisation	Homework is often handed in late and/or the quality is inconsistent
1	Unsatisfactory	Often shows negative attitude. Poor motivation and/or serious disorganisation	Homework is always handed in late and/or completed to a poor standard

In line with the school's assessment calendar, parents currently receive Key Stage 3 Short Reports within one week of completion of data collection as follows:

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:

LAG	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.	
	+	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.
		Pupil is secure at this grade and with continued hard work, effort and intervention, the pupil should go on to achieve this grade.
	-	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.
EST	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	

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.

4.4 Personal Learning Checklists (PLCS)

All staff are expected to use Personalised Learning Checklists (PLCs) in each subject to support and clearly track progress during the year. These have replaced the previous annual reports and will supplement the interim short reports. These are completed as part of the marking and assessment process and updated half-termly in line with the whole school assessment and reporting calendar to give a clear picture of the areas in which pupils are *Secure (Green)*, *Developing (Amber)* or a *Novice (Red)*. Personalised Learning Checklists inform students, parents and staff about progress and allow staff to plan appropriate intervention. Teaching staff should regularly refer to progress data when planning the learning experience of their students, especially using the Personalised Learning Checklists to inform the planning of their intervention lessons/sessions.

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:

- Attendance
- Punctuality
- Uniform
- Attitude
- Attainment
- 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, 12 and 13 are provided in the following forms:

- Weekly subject-based intervention.

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- 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.

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Appendix 1: Assessment and Reporting Calendar 2023-2024

CROMPTON HOUSE SCHOOL INTERNAL ASSESSMENT & REPORTING OVERVIEW 2023 - 2024									
Week Comm	7	8	9	10	11	12	13	Notes	
AUTUMN 1	1 Sep 04								
	2 Sep 11								
	3 Sep 18								
	4 Sep 25	English Reading Tests							
	5 Oct 02	Parents Meet & Share - in School with Year 7 Form Tutors (Mon 2.45 - 4.30pm)				Parents Meet & Share - in School with Academic Tutors (Mon 2.45 - 4.30pm)			
	6 Oct 09	Parents Meet & Share - in School with Year 7 Form Tutors (Mon 2.45 - 4.30pm)				Parents Meet & Share - in School with Academic Tutors (Mon 2.45 - 4.30pm)			
	7 Oct 16				Mock 1	Deadline for Summative Assessment 1	Mock 1		
PLCs to be updated for each year group throughout Autumn Term 1 based on formative classroom assessment.									
AUTUMN 2	Autumn Half Term								Notes
	8 Oct 30				Mock 1		Mock 1		
	9 Nov 06					LAG ONLY Short Report 1			Year 12 PLC Update - Summative Assessment 1
	10 Nov 13						Mock 1 + End Year 11 SST Short Report 1		Year 13 PLC Update - Mock 1
	11 Nov 20			Deadline for Summative Assessment 1	Mock 1 + End Year 11 SST Short Report 1				Year 11 PLC Update - Mock 1
	12 Nov 27								
	13 Dec 04				Parents' Evening (Weeks) in School 4-7pm				
	14 Dec 11	Deadline for Summative Assessment 1		SPE + End Year 11 SST Short Report 1	Parents' Evening (Times) in School 4-7pm				Year 10 PLC Update - Summative Assessment 1
	15 Dec 18								
	PLCs to be updated for each year group throughout Autumn Term 2 based on formative classroom assessment.								
	Christmas								Notes
	16 Jan 08		SPE Short Report 1	Deadline for Summative Assessment 1	Revisiting	Revisiting			Year 8 PLC Assessment Update - Summative Assessment 1
	17 Jan 15	Deadline for Summative Assessment 1					Parents' Evening (Times) in School 4-7.30pm		
	18 Jan 22			SPE Short Report 1		Form Tutor Reports	Deadline for Summative Assessment 2		Year 9 PLC Assessment Update - Summative Assessment 1
	19 Jan 29	SPE Short Report 1		Parents' Evening (Times) in School 4-7pm					Year 7 PLC Assessment Update - Summative Assessment 1
	20 Feb 05			Parents' Evening (Weeks) in School 4-7pm			LAG & End Year 11 SST Short Report 2	Mock 2	Year 12 PLC Assessment Update - Summative Assessment 2
	21 Feb 12			Deadline for Summative Assessment 2				Mock 2	
	PLCs to be updated for each year group throughout Spring Term 1 based on formative classroom assessment.								
SPRING 1	22 Feb 19	Revisiting	Revisiting	Revisiting		Mock 2			
	23 Mar 04				SPE + End Year 11 SST Short Report 2	Mock 2	Mock 2 + End Year 11 SST Short Report 2		Year 10 PLC Update - Summative Assessment 2/Year 13 PLC Update Mock 2
	24 Mar 11				Parents' Evening (Weeks) in School 4-7pm				
	25 Mar 18				Parents' Evening (Times) in School 4-7pm				
	26 Mar 25	Form Tutor Reports				Mock 2 + End Year 11 SST Short Report 2	Parents' Evening (Times) in School 4-7.30pm		Year 11 PLC Assessment Update - Mock 2
	PLCs to be updated for each year group throughout Spring Term 2 based on formative classroom assessment.								
SPRING 2	Easter								Notes
	27 Apr 15		Deadline for Summative Assessment 2						Year 8 PLC Update - Summative Assessment 2
	28 Apr 22	Deadline for Summative Assessment 2							Year 7 PLC Update - Summative Assessment 2
	29 Apr 29		SUM Short Report 2				End of Year Exams		
	30 May 06	SUM Short Report 2					End of Year Exams		
	31 May 13	Parents' Evening (Times) COY/CR in School 4-7pm			Form Tutor Reports				Year 12 PLC Update - End of Year Exams
	32 May 20	Parents' Evening (Times) CR/CR in School 4-7pm	Deadline for Summative Assessment 2			SUM Short Report 3			
	PLCs to be updated for each year group throughout Summer Term 1 based on formative classroom assessment.								
	Summer Half Term								Notes
	33 Jun 03	Parents' Evening (Times) in School 4-7pm	Form Tutor Reports	English Reading Tests					
SUMMER 1	34 Jun 10	English Reading Tests Years 7 - 10	Parents' Evening (Times) in School 4-7pm	SUM Short Report 2	End of Year 10 in Lesson Assessments				Year 9 PLC Update - Summative Assessment 2
	35 Jun 17				End of Year Formally Inaugurated Assessments				
	36 Jun 24		Form Tutor Reports						
	37 Jul 01	Revisiting deadlines for September 2024	Revisiting deadlines for September 2024				Parents Meet & Share - in School with Academic Tutors (Mon 2.45 - 4.30pm)		
	38 Jul 08				SUM + End Year 11 SST Short Report 3				Year 10 PLC Update - Summative Assessment 3
	39 Jul 15								
	PLCs to be updated for each year group throughout Summer Term 2 based on formative classroom assessment.								
SUMMER 2									Notes



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: <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' 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: <ul style="list-style-type: none"> 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
	Interim Implementation (Termly / Half Termly)	<ul style="list-style-type: none"> 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 Doodle 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 22 nd November Natural Hazards Deadline for Summative Assessment 2: W/C 14 th February Changing Economic World End of Year Exams: W/C 2 nd and 9 th May Multiple Topics drawn from topics covered in Year 10. Year 11: Mock 1: W/C 1 st and 8 th November Multiple Topics drawn from topics covered in Year 9, Year 10 and Year 11* Mock 2: W/C 28 th February and 7 th 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: <ul style="list-style-type: none"> 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 	