

Assessment and Feedback Protocols: Department – Science

<p>Feedback and/or formative assessment is effectively used to use to provide clear next steps for pupils.</p>		
<p>Summative assessments test the taught curriculum effectively. They are fair, inclusive, and accurately marked.</p>		
For...	Teachers will...	Students will...
<p>Daily Retrieval Starters</p>	<p>Greet students at the door and have an entry task ready for students that is either handed to them (VIP starters) or displayed on the whiteboard. These will contain questions that...</p> <p>Revisit prior topics <i>or</i></p> <p>Address identified areas for development for the class <i>or</i></p> <p>Revisit previous topics that will be built on in the current unit</p> <p>Revisit areas of HSW</p> <p>Teachers will go through answers and address misconceptions before beginning the lesson.</p>	<p>Complete the entry task without needing to be prompted.</p> <p>Self-assess during the review, correct any mistakes and update any key facts that they need prior to the start of the lesson.</p>
<p>Routine Assessments</p>	<p>Provide end of unit assessments for every unit under exam conditions. Students will be provided with all necessary examination equipment and identified access arrangements will be put in place wherever possible, either by the teacher or through contact with the SEN team.</p> <p>Mark / grade the end of unit assessments using the appropriate mark scheme and grade boundaries.</p> <p>Provide clear written feedback as a range of improvement tasks each with a corresponding letter, staff to include the letter or letters needed onto their marked exam so students know what they need to improve.</p> <p>Record students' score and grade on the end of unit assessment tracker.</p> <p>Allocate an 'upleveling session' in the next lesson as a starter activity for students to respond to the feedback.</p>	<p>Complete end of unit assessments in exam conditions.</p> <p>Respond to written feedback from their teachers during 'Upleveling lessons':</p> <p>Cut out no more than 2 questions where errors were made, stick them in their books and use a contrasting colour to make the required corrections.</p> <p>Complete an appropriate extension task where they have done well and no upleveling is required.</p>

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<p>AO3 / HSW – extended writing tasks</p>	<p>Provide AO3 assessments for every unit. Students will be provided with all necessary equipment and identified access arrangements will be put in place wherever possible, by the teacher.</p> <p>Students will be given scaffolded support during the tasks through appropriate substitution tables and reference to how science works structure strips. This support will slowly be removed through the year as students gain confidence in their extended writing.</p> <p>Mark the AO3 assessment using the appropriate mark. Provide clear written feedback as a range of improvement tasks each with a corresponding letter, staff to include the letter or letters needed onto their marked exam so students know what they need to improve.</p> <p>Record students' score on the end of unit assessment tracker.</p> <p>Allocate an 'upleveling session' as a starter activity during the next lesson for students to respond to the feedback.</p>	<p>Complete topic AO3 under supported conditions.</p> <p>Respond to written feedback from their teachers during 'Upleveling session': Stick the task into their book make corrections in a contrasting colour.</p>
<p>Work produced during the lesson</p>	<p>Check learning frequently throughout the lesson by</p> <p>Questioning using cold calling</p> <p>Whole class AfL using mini whiteboards, thumbs up/down, 1 – 4 fingers</p> <p>Circulating the room, marking work using fix it / VF to address misconceptions and provide immediate feedback.</p>	<p>Complete self-marking in a contrasting colour when the teacher provides model solutions to questions, correcting any errors</p> <p>Provide responses on mini whiteboards when asked</p> <p>Engage in discussion activities, for example 'think pair share' and responding to questions posed by the teacher</p>

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<p>Formal assessments</p>	<p>Formal assessments will take place prior to TSAT data entry points for each year group. These will take place in exam conditions, with all necessary equipment provided and identified access arrangements in place.</p> <p>Prior to assessments, provide students with revision materials and strategies to use in the exam. Revision materials will include electronic lists of topics, with links to online videos enabling students to revise those topics, links to SENECA based revision materials and knowledge organisers for the appropriate topics.</p> <p>Mark / grade assessments, following the corresponding mark scheme and grade boundaries.</p> <p>Allocate lesson time to reviewing key misconceptions identified during the examination, including modelling correct responses to questions so that students can understand their errors.</p> <p>Provide time during this session for students to complete ‘Equivalent questions’– students only complete the ‘Equivalent questions’ for questions where they had lost marks.</p>	<p>Prepare for assessments using the materials provided in advance</p> <p>Complete the assessment and complete follow up activities set by their teacher on identified areas for improvement</p> <p>Complete no more than 2 ‘Equivalent questions’ for questions where they lost marks</p>