

Subject Geography KS3		FUNCTIONS OF ASSESSMENT		
		FORMATIVE;	SUMMATIVE;	EVALUATIVE;
		<p>The instructional guidance that identifies central points of learning and plans for the progression of individuals students.</p>	<p>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>This is about institutional accountability and comes after terminal exams.</p>
TIMESCALE	Annually	<p>Year 7 Baseline Assessment on the topic of 'What is Geography?' act as a starting point from which judgements can be made to aid ongoing formative assessment by staff.</p> <p>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.</p>	<p>Formal End of Year examinations as part of the Key Stage 3 Assessment Week These cover all topics studied across the year as follows:</p> <p><i>Year 7: Map Skills, UKs Human Geography, UKs Physical Geography, Africa</i></p> <p><i>Year 8: Earth's Geology, Natural Hazards, Energy & Sustainability, Asia and Weather and Climate, Glaciation</i></p>	<p>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.</p> <p>The Geography 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.</p>
	Interim Could be termly or half termly	<p>End of Unit tests usually each half term are teacher assessed with re-act feedback. Students well below target are expected to retake or rewrite these to come into line with their target grades.</p> <p>Lesson ready (home learning) is for consolidation and practice purposes and</p>	<p>4 formal assessment points across each year at the end of each unit. Levels based upon the KS3 mastery tiers and written feedback and student responses in the form of react should be evident. These should be stuck into exercise books.</p>	

		<p>includes questions and tasks to aid learning and exam performance</p> <p>Half term units of topic/style/issue based work are completed. Each topic has a Personalised Learning Checklist (PLC) style 'Tracker Sheet' which should be stuck into students' books at the start of each topic. These illustrate the various topics and tasks which students will cover and if/how they shall be assessed.</p>	<p style="text-align: center;"><u>Year 7</u></p> <ol style="list-style-type: none"> 1. Map Skills Test 2. Contrasting UK Settlements Extended Writing Task 3. Micro Climates Investigation 4. End of Year Exam 	<p style="text-align: center;"><u>Year 8</u></p> <ol style="list-style-type: none"> 1. Rocks & Soil Test 2. Tectonic Hazard Report 3. Eco Home Design Task 4. End of Year Exam 	
	<p>Weekly</p>	<p>Regular formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> • Success criteria or student checklists • Model answers • Low stakes testing on key concepts, processes, locations and features. • Tiered outcome descriptors e.g. Gold/Silver/Bronze <p>Teacher, peer and self-evaluation used in all lessons to ensure progress and next steps are considered and 're-acted' too.</p>			
	<p>Hourly</p>	<p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> • Focused questioning • Tiered verbal questioning (Bloom's taxonomy) • Mini test and plenaries. • Use of keywords and learning word walls throughout lessons. • Hinge point questions and self-reflection exercises. 			