


Subject		FUNCTIONS OF ASSESSMENT		
Mathematics 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 Could be termly or half termly	End of year assessment and teacher assessment is used for setting in Mathematics. Review of sets in Mathematics	Years 9 and 10 will sit a GCSE style Mathematics 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.	The Mathematics department produces analysis of examination results at KS4 to identify strengths and areas to improve on to inform teaching and intervention strategies.
	Interim	End of unit common assessments Peer and self-assessment Re-ACT written feedback and student response Review of sets in Mathematics	End of Unit common assessments with ReACT written feedback and student response Completion of tracker sheets all students receive at the start of every term. Year 11 2 unit assessments during the first term 1 trial examination in December 1 trial examination in March Homework paper programme from January until May examination. All students receive personalised learning checklists (PLCs) for every examination paper they complete. Year 10 Year 10 have a small brown assessment exercise book in which they complete unit assessments. 4 unit assessments End of term assessment December Trial Examination in April End of year assessment in July Year 9	

			<p>Year 10 have a small brown assessment exercise book in which they complete unit assessments. 3 unit assessments End of term assessment in December and March End of year assessment in July.</p>
Weekly	<p>Formative assessment strategies take place including the following strategies:</p> <ul style="list-style-type: none"> • Shared success criteria or student checklists • Model answers and mark schemes Low stakes testing e.g. Mad Minute, , Mathsbox quizzes, Diagnostic Questions) • Exam questions, mark schemes and model answers <p>Lesson Ready – Students given tasks to do outside of lesson that feed into the next lessons work</p> <p>Student proof reading (ReACT)</p>		
Hourly	<p>Lesson Outcomes are shared with students.</p> <p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> • Direct and Targeted questioning • Mini quiz and plenaries. • Maths key words and problem solving • Tiered questioning to clarify understanding using Bloom's Taxonomy. 		