



# KS5 BIOLOGY

## Departmental 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		<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>
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)	<p>Key strategies of effective formative assessment on a <b>termly / half termly basis</b> within KS5 Biology include:</p> <p>End of topic tests- approximately 50 marks: 10 marks on keywords and definitions, 40 marks made up from past exam questions on covering all three assessment objectives where possible, i.e.</p>	<p><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>

	<p>AO1 Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures</p> <p>AO2 Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:</p> <ul style="list-style-type: none"> <li>• in a theoretical context</li> <li>• in a practical context</li> <li>• when handling qualitative data</li> <li>• when handling quantitative data</li> </ul> <p>AO3 Analyse, interpret and evaluate scientific information, ideas and evidence including in relation to issues, to:</p> <ul style="list-style-type: none"> <li>• make judgements and reach conclusions</li> <li>• develop and refine practical design and procedures</li> </ul> <p><b>End of topic tests are carried out as follows:</b></p> <p><b>Year 12, A level year 1 content</b></p> <p>Cells Biological Molecules, Cell membrane transport Cell division Enzymes Nucleic Acids Adaptations for gas Exchange Adaptations for transport in animals- heart and circulatory system Adaptations for transport in animals- transport of gases Classification and Biodiversity Adaptations for nutrition Sexual Reproduction in Plants Variation and Evolution</p> <p><b>Year 13, A level year 2 content</b></p> <p>Human Impact on the environment (completed in year 12 Summer term) Respiration Photosynthesis Microbiology Nervous System Homeostasis and the Kidney Sexual Reproduction in Animals Nervous System Inheritance Application of reproduction and genetics Populations size and Ecosystems</p>	<p>student achievement where required. Summative assessments are teacher assessed and moderated.</p> <p><b>Year 12:</b> Deadline for Summative Assessment 1: Friday 18<sup>th</sup> October 2024 Deadline for Summative Assessment 2: Friday 31<sup>st</sup> January 2025 End of Year Exams Commence Monday 28<sup>th</sup> April 2025</p> <p><b>Year 13:</b> Mock Exams 1: Commence Monday 14<sup>th</sup> October 2024 Mock Exams 2: Commence Monday 3<sup>rd</sup> February 2025</p>
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	<p><b>Weekly Implementation</b></p>	<p>Key strategies of effective formative assessment in action in <b>hourly lessons</b> within KS5 Biology include:</p> <ul style="list-style-type: none"> <li>• Questioning in class to help students build on prior knowledge and to tease out thinking in relation to new ideas and concepts.</li> <li>• Study packs – each topic has a pack of notes and activities that teachers use during the lessons and/or follow learning at home</li> <li>• Practice question packs- each topic has a pack of practice questions, these are used formatively in lessons or as a follow up task at home</li> <li>• Use of mini whiteboards to check knowledge and understanding</li> <li>• Teachers use short quizzes and MCQs for knowledge checks and consolidation.</li> <li>• 9 mark question practice (Quality of Extended Response) is also included to help prepare for the terminal exam- the last question on each A level paper is assessed by 9 mark QER</li> </ul>	