

Subject Geography KS4		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>At Key Stage 4 (KS4) the use of aspirational FFTD +2 targets are to measure student progress across the year. These targets are aspirational and represent top 5% performance.</p> <p>All attainment data is logged in centralised department trackers across the year which traffic light student progress in the context of their target grades.</p>	<p>Questions or tests will be given a score, percentage and corresponding GCSE Grade between 1-9.</p> <p>Formal End of Year examinations in Year 9 and 10 on all of the course units covered to date. These are based on GCSE papers and pupil attainment will be graded 1-9.</p> <p>Year 11 students sit mock examinations for all three of the GCSE papers mirroring exactly what is to come in June.</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>Geography teachers use and evaluate summative assessment across the year to form a holistic view of student performance and progress. This is used alongside summative data to form judgements on pupil performance inform teaching, feedback, targets and intervention strategies.</p>
	Interim <i>Could be termly or half termly</i>	<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><b>4 formal assessment points across each year at the end of each unit. Levels based upon raw mark boundaries at GCSE grading criteria 1-9. Written feedback and student responses in the form of react should be evident. These are in student folders.</b></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><b><u>Year 9</u></b></p> <ol style="list-style-type: none"> <li>1. Geog Skills Test</li> <li>2. Natural Hazards Test</li> <li>3. Changing Climate Test</li> <li>4. Dynamic Development Test</li> </ol>	<p><b><u>Year 10</u></b></p> <ol style="list-style-type: none"> <li>1. UK in 21<sup>st</sup> Century Test</li> <li>2. Sustaining Ecosystems Test</li> <li>3. Distinctive Landscapes Test</li> <li>4. End of Year Exam (inc Resource Reliance)</li> </ol>	<p><b><u>Year 11</u></b></p> <ol style="list-style-type: none"> <li>1. Urban Futures Test</li> <li>2. Formal December Mock Exam</li> <li>3. In Class Final Mock Exams</li> <li>4. GCSE Exams</li> </ol>	
	<p><b>Weekly</b></p>	<p>Regular formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> <li>• Success criteria or student checklists</li> <li>• Model answers</li> <li>• Low stakes testing on key concepts, processes, locations and features.</li> <li>• Tiered outcome descriptors e.g. Gold/Silver/Bronze</li> </ul> <p>Teacher, peer and self-evaluation used in all lessons to ensure progress and next steps are considered and 're-acted' too.</p>				
	<p><b>Hourly</b></p>	<p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> <li>• Focused questioning</li> <li>• Tiered verbal questioning (Bloom's taxonomy)</li> <li>• Mini test and plenaries.</li> <li>• Use of keywords and learning word walls throughout lessons.</li> <li>• Hinge point questions and self-reflection exercises.</li> </ul>				