

Subject		FUNCTIONS OF ASSESSMENT		
Business Studies KS4				
		FORMATIVE; The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	SUMMATIVE; This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)	EVALUATIVE; This is about institutional accountability and comes after terminal exams.
TIMESCALE	Annually	Year 9 Initial assessment beginning of the year can act as a starting point from which judgements can be made to aid ongoing formative assessment. This immediately refers to the exam requirements of defining, explaining and making judgements at an early stage Year 10 The Year 9 End of Year exam data and assessments can be used in order to make formative judgements of students' performance and understanding. This will shape future formative assessment i.e. questioning. Year 11: Year 10 End of Year exam and assessment data can be used in order to make formative judgements of students' performance and understanding. This will shape future formative assessment i.e. questioning Every lesson through observation and verbal feedback, questioning and clarification of understanding. Feedback sheets Parents evening	Topics assessed for each year group Year 9 - End of year exam Years 9 will sit a paper for their End of Year Exam to measure progress and outcomes from their starting points. Market Research Economy and Business Technology and Business All assessments (self, peer and teacher) are found continuously mixed in amongst the students' classwork. Year 10 - End of year exam Year 10 will sit their end of year exam to measure progress and outcomes from their starting points 1.1 Enterprise and Entrepreneurship 1.2 Spotting a business opportunity 1.3 Putting a business idea into practice 1.4 Making the business effective 1.5 Understanding external influences on business KS4 Assessment at end of each topic (at 5 points during the year)	Results GCSE Data drops Final outcomes Dec exam High stakes accountability: GCSE performance measures Throughout KS4, peer and self-evaluation completed every lesson in individual tasks and more formal performance assessments. Growth mind-set is a valuable part of lessons and forms coaching and verbal evaluation given by teachers and pupils. Students have ownership and track and evaluate their own progress throughout the year using both formative and summative assessment outcomes to form a holistic view of student performance and progress. The same data is tracked by the subject leader and is used this to inform teaching, feedback, targets and intervention strategies. Year 9 and 10 exams will be used to evaluate progress over the first two years and allow for analysis of suitability of continuation of the course for Business or Economics

			<p>All assessment (self, peer and teacher) are found continuously mixed in amongst the students' classwork.</p> <p><u>Year 11 – GCSE Exams</u> Year 11 will have their GCSE exams in May/June which are externally marked by EDEXCEL. Results in August.</p> <p>Unit 1 Introduction to a small business (1.1 -1.5 Topics)</p> <p>Unit 2 Investigating a small business (Controlled Assessment)</p> <p>Unit 3 Building a Business</p> <p>3.1 Marketing</p> <p>3.2 Meeting Customer Needs</p> <p>3.3 Effective Financial Management</p> <p>3.4 Effective People Management</p> <p>3.5 Wider World affecting Business</p> <p>KS4 Assessment at end of each topic (5 points during the year)</p> <p>Trial exam in December</p> <p>All assessment (self, peer and teacher) are found continuously mixed in amongst the students' classwork.</p>	
	<p>Interim</p> <p>Could be termly or half termly</p>	<p>Self, peer, teacher assessment</p> <p>Deep marking dialogue between student and teacher</p> <p>Lesson ready (home learning) is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.</p>	<p><u>Year 9 – Business and Economics Introductory Course</u> – Four key assessment points</p> <ul style="list-style-type: none"> • Market Research written report • Two point essay on Demand and Supply and Economy and Business • Presentation on Technology • End of year exam <p>Completion of subject progress trackers / personalised learning checklists (PLCs)</p> <p><u>Year 10</u></p>	

		<p>Each topic has a Personalised Learning Checklist (PLC) style 'Tracker Sheet' which should be stuck into students' books at the front.</p> <p>Termly units of work</p> <p>Half term units of topic/style/issue based work are completed.</p> <p>Lesson ready is given when necessary and takes the form of independent research</p> <p>End of unit common assessments</p> <p>Peer and self-assessment</p> <p>Re-ACT written feedback and student response Independent learning is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.</p> <p>Following topical assessment:</p> <p>Each topic has a Personalised Learning Checklist (PLC). Students will use this to reflect on their own areas for development and make actions plans to address areas of weakness – this will allow for self-efficacy and development of growth mind-set.</p> <p>Each student will have an assessment tracker sheet which they will use to track their own progress over both formative and summative assessment – this is a reflection tool and will allow students to reflect on their overall progress – this is designed to complement topical PLC's</p> <p>Independent learning is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.</p> <p>Half term units of topic based work are completed and assessed.</p>	<p>End of Unit assessments with ReACT written feedback and student response 5 key unit assessments – 1.1 -1.5 End of year exam</p> <p><u>Year 11</u> End of Unit assessments with React written feedback and student response</p> <p>Unit 2 Controlled assessment during the first term</p> <p>1 trial examination in December</p> <p>Past Unit 1 paper programme from January until May examination. All students receive personalised learning checklists (PLCs) for every examination paper they complete.</p>	
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	Weekly	<p>Low stakes testing on:</p> <ul style="list-style-type: none">• Key Business terms (peer assessed) <p>Teacher, peer and self-evaluation used in lessons to ensure progress and next steps are considered and 're-acted' too.</p> <p>Verbal feedback, HL, classwork, self, peer and teacher assessments.</p> <p>Having completed students immediately self or peer assess and reflect on their learning, making actions plans for improvement. This is then also completed in the assessment tracker. Lesson ready HL varied and open ended.</p> <p>Trackers filled in to monitor progress</p> <p>Use of success criteria every lesson which is differentiated for all learners.</p> <p>Formative assessment strategies take place including the following strategies:</p> <ul style="list-style-type: none">• Shared success criteria or student checklists• Exam questions, mark schemes and model answers <p>Lesson Ready – Students given tasks to do outside of lesson that feed into the next lessons work</p> <p>Sub-topical exam style questions:</p> <ul style="list-style-type: none">• Throughout the weeks past paper questions are embedded into each topic• Having completed students immediately self or peer assess and reflect on their learning, making actions plans for improvement. This is then also completed in the assessment tracker. <p>Understanding exam requirements:</p> <ul style="list-style-type: none">• Students will view mark schemes weekly.• Model answers will be used to support learning.	
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	Hourly	<p>Growth mindset learning environment Solo and blooms taxonomy Questioning/socratic dialogue</p> <p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none">• Discussions• Focused questioning/targeted questioning• Direct and Targeted questioning• Tiered verbal questioning (Bloom's taxonomy)• Mini quiz and plenaries.• Use of keywords and learning word wall throughout lessons.• Hinge point questions and self-reflection exercises to encourage meta-cognition. <p>Lesson Outcomes are shared with students.</p> <p>Verbal questioning used to clarify understanding Use of keywords throughout lessons.</p> <p>Use of mini-plenary and modelling to clarify and exemplify understanding.</p>	
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