


Subject Economics KS4		FUNCTIONS OF ASSESSMENT		
	<p>FORMATIVE; The instructional guidance that identifies central points of learning and plans for the progression of individuals students.</p>	<p>SUMMATIVE; This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)</p>	<p>EVALUATIVE; This is about institutional accountability and comes after terminal exams.</p>	
	<p>Annually</p> <p>TIMESCALE</p>	<p>Baseline assessment for year 9:</p> <ul style="list-style-type: none"> • 'Initial Assessment' for 15 marks <ul style="list-style-type: none"> ○ This enables for a starting point for to make early judgements and inform subsequent formative assessment. ○ This immediately refers to the exam requirements of defining, explaining and making judgements at an early stage. <p>Year 10:</p> <ul style="list-style-type: none"> • Year 9 exam data used in order to make formative judgements of students' performance and understanding. This will shape future formative assessment i.e. questioning. <p>Year 11:</p> <ul style="list-style-type: none"> • Year 10 exam data used in order to make formative judgements of students' performance and understanding. This will shape future formative assessment i.e. questioning. <p>Workshops:</p> <p>Throughout the year, and with increasing intensity, workshops will be made available to students after school as a form of proactive intervention- allowing students re-inforce understanding of key concepts and to consider exam technique in greater depth</p>	<p>Year 9 - End of year exam</p> <p>Year 10 - End of year exam</p> <p>Year 11 – GCSE Exams</p> <ul style="list-style-type: none"> • Paper 1 – Introduction to Economics • 90 minute paper worth 50% of total • Paper 2 – National and International Economy • 90 minute paper worth 50% of total <p>All assessments (self, peer and teacher) are found continuously mixed in amongst the students' classwork.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>External GCSE exams for year 11 will form the basis for departmental evaluation.</p>

		Workshops will begin in the second half term and students will be allocated places on a needs basis.		
	<p>Interim</p> <p>Could be termly or half termly</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>Key Topics:</p> <ul style="list-style-type: none"> • There are 9 Key Topics in Year 1 and 12 in Year 2. These are combined to create 4 Topic Tests throughout the year • Each topic has a Personalised Learning Checklist (PLC) provided to students. Students will use these 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. • Each student will have an overall 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 PLCs. 	<p>Year 9 – Business and Economics Introductory Course – 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>Year 10 – Four key assessment points</p> <ul style="list-style-type: none"> • Introduction to Economics • Demand, Supply • Price • End of year exam <p>Year 11 – Four key assessment points</p> <ul style="list-style-type: none"> • Why do countries trade? • EU, Balance of Payments an Exchanges Rates • Competitiveness, Poverty, Development Economics • GCSE Exams (see above) 	
	Weekly	<p>Sub-topical exam style questions:</p> <p>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> <p>Understanding exam requirements: Students will view mark schemes weekly. Model answers will be used to support learning.</p>		

	Hourly	<p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none">• Recap Quizzes• Use of mini-whiteboards• Focused questioning• Tiered verbal questioning (Bloom's taxonomy)• Mini test and plenaries.• Hinge point questions and self-reflection exercises.	
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