

Subject		FUNCTIONS OF ASSESSMENT		
English 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	For Year 9 the use of previous year 8 data can be used by staff in order to make formative judgements of students' performance and understanding against. Year 9 and 10 End of Year Exams act as a starting point from which judgements can be made to aid ongoing formative assessment by staff.	Years 9 and 10 will sit a GCSE Lit and/or Lang paper for their End of Year Exam to measure progress and outcomes from their starting points. Year 11 will have their GCSE exams in May/June which are externally marked by AQA. Results in August.	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. The English department tracks and evaluates summative assessment performance across KS4 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 Language/Literature 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. <u>Students have a BLUE exercise book</u> (which they keep on them always) which contains all classwork (preparatory tasks and notes) and some home learning (nb. most home learning at	<u>Students have a YELLOW exercise book</u> (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. YEAR 9 6 formal assessment points across the year at the end of each half termly unit. Students given a raw mark on the Lit/Lang style paper they have sat as well as a GCSE grade. Student ReACT responses should be evident. YEAR 10 6 formal assessment points across the year at the end of each half termly unit. Students given a raw	

		<p>KS3 is set and completed via Google Classroom).</p>	<p>mark on the Lit/Lang style paper they have sat as well as a GCSE grade. Student ReACT responses should be evident.</p> <p>YEAR 11 3 formal assessment points in Aut 1, Spr 1 and Sum 1. Students given a raw mark and a GCSE grade. Student ReACT responses should be evident. 2 Trial exam sessions in Aut 2 and Spr 2. Students given a raw mark and a GCSE grade. Student ReACT responses should be evident.</p>	
	<p>Weekly</p>	<p>Low stakes testing on:</p> <ul style="list-style-type: none"> • Spelling tests (peer assessed) • Vocabulary tests (peer assessed) <p>Live modelling and use of mini white boards.</p> <p>Lesson Ready set in booklet which is also shared on Google Classroom.</p> <p>Teacher, peer and self-evaluation used in lessons to ensure progress and next steps are considered and 're-acted' too.</p>		
	<p>Hourly</p>	<p>Learning Foci (formerly Lesson Objectives)</p> <p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> • Focused questioning/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. 		