


Subject Psychology KS5		FUNCTIONS OF ASSESSMENT		
	<p>FORMATIVE; The instructional guidance that identifies central points of learning and plans for the progression of individuals students.</p>	<p>SUMMATIVE; 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>EVALUATIVE; This is about institutional accountability and comes after terminal exams.</p>	
	<p>Annually</p> <p>TIMESCALE</p>	<p>Baseline assessment for year 12:</p> <ul style="list-style-type: none"> • Research methods and mathematical skill. <ul style="list-style-type: none"> ○ This allows for a starting point for to make early judgements and inform subsequent formative assessment. ○ This will also introduce exam requirements at an early stage. <p>Year 13:</p> <ul style="list-style-type: none"> • UCAS exam data from the previous year used in order to make formative judgements of students' performance and understanding. This will shape future formative assessment i.e. questioning. <p>Examiner workshops:</p> <ul style="list-style-type: none"> • Throughout the year marking workshops will be made available to students after school as a form of proactive intervention- allowing students to understand what examiners are looking for and how assessments are scored, what the assessment objectives are – including how to maximise marks. • Workshops will begin in the second half term and students will be allocated places on a needs basis. 	<p>Year 12 - UCAS exam – A level Paper 1</p> <ul style="list-style-type: none"> • Two hour written paper. <ul style="list-style-type: none"> ○ Social Influence ○ Memory ○ Attachment ○ Psychopathology <p>Year 13 - A level external examinations</p> <ul style="list-style-type: none"> • Paper 1: Introductory topics in psychology (2 hours 33%) • Paper 2: Psychology in context (2 hours 33%) • Paper 3: Issues and options in psychology (2 hours 33%) 	<p>Throughout KS5, 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>Students have ownership and track and evaluate their own progress throughout the year using both formative and summative assessment outcomes to form a holistic view of student performance and progress. The same data is tracked by the subject leader and is used this to inform teaching, feedback, targets and intervention strategies.</p> <p>Year 12 UCAS exams will be used to evaluate progress over the first year and allow for analysis of suitability of continuation of the course.</p> <p>External A level exams for year 13 will form the basis for departmental evaluation.</p>

	<p>Interim</p> <p>Could be termly or half termly</p>	<p>Independent learning is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance. Half term units of topic based work are completed and assessed.</p> <p>Following topical assessment: Each topic has a Personalised Learning Checklist (PLC). Students will use this to reflect on their own areas for development and make actions plans to address areas of weakness – this will allow for self-efficacy and development of growth mind-set.</p> <p>Each student will have an assessment tracker sheet which they will use to track their own progress over both formative and summative assessment – this is a reflection tool and will allow students to reflect on their overall progress – this is designed to complement topical PLC's</p>	<p>Year 1 Topical Tests (approximately half termly):</p> <ol style="list-style-type: none"> Approaches in Psychology Social Influence Memory Attachment Psychopathology <ul style="list-style-type: none"> <i>Research Methods</i> <p>Year 2:</p> <ol style="list-style-type: none"> Biopsychology Issues and Debates Gender Schizophrenia Forensic Psychology <ul style="list-style-type: none"> <i>Research Methods</i> 	
	<p>Weekly</p>	<p>Sub-topical exam style questions:</p> <p>These questions are detailed in the assessment tracker and can be viewed in student workbooks. Each question will be done in exam conditions, between 5-20 minutes.</p> <p>Having completed students immediately self or peer assess and reflect on their learning, making actions plans for improvement. This is then also completed in the assessment tracker.</p> <p>Understanding exam requirements: Students will view mark schemes weekly. Model answers will be used to support learning.</p>		
	<p>Hourly</p>	<p>Every lesson the following formative assessment takes place using the following strategies:</p> <p>Focused questioning Tiered verbal questioning (Bloom's taxonomy) Mini test and plenaries. Hinge point questions and self-reflection exercises.</p>		