

Subject		FUNCTIONS OF ASSESSMENT		
Business Studies KS5				
		<b>FORMATIVE;</b> The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	<b>SUMMATIVE;</b> This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)	<b>EVALUATIVE;</b> This is about institutional accountability and comes after terminal exams.
TIMESCALE	Annually	<b>Year 12:</b> Assessment 1 at end of 1.5 <ul style="list-style-type: none"> <li>This allows for a starting point for to make early judgements and inform subsequent formative assessment.</li> <li>This will also introduce exam requirements at an early stage.</li> </ul> GCSE Business grade (if applicable)  <b>Year 13:</b> UCAS exam data from the previous year used in order to make formative judgements of students' performance and understanding. This will shape future formative assessment i.e. questioning.  Years 12 and 13 trial exams act as a starting point from which judgements can be made to aid ongoing formative assessment by staff.  Every lesson through observation and verbal feedback, questioning and clarification of understanding. Feedback sheets Parents evening	<b>Year 12 - UCAS exam – AS level Paper 1</b> Year 12 End of Year subject tests marked internally, so internal UCAS based exams will enable department to track whether students are making the appropriate progress, half way through their Business A level. Paper 1: Marketing and people Paper 2: Managing business activities  All assessments (self, peer and teacher) are found continuously mixed in amongst the students' classwork.  <b>Year 13 - A level external examinations</b> Marked externally by EDEXCEL Paper 1: Marketing people and global business 35% Paper 2: Business activities, decisions and strategy 35% Paper 3: Investigating business in a competitive environment 30%  Trial exam in January  Using teacher feedback, peer feedback and self-evaluation to improve, make progress and identify areas to further develop.  All assessments (self, peer and teacher) are found continuously mixed in amongst the students' classwork.	High stakes accountability: <ul style="list-style-type: none"> <li>A-level performance measures</li> <li>Student destinations</li> </ul> Results GCSE/A level Data drops Dec exam / UCAS exam Final outcomes  Throughout KS5, 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 12 UCAS exams will be used to evaluate progress over the first year and allow for analysis of suitability of continuation of the course.

				External A level exams for year 13 will form the basis for departmental evaluation.
<b>Interim</b>  Could be termly or half termly	<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 reading, research, questions and tasks to aid learning and exam performance.</p> <p>Each topic has a Personalised Learning Checklist (PLC) style 'Tracker Sheet' which should be stuck into students' books at the front. These illustrate the various topics and tasks which students will cover.</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>End of topic units of work are completed and assessed</p> <p>Re-ACT written feedback and student response</p> <p>Independent learning is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.</p>	<p><b>YEAR 12</b></p> <p>Summative assessment will be based on new units covered – and will consist of either research and investigative reporting, practical exploration or an essay in relation to the topics covered.</p> <p><b>YEAR 13</b></p> <p>To prepare for the exam, fortnightly essays – which will begin after Christmas.</p> <p>One half termly piece assessed ( minimum)</p> <p>When data is collected</p> <p>Every two weeks are either teacher, self or peer assessed.</p> <p>End of unit</p> <p>Tracker filled in to monitor progress.</p> <p>5 assessments take place over the academic year. These are teacher assessed and are exam style.</p> <p>End of Unit common assessments with ReACT written feedback and student response</p> <p>Completion of tracker sheets all students receive at the start of every term.</p>		
<b>Weekly</b>	<p>Low stakes testing on:Key Business terms (peer assessed)</p> <p>Teacher, peer and self-evaluation used in lessons to ensure progress and next steps are considered and 're-acted' too.</p> <p>Lesson ready HL varied and open ended.</p>			

		<p>Use of success criteria every lesson</p> <p>Formative assessment strategies take place including the following strategies:</p> <ul style="list-style-type: none"> <li>•Shared success criteria or student checklists</li> <li>•Exam questions, mark schemes and model answers</li> </ul> <p>Lesson Ready – Students given tasks to do outside of lesson that feed into the next lessons work</p> <p>Throughout the weeks past paper questions are embedded into each topic</p> <ul style="list-style-type: none"> <li>• 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 to monitor progress</li> </ul> <p>Understanding exam requirements:</p> <ul style="list-style-type: none"> <li>•Students will view mark schemes weekly.</li> <li>•Model answers will be used to support learning.</li> </ul>	
	<p><b>Hourly</b></p>	<p>Growth mindset learning environment Solo and blooms taxonomy</p> <p>Questioning/Socratic dialogue</p> <p>Learning objectives</p> <p>Hooks/Plenaries</p> <p>Learning mats</p> <p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Focused questioning/targeted questioning</li> <li>• Tiered verbal questioning (Bloom’s taxonomy)</li> <li>• Mini quiz and plenaries.</li> <li>• Use of keywords and learning word wall throughout lessons.</li> <li>• Hinge point questions and self-reflection exercises to encourage meta-cognition.</li> </ul>	

Learning Foci (formerly Lesson Objectives)

Lecture and seminar style lessons.

Lesson Outcomes are shared with students.

Verbal questioning used to clarify understanding used by class teachers using Bloom's Taxonomy to challenge.

Use of keywords and learning word walls throughout lessons.

Use of mini-plenary and modelling to clarify and exemplify understanding.