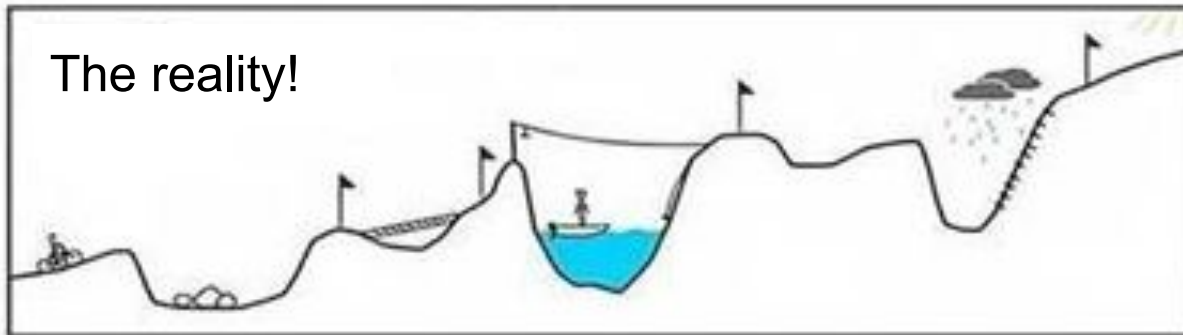
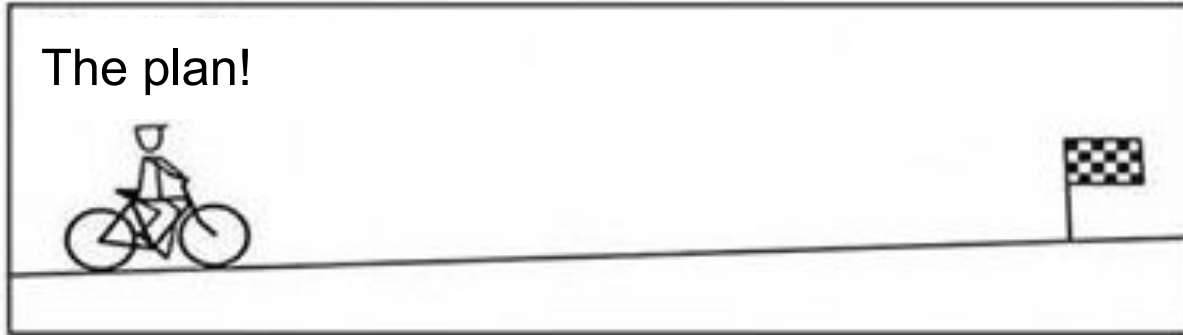


Assessment at BHGS



What do we mean by making progress?



Progression is a journey that should be viewed holistically.

Learning is never linear, and will involve many peaks and valleys.

Support, encouragement and enthusiasm is essential from the outset.

Mistakes are part of learning and will happen.

How are pupils assessed?

Pupils are assessed in a **formative way**: this uses classwork, homework, discussion, contributions and interactions in class to help the teacher make a judgement on how the pupil is progressing and help them to improve.

At key points in the subject, pupil will also be assessed in a **summative way**. This includes topic tests, assessments, quizzes, projects, and other formally assessed work.

Exam weeks take place in all years apart from year 7. The dates of these are published on the website.

How is feedback given to pupils?

Pupils receive continual feedback in an informal way through help from their teacher. This may be through verbal discussions and advice when the teacher circulates around the room, offering support and advice on tasks, or it may be marked work in the exercise books or via Google Classroom.

In summative assessments pupils are likely to be given targets.

In exams pupils are given a mark out of a total, a percentage or a score that links to their progress indicator (exceptional, good etc)

In all cases pupils will be expected to act on the feedback in order to develop their knowledge, understanding and skills.

Year 9 Assessment: Fairtrade Product Project

Student feedback comments:

Target level	What have you done well?
3-1	<ul style="list-style-type: none"> You have stated one or more reasons for the design of your product You have included a labelled picture / actual product and photo You have included a basic description of how the product will be packaged, and have mentioned how this might affect the environment. Your design includes the fairtrade logo, and you have mentioned what it represents. You have listed how the product price will be shared out, and have given a reason for this. You have been able to describe in a basic way how fairtrade works to help people in LICs earn more income, and how this will help improve lives.
6-4	<ul style="list-style-type: none"> You have described your product in detail and have explained why it has some of the key features you have included. You have annotated the picture / actual product and photo. You have considered the packaging and have attempted to minimise the environmental impact. You have described this clearly. Your logo is clear on the product and you explain what each part of the logo represents. You have explained how the cost of the product is shared out and have linked this in a basic way to the aims of Fairtrade. Your explanation of the way Fairtrade can work to improve lives of people in LICs is clear, and includes reference to the Fairtrade premium.
9-7	<ul style="list-style-type: none"> Your annotated picture / photo is clear and detailed, including an explanation and justification for the design features. Your packaging is linked to the aims of sustainability, and you have explained this in detail. You have discussed a range of aspects of the logo, including what the features represent. You have justified the way you have shared out the cost and have linked these to the aims of Fairtrade and have explained how a greater share of the profit will be used by the Fairtrade premium. You have fully explained how Fairtrade can work to reduce the development gap, including use of the Fairtrade premium and fairer trading principles.


Targets: Please respond to your target using your green pen in your exercise book

Add labels to your photo / diagram to describe the main features of your product

In Geography and History, for example, pupils are given a feedback sheet where the criteria they have achieved are indicated.

Targets are indicated and pupils develop their answers in response.

Year 9 Assessment 5: The Holocaust: Student Feedback Sheet

Mark	Mark Scheme:
0	Did not answer the question appropriately.
1-4	<ul style="list-style-type: none"> Simple answer not organised Simple knowledge and little understanding, general information is given <u>Judgement</u> is missing or just stated with no supporting information
5-8	<ul style="list-style-type: none"> Gives an explanation but does not focus on what the question is asking. Is mostly <u>organised</u> although some parts are not clear Some knowledge and understanding of the topic is shown Mostly relevant and specific knowledge is given but some is <u>generalised</u> <u>Judgement</u> made but is not supported (Max 7 marks if only mentions bullet points)
9-12	<ul style="list-style-type: none"> Gives an explanation and is mostly focused on what the question is asking. There is a logical argument Good knowledge and understanding of the topic is shown Relevant and specific knowledge is used to support the answer <u>Judgement</u> is made with some reasons but is general. (Max 11 marks if only mentions bullet points)
13-16	<ul style="list-style-type: none"> Gives a focused explanation that is entirely focused on what the question is asking. There is a well made logical argument. Excellent knowledge and understanding of the topic is shown Precisely selected, relevant and specific knowledge is used to support the answer <u>Judgement</u> is made with specific reasons and supporting information (Cannot be level 4 if only mentions bullet points)
	<p>Needs more key facts and key dates. Needs <u>more</u> developed explanation – How does this show significance? Needs to go beyond the bullet points – Who else was responsible? Needs to be balanced have two sides – How could you agree/disagree? Needs a more developed judgement – Why do you agree/disagree?</p>

How is progress measured?

At the end of year 7 pupils are given a **target pathway**, which is formulated using a wide variety of progress measures, including KS2 SATS and CATS tests.

The pathway is an indication of where data suggests pupils may sit grade wise for their GCSEs.

Obviously this is not an exact science, and pathways should be regarded as a guide.

They are set to be ambitious, but every year pupils exceed their targets and teachers always teach to maximise ambition.

Pupils are given a progress indicator according to how they are progressing on their journey towards their target. These indicators are defined as:

- **‘exceptional’** if they are consistently working at a level that would be above their target pathway expectations for that year,
- **‘good’** if their work is at target pathway expectations for that year,
- **‘inconsistent’** if their work is frequently below target pathway expectations for that year,
- **‘below’** if their work is usually / regularly below target pathway expectations for that year.

These indicators are also used separately to reflect how pupils are managing their behaviour, homework and organisation. These effort indicators are also shown on the report.

How is progress reported to you?

You will receive 2 reports each year.

- The first one will contain comments from your child's teachers, with recommendations on what they should do to improve.
- The second report will contain progress indicator information and feedback from their form teacher.
- Reports are accessed via the online platform Go4Schools.

You are also invited to attend a consultation evening each year during which you can discuss your child's progress.

Teachers are available by email if you wish to discuss any issues or concerns outside of these reporting times.

Moving up to KS4

Pupils study a blend of core and optional GCSEs and BTECS.

Pupils choose their option choices in the spring of Year 9.

The target pathways are then refined to a single target grade for that subject.

Progress continues to be measured using the indicators, but current and predicted grades are added.

These are sent home to you using the reporting system.

Consultation evenings are a good place to discuss your child's progress and next steps.