


Subject		FUNCTIONS OF ASSESSMENT		
Mathematics KS3				
		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	Scaled scores from KS2 GL Assessments (completed in first fortnight of Year 7) End of year assessment and teacher assessment is used for setting in Mathematics. Review of sets in Mathematics	Year 7 GL Assessment (done during KS3 Assessment week) Year 8 GL Assessment (done during KS3 Assessment week)	GL Assessment results for both year 7 and 8 Peer and self-assessments are done throughout lessons. After unit tests and end of term tests, students are given more detailed feedback and ReACT tasks that they respond to. Students write a reflection on progress made in tests. Analysis of KS3 data in preparation for Department review in Autumn Term
	Interim Could be termly or half termly	Unit topic tests at least once a half term are completed and deep marked Students are given termly units of work which they reflect on before and after the unit	Autumn Term Test Spring Term Test End of Year Test <u>Year 7</u> - All content learned can be assessed in each term test <u>Year 8</u> - All content learned from the beginning of Year 7 to current can be assessed in each term test	
	Weekly	Hegarty Maths used to look at higher and more challenging content. Google classroom used to set home work, and low stakes test that can be marked. Lesson Ready – Students given tasks to do outside of lesson that feed into the next lessons work Low stakes weekly quizzes- Mad Minute, Numeracy Ninja, Mathsbox quizzes		

	Hourly	Key questioning on skills and understanding Increased look at problem solving with all topics. Greater use of stretch and challenge for higher ability More focus on understanding than repetitive tasks Use of MW, mini plenaries and room displays (Maths key words, how to solve a problem)	
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