| Subject

**English KS3** | FUNCTIONS OF ASSESSMENT | | |
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|  | **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. |
| **Annually** | Year 7 Baseline Assessment from GL act as a starting point from which judgements can be made to aid ongoing formative assessment by staff.

For Year 8 the use of previous year 7 data can be used by staff in order to make formative judgements of students' performance and understanding against. | Years 7 and 8 will sit a GL assessment at the end of KS3 to measure progress and outcomes from their starting points.

End of Year Flight Path Review. | Throughout KS3, 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.

The English department tracks and evaluates summative assessment performance across the year to form a holistic view of student performance and progress and uses this to inform teaching, feedback, targets and intervention strategies. |
| **Interim**

Could be termly or half termly | Lesson ready (home learning) is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.

Half term units of reading/writing based work are completed. 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 and if/how they shall be assessed. | Students have a **YELLOW** exercise book (which stays in school) which contains all extended writing assessed pieces of work (whether it be self/peer or deep marked by the teacher). This is where students complete ReACT tasks and redrafting.

**6 formal assessment points across each year at the end of each unit (half termly). Levels based upon the KS3 mastery tiers and written feedback. Student ReACT responses should be evident** | |

**TIMESCALE**

| | | Students have a **BLUE** exercise book (which they keep on them always) which contains all classwork (preparatory tasks and notes) and some home learning (nb. most home learning at KS3 is set and completed via Google Classroom). | **YEAR 7**<br>**Aut 1** – Complete the story of 'The Man With the Yellow Face'.<br>**Aut 2** – How are the horrors of war presented in two of your chosen texts?<br>**Spr 1** – Extract from Animal Farm and character based analysis essay.<br>**Spr 2** – Extract from one of the plays they have studied. Question is: How does Shakespeare present (*character' name*) in this scene?<br>**Sum 1** – Language paper 2 based assessment<br>**Sum 2** – KS3 EXAM *GL Assessment* | **YEAR 8**<br>**Aut 1** – Plan and write a Gothic story.<br>**Aut 2** – Consider how Scrooge changes from the beginning to the end of 'A Christmas Carol'<br>**Spr 1** – Compare and contrast the way in which the animals are portrayed in 'Hyena' and 'Pike'.<br>**Spr 2** – Compare & contrast the way that Prospero treats Caliban and Ariel.<br>**Sum 1** – Language paper 1 based assessment<br>**Sum 2** – KS3 EXAM *GL Assessment* | |
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| | **Weekly** | Low stakes testing on:<br>• Spelling tests (peer assessed)<br>• Vocabulary tests (peer assessed)<br><br>Live modelling and use of mini white boards.<br><br>Lesson Ready set in booklet which is also shared on Google Classroom.<br><br>Teacher, peer and self-evaluation used in lessons to ensure progress and next steps are considered and 're-acted' too. | | | |
| | **Hourly** | Learning Foci (formerly Lesson Objectives)<br><br>Every lesson the following formative assessment takes place using the following strategies:<br><br>• Focused questioning/targeted questioning<br>• Tiered verbal questioning (Bloom's taxonomy)<br>• Mini quiz and plenaries. | | | |

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| | | • Use of keywords and learning word wall throughout lessons.<br>• Hinge point questions and self-reflection exercises to encourage meta-cognition. |